Wembley Multi-Academy Trust

ACHIEVEMENT FOR ALL

WEMBLEY HIGH TECHNOLOGY COLLEGE

BEHAVIOUR POLICY

I. STUDENT CODE OF CONDUCT

II. STAFF MANAGEMENT OF BEHAVIOUR

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INTRODUCTION

WEMBLEY HIGH TECHNOLOGY COLLEGE MISSION STATEMENT:

Our mission is to deliver 'Achievement for All', one child at a time. We do this by creating a dynamic and inclusive learning environment where every student is empowered to achieve the grades that unlock the doors of opportunity. Driven by our core values of hard work, ambition, resilience, empowerment, diversity, and helping others, we believe that academic excellence is the golden ticket to success. We are committed to equipping our students with the skills, knowledge, and love of learning that they need to excel, ensuring they have the confidence and capability to shape a better world. Through perseverance and collaboration, our students will not only achieve their personal goals but also become compassionate leaders who inspire positive change.

Every pupil has the right to learn without disruption; every member of staff has the right to teach and work without abuse; and every member of the school community has the right to feel safe, respected and included.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining exemplary standards of behaviour that reflect the values of WMAT
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

For 2026-27 this policy should be read alongside the current national framework, including

- Keeping Children Safe in Education 2026
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026)
- Statutory Mobile Phones in Schools guidance (schools should follow from 1 September 2026)
- Restrictive Interventions, including the Use of Reasonable Force in Schools (effective April 2026)
- Searching, Screening and Confiscation
- The Equality Act 2010: Code of Practice for services, public functions and associations, 2026
  Children and Families Act 2014
- SEND Code of Practice
  The School's White Paper 2026: Special Educational Needs and Disability (SEND) Reform
- Working Together to Improve School Attendance

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

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OUR VALUES

• AMBITION: •

"We are highly ambitious because we know that achievement is the golden ticket to opportunity. As **inquirers**, we seek out new challenges and strive to expand our knowledge and skills."

"We foster lifelong learning and growth, so we embrace opportunities to challenge our thinking. As **thinkers**, we approach each challenge critically, continuously reflecting to improve and develop further."

"We set ambitious goals for ourselves. As **principled individuals**, we devise effective strategies and resolutely stick to the plan, remaining focused and reflective until we have achieved these goals."

• HARD WORK: •

"We believe that with hard work we can achieve anything. As **risk-takers**, we are willing to step out of our comfort zones and push ourselves beyond limits to accomplish our goals."

"We know that we are responsible for our own progress - the amount of progress we make is directly proportionate to the hard work we put in. As **principled individuals**, we hold ourselves accountable and commit to putting in the effort necessary for success."

"We focus on the hard work we have to do because we know that controlling the present is the only way to control the future. As **reflective learners**, we evaluate our work and adapt our approach to ensure continued improvement and growth."

• RESILIENCE: •

"We take responsibility for our learning and growth and use the support of those around us to get ourselves through challenging situations. As **communicators**, we actively seek help when needed and work collaboratively with others to overcome difficulties."

"We recognise that framing setbacks positively enables us to learn from our mistakes. As **reflective individuals**, we use each setback as an opportunity to grow and adjust our approach for the future."

"Rather than blaming others, we look within ourselves to understand what we could have done better. As **principled learners**, we take ownership of our actions and continuously strive to improve our personal growth."

• DIVERSITY: •

"We are internationally minded and value the voices and experiences of others. As **open-minded individuals**, we respect diverse perspectives and welcome different cultures and viewpoints."

"We learn from the diversity of views that surround us because they stimulate our creativity, broaden our horizons, and help us understand the world. As **thinkers**, we embrace new ideas and challenges, which help us grow and adapt in an ever-changing global society."

"We relish the opportunity to work in teams, and we make the best use of individualized talents. As **communicators**, we collaborate effectively, learning from the strengths of others to achieve common goals."

"We are mindful of our impact, and we never use discriminatory language. As **principled individuals**, we treat everyone with respect, promoting inclusivity."

• EMPOWERMENT: •

We know that by cultivating the correct frame of mind we are empowered to make informed decisions and become the leaders of tomorrow. As **knowledgeable individuals**, we understand the importance of continuous learning and use that knowledge to make thoughtful, confident choices."

"We are proactive in taking care of our physical and mental health, and we self-regulate in order to succeed. As **balanced individuals**, we strive for harmony in all aspects of our lives, ensuring we have the resilience and well-being to thrive."

"We take responsibility for our actions and act with integrity, honesty, and politeness. We value self-respect and in doing so, command the respect of others. As **principled individuals**, we hold ourselves accountable to the highest standards of honesty and fairness."

HELPING OTHERS:

"We recognise that helping others is what makes us human. We are proud of our moral purpose. As **caring individuals**, we show empathy and compassion, offering our support to those in need and fostering a sense of community."

"We use our strengths to help those who need it the most. As **principled individuals**, we act with integrity, always choosing to use our abilities for the betterment of others and to contribute positively to society."

"We are courageous in calling out bullying and unkind behaviour in all of its forms. As **risk-takers**, we stand up for what is right, even when it is difficult, and work towards creating an inclusive, respectful environment for all."

I. STUDENT CODE OF CONDUCT

Home-School Agreement

Overview
This agreement encapsulates our belief that parents are key educators of their child. It is designed to help secure the highest possible standards of achievement through close communication and effective partnership with parents.

Roles and responsibilities of Trustees, Governors, the Headteacher and other staff,
The Headteacher will ensure that the Home-School Agreement and other significant communications with parents and pupils are reviewed in consultation with parents, pupils, staff, trustees and governors. Methods of consultation will include:

- Parent meetings and informal discussion at Open Evenings
- Surveys
- Year and College Council Meetings
- Telephone contact
- Staff meetings

Where parents do not read English, translators will be provided.

The Learning Contract, Behaviour Contract and Acceptable use of the College Network form part of the contractual agreement between parents/students/College. The agreement is signed by parents/carers in the Student Planner.

Wembley High Technology College will:

- Provide a learning environment that is stimulating, safe and caring.
- Treat everyone with respect.
- Ensure that each pupil has the opportunities, support and guidance to achieve their full potential.
- Report regularly on each pupil's progress.
- Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility.
- Ensure the application of the behaviour policy is fair, proportionate and consistent.
- Keep parents informed about school matters via our online portal EduLink.
- Welcome enquires and be responsive to concerns.
- Promote and reward good progress and performance.
- Offer extracurricular activities that will develop broader skills to prepare for life and work.
- Keep your child in detention up until 4.05pm where necessary.
- Explicitly teach and reinforce shared routines ('set plays').
- Strong start.
- Equipment and coat-off expectations.
- Register and SLANT.
- Calm correction.
- Directed calm/silent transitions where required.
- Calm close.
- Restorative/reintegration conversations following significant disruption.

I/We (The Parent/Guardian) shall ensure that:

- I/we will encourage my/our child to succeed.
- My/our child will maintain high levels of attendance and will arrive punctually.
- I/we will make sure my/our child attends school in correct uniform, arrives on time and is properly equipped for school.
- I/we will inform the school on the first day of any absence (and will keep the school updated on subsequent absences).
- I/we will make the school aware of any health problems.
- I/we will support and respect the College Code of Conduct by reinforcing the school's achievement and sanction system through clear dialogue with my/our child.
- I/we will support staff in their duty in the local community.
- I/we will ensure that my child travels directly to/from the College. Encouraging pupils to gather around in the vicinity of the College is not acceptable, both before and after school.
- I/we will attend Parents' Evenings and Meetings when attendance is requested.
- I/we will encourage my child to succeed by monitoring their homework and signing their planner each week.
- I/we support and respect the detention and sanction system of the College.

As a student I will:

- Be a positive representative for Wembley High Technology College.
- Work hard in class and at home.
- Treat others with respect, kindness and empathy.
- Communicate clearly considering my audience, tone and use of language.
- Recognise that my body language and facial expressions play an important role in my communication.
- Be proud of my school and wear my full and correct uniform with pride.
- Respect the College Code of Conduct and take accountability for my actions.
- Understand that any poor behaviour out of school or online will be dealt with as if the incident occurred in school.
- Graciously accept sanctions.
- Strive for excellent attendance and punctuality.
- Care for the environment – in and out of school.
- Complete homework on time, proactively seeking support before the deadline, if needed.
- Bring all the equipment needed every day.
- Listen carefully when the teacher/others are speaking.
- Consider the safety of others at all times.
- Respect and uphold the hands-off policy and the personal space of others.

Conduct for Learning Contract

You are expected to:

- Enter and leave the area quietly.
- Remove outdoor clothes or items of non-college uniform as soon as you enter the College site.
- Sit where instructed by your teacher.
- Take out your equipment and Planner and begin the starter activity, without being prompted.
- Raise your hand to ask or answer questions.
- Speak and behave respectfully to others.
- Concentrate on the tasks set.
- Remain in the classroom unless there is an emergency (going to the toilet is not an emergency).
- Listen carefully when the teacher is speaking and work quietly.
- Write all homework in your Planner.
- Follow all health and safety rules in each area.
- Wait to be dismissed by your teacher.

When you follow these routines, you will:

- Achieve your potential.
- Be proud of your achievements. Staff will award achievement points (see Rewards System).
- Receive recognition of achievements during Achievement Week (every half term).
- Have letters sent home acknowledging your good work and effort.
- Contribute towards rewards for you and your Form.
- Work towards gaining rewards/prizes during half-termly celebration assemblies and at our yearly Celebration Evening.

If you do not follow these instructions, you may:

- Be given a warning.
- Be given a detention and negative behaviour point.
- Be referred to the Subject Leader or Year Leader who may put you on report.
- Be sent to the Intervention Room.
- Have a letter sent home or a phone call made home.
- Be given a modified timetable.
- Be suspended temporarily.
- Be excluded permanently.

Behaviour Contract

The College requires both student and parent support in order to ensure a quiet, orderly, safe and clean environment in the College, which is seen as integral for positive learning to take place. The College Behaviour Contract is established to provide an appropriate standard for expected behaviour. The purpose of the Student Behaviour Contract reflects what we require of all students and it reflects the students' responsibilities as members of the WHTC and local community. The Laws of the Land are a part of our rules. If the behaviour is not allowed or desirable in society, then it won't be in school either. The list below is not exhaustive and is expected to act as a guide for students and parents. **It is vital that both students and parents carefully read this contract and acknowledge that they have completed this via Edulink.**

EXPECTED BEHAVIOURS AT WEMBLEY HIGH TECHNOLOGY COLLEGE:

a) Students should exercise self-discipline both in and out of the classroom; they should treat everyone with courtesy and consideration; they should never distract other students from their work, disrupt a lesson or use inappropriate language.
b) Students should exercise self-discipline when travelling to and from school, including on public transport. This is important for everyone's safety; they must promptly make their way to/from school and not loiter in the local area.
c) Students should conduct themselves appropriately online. They should be mindful that their use of social media is a part of their professional profile.
d) Students may not gamble for money or sell goods for personal profit.
e) If asked by any member of staff (in or out of College), students should always give their name and tutor group. Students should always have on their person their Student ID Card.
f) Students should arrive punctually to lessons; if a student has been delayed by another teacher, s/he should ask for an explanatory note to give to the next teacher. This should be written in their planner.
g) Mobile phones should be neither seen, used nor heard on the College premises.
h) Students should always walk in a sensible way (keeping to the left when in corridors) along the corridors and up the stairs because running and pushing is dangerous.
i) Students must walk directly to their designated learning spaces and not loiter in corridors between lessons.
j) Students must not use areas of the building that they have not been timetabled in. Movement around the building during lesson time is prohibited to avoid any disturbance to learning. A student using the corridors during lesson time must have a signed note from an appropriate staff member giving them permission to do so.
k) Students must use their designated gate to enter the school site each morning and head straight to their designated area or the library.
l) Wembley High has a "hands off" policy. Students should avoid all forms of unnecessary physical contact. Students should respect personal space and not physically touch another student.
m) Students should always keep well clear of the College car park entrance.
n) Litter should be placed in the bins provided and students should make every effort to keep the College environment clean and tidy at all times.
o) Chewing gum or eating in lesson time is strictly forbidden in the College.
p) Water is the only drink that may be consumed out of the dining halls.
q) Students will not willfully damage / vandalise College property (e.g. graffiti) or use any of the College's equipment inappropriately (e.g. ICT). Parents may be charged the cost of repair / replacement.

MISBEHAVIOUR INSIDE COLLEGE

College rules are established to reinforce students' entitlement and to provide an appropriate standard for expected behaviours. These rules reflect what we require of all students and they reflect students' responsibilities as members of the WHTC community. Below are some examples of what the College considers to be misbehaviour, together with a range of sanctions which may be employed. The lists are not exhaustive. Sanctions will vary according to the nature and/or frequency of the unacceptable behaviour or offence. Where appropriate, the issue will be shared with parents/guardians by telephone, by letter or by asking parents to come into College for a meeting. Records relating to all aspects of any incident will be placed on the student's file.

Examples of misbehaviour include:

a) Lack of respect for others e.g. disruption of a calm and purposeful environment, offensive language to staff, students or visitors, cheating, defiant behaviour, dishonesty, poor behaviour outside of the College, rudeness or theft
b) Language which is discriminatory in any way (e.g. re: gender, sexuality, race, ethnicity)
c) Sexual harassment, online sexual abuse and sexual violence (including sexualised language)
d) Fighting or violent behaviour
e) Inappropriate behaviour using technology or social media
    - Recording of others (to bully, intimidate or mock them)
    - Soliciting indecent images
    - Possession of indecent images
    - Bringing indecent images into school
    - Distributing indecent images
    - Creating social media accounts to publicise unkind images/videos

f) Intimidation, harassment or bullying in person or online
g) Failure to do work or homework
h) Inappropriate personal appearance
i) Incorrect College uniform or correct uniform worn incorrectly
j) Lack of respect for the environment (e.g. dropping litter)
k) Misuse or inappropriate use of the College's equipment (e.g. ICT)
l) Willful damage to property
m) Vandalism (e.g. graffiti)
n) More than occasional lateness/poor punctuality
o) Selling goods for personal profit
p) Smoking, including E-Cigarettes or any other vapour device
q) Use or possession of psychoactive substances (often known as legal highs)
r) Truancy (includes truanting by using toilets as an excuse to miss lessons)
s) Gambling
t) Chewing gum on the College's premises or eating/ drinking during class times
u) Alcohol and drugs (possession, under the influence of, distribution)
v) Being in possession of a knife or offensive weapon (including replicas)
w) Bringing items to College that may purposely disrupt the learning environment
x) Bringing forbidden equipment into College (e.g. personal audio equipment)
y) Involvement or association with a gang
z) Spitting or coughing at another individual.

MISBEHAVIOUR OUTSIDE COLLEGE

The College will apply disciplinary sanctions to all breaches listed, particularly where they occur on public transport or in other public arenas. The College may respond in this way when a student can be identified as a member of WHTC and where the good name of the College may be brought into disrepute. In very serious cases, the student may be excluded from College. Even if formal disciplinary action is not appropriate, the College may require to see or advise parents or police and a full note will be kept on file. The College will always involve itself where repercussions of the misbehaviour (e.g., bullying and/or attack) may be deemed potentially likely to recur within the College day and on or near the College's premises.

Behaviour deemed inappropriate outside College includes:

a) Shouting
b) Fighting (including play fighting)
c) Behaviour which may be deemed as intimidating to members of the College and the public
d) Inconsiderate behaviour towards/around local residents and shopkeepers
e) Trespassing and sitting on private property
f) Failure to comply with instructions from staff (including security staff)
g) Gang related behaviours
h) Loitering in the local area. Students are expected to make their way home promptly at the end of the school day. Students who have not made their way home by 3.15pm are likely to be escorted back to the College to be supervised
i) Intimidating behaviour on social media platforms
j) Inappropriate behaviour using technology or social media:
    - Recording of others (to bully, intimidate or mock them)
    - Soliciting indecent images
    - Possession of indecent images
    - Bringing indecent images into school
    - Distributing indecent images
k) Any behaviour which the College deems unacceptable

If a student is involved in unacceptable behaviour outside the College at the end of the school day, the student will be escorted back to the College and referred to their Year Leader.

MISBEHAVIOUR ON PUBLIC TRANSPORT AND THE LOCAL COMMUNITY

The vast majority of our students behave with care and consideration for each other and for the travelling public in general. This is an expectation of all students. WHTC strongly supports the Transport for London Behaviour Code. Furthermore, the College's own policy is to take strict action against students who misbehave on public transport or the school coaches and/or who put themselves or others at risk. In addition to whatever sanctions pertain to the Transport for London Behaviour Code, WHTC takes appropriate action to deal with such behaviour including liaising closely with the police.

245/483 Bus: For safety reasons, students must board the 245/483 bus directly outside the main entrance of the College (near to the Main Reception). Brent Council have added traffic calming barriers on East Lane to slow the traffic near to these bus stops. In addition, students have adequate space to line up on the pavement without causing overcrowding and/or annoyance to the local community. **Students will be directed back to the school if they are waiting for the 245/483 in other areas.**

STUDENTS ARE NOT ALLOWED TO LOITER IN THE LOCAL COMMUNITY AT ANY TIME OF THE DAY.

Students are representatives of the College and they should, through their behaviour and actions, uphold the good reputation of the College. Any behaviour that is not acceptable in school is also not acceptable outside school.

Uniform

At WHTC we believe that uniform helps every student to develop a sense of pride, community and self-esteem. WHTC will not accept sloppy dress or other expressions of personal appearance which reflect fashion or an overt attempt to make a rebellious 'statement'. When wearing College uniform, students are representatives of WHTC and must be aware that they carry responsibility for the College's reputation. If there is a problem concerning uniform, students should have a note from home in their planners requesting permission to be excused and show it to their Form Tutor (failure to do this may result in students receiving behaviour points and other sanctions).

Not being in full College uniform is also deemed as a breach of the Rules of the College and College Code of Conduct. Students must wear full College uniform when travelling to College, whilst in College, when travelling home from College, when on College outings, at College activities and at Parents' Evenings. If a student attends the College without full College uniform, the College may send the student home to change. In this event, the College expects that the student return to the College promptly and in correct College uniform.

The uniform for all students in Years 7-11 is:

Branded items

- The school blazer with school logo.
- Navy V neck pullover with the school logo.
- School tie (each year group will wear a different colour tie).
- Bags.

Note that second-hand uniform items are available for purchase at a discounted rate. Please email reception@whtc.co.uk for further information.

Non-branded items are widely available and do not have to be purchased from specific suppliers

- Formal white, collared shirt.
- Black full-length formal trousers or black knee length skirt. Trousers must hang freely, cover the ankle and not be skin-tight. Flares or other fashion styles are not appropriate.
- Belts must:
  - Be black.
  - Be leather (or leather effect).
  - Have a small, professional buckle.
  - Have no obvious branding.
- **Plain black formal shoes** (low heeled, no boots, **no markings or logos**). Patent leather with a glossy varnished surface is not appropriate.
- Black socks to the ankle or black tights.
- PE Kit.

The P.E. Kit Years 7-11

- Navy blue tracksuit, plain white polo PE shirt, navy blue shorts or black games skirt, navy blue football socks, indoor and outdoor training shoes, football boots (optional) and towel.

All years must use a standard navy, drawstring PE bag.

A navy/black woollen scarf and gloves may be worn during the winter season. These items should be plain and contain no logos.

Coats – a plain black or navy-blue formal coat may be worn. Leisure wear is not allowed, e.g. logos, body warmers, casual jackets. Formal coats should contain no noticeable logos or obvious branding.

ALL ITEMS OF UNIFORM (tie, blazer, bag, etc.) MUST BE CLEARLY LABELLED, with student first and last name, but not on the manufacturers' label.
It is every student's responsibility to look after their PE kit and not lose it. If items of uniform are lost or broken, it is a parent's responsibility to replace the item promptly.

Some of our girls may choose to wear headscarves. If so, these headscarves must look conventional and understated in style.

- Headscarves must be black, white or dark blue.
- Material must not be too long so as to obscure the uniform (i.e. the school tie, skirt or trousers).
- Pins or clips must be small, dark in colour and understated.
- There can be no decorations such as sequins or patterns.

Important:

- Shirts must be tucked in at all times.
- Students must wear blazers at all times.
- Ties must be worn at the top of the collar (ties must be school clip-on ties).
- Students are not allowed to wear boots, plimsolls or trainers instead of formal shoes. Formal shoes should not contain any Velcro straps.
- Students may not wear make-up or nail varnish.
- The only jewellery permitted includes wrist watches and a single pair of plain gold or silver small stud earrings (children may wear 1 plain stud in each ear).
- Facial piercings must be discreet and only acceptable on the nose. Piercings are not allowed on any other part of the body.
- Leisurewear or sporting wear is not permitted (no logos, body warmers or casual clothing).
- Denim or jean like material is not acceptable.
- A plain navy hat is acceptable (during the winter season only).

Non-uniform items will be confiscated:
NO BRACELETS, NECKLACES, RINGS, BANDANAS, SNOODS, BALACLAVAS, BASEBALL CAPS, HATS, HOODIES OR OTHER NON-UNIFORM ITEMS ARE ALLOWED TO BE WORN ON THE SCHOOL SITE OR WHEN TRAVELLING TO/FROM THE SCHOOL.

Applicable dress code for Year 12 & Year 13:

Professional Dress Code:

- Dress professionally with business-like attire.
- Promote the professional ethos of WHTC to the wider community.
- Dress appropriately for the learning environment.

Expected Standard:

- Smart collared shirt, blouse or top (tie and suit jacket optional).
- Smart trousers or knee length skirt.
- Smart shoes.
- Smart coat or jacket (to be removed in the classroom and study spaces).
- Smart, plain backpack or shoulder bag with no logos or striking patterns.
- Jeans, casual trousers, camouflage patterned clothing, tracksuits, leggings, shorts, short skirts, T-shirts, hoodies, trainers, excessive jewellery or makeup and hats **will result in students being sent home to change.**
- Mobile phone and accessories, including headphones, **must not be visible on site**.
- ID card.

Hairstyles

Pupils' hair must be in a conventional and understated style. For boys, there should be no contrast between the top of the hair and the sides. The College is the final arbiter as to what is considered 'extreme'. Any hair clips or hair bands must be subtle and black or navy blue in colour.

Some specific styles that are not permitted are listed below. However, this list is not exhaustive and the College's decision on what is/is not acceptable is final:

- 'Skin fades' where the pupil's hair is cut below a Number 1 on the sides.
- Patterns shaved into a pupil's hair or eyebrows.
- High or flamboyant hair styles, such as a 'Mohican'.
- Bows, flowers or other adornments in the hair.
- Unnatural colours or extensions.

Whilst the College Code of Conduct attempts to give clear guidance on what is and is not acceptable in the College, this list is not exhaustive and the College's decision on what is acceptable is final. If parents are unsure as to whether a particular hairstyle, uniform item or shoe type will be accepted, they should contact the College to seek advice before purchasing any item.

Mobile Phones

MOBILE PHONE POLICY

To align with the statutory 2026 guidance, WHTC operates a mobile-phone-free school day. Mobile phones and other personal interactive communication/smart devices included within the school rules must not be used, seen or heard during the school day, including lessons, transitions, break and lunchtime. The school will make appropriate exceptions or reasonable adjustments where required, including for disability, medical need or safeguarding. Parents/carers needing urgent contact should use Reception. Confiscation and sanctions will be reasonable, proportionate and applied in accordance with this policy.

The school recognises the increased use and importance of mobile phones in society in general and realises that students benefit from carrying mobile phones for reasons of personal safety. Phones are now increasingly complex with the capacity to video, text, take photographs, and access music, radio and the internet. Mobile phones are an expensive, valuable item and, with this in mind, the College has a strict policy on their usage.

Pupils will be in breach of the College Code of Conduct if **seen** with a mobile phone or if the device is **heard**. Mobile phones should be switched off before entering the school site and should remain switched off until the student leaves the school site at the end of the day. If a phone is **seen** or **heard**, it will be confiscated for 5 school days, **there will be no exceptions to this**. Pupils are expected to hand the phone to a member of staff when asked. Failure to do so constitutes defiance and will be dealt with accordingly as a serious incident at Level 4. This could result in a fixed-term suspension.

The College cannot undertake time consuming investigations for stolen, lost or misplaced phones. In such instances, parents/ carers / students will be advised to report the matter to the Police. Pupils and parents should review our Mobile Phone Policy for more in-depth information.

MISUSE OF MOBILE PHONES (Cyber Bullying/violence/criminal activity)

If misuse of a phone is suspected (bullying, harassment, inappropriate materials), a nominated member of staff is authorised to investigate the matter and if necessary, search the phone. If there are serious concerns, the appropriate external agency (Social Services, Police) will be informed.

Mobile phones are not allowed in exams under any circumstances. Possession of a mobile phone in an exam is considered by Examination Boards to be malpractice and may lead to the disqualification of students. The school has to report the possession of a mobile phone to Exam Boards. Their action so far has been to award the pupil zero marks for that exam.

CONTACTING YOUR SON/DAUGHTER DURING THE COLLEGE DAY

Any parent wishing to contact a child in an emergency should call the Reception. **Please do not attempt to make mobile phone contact with your son/daughter, as this will lead to a breach of the College Code of Conduct**.

In an emergency, your child can make contact with you by requesting access to the College phone at the Pupil Office or Year Leader's Office.

ITEMS BANNED IN SCHOOL

It is important that students do not bring into College items which are unnecessary or easily damaged or lost. Time spent on these items detracts from teaching and learning time. Teaching and Learning is our first priority. Items which are not necessary should not be brought into College and will be confiscated if found. These include:

- Visible mobile phones*
- Personal Stereos, headphones, air pods, smart watches, etc.
- Radios
- Videos
- Computer games
- Items of jewellery including earrings that are not studs or sleepers
- Smart Watches
- Hats, hoodies or other items of non-school uniform
- Glass bottles
- Loom bands
- Fidget toys
- Other items considered unnecessary in College

***Mobile phones should not be used in any part of the College at any time.**

VALUABLES: Jewellery, mobile telephones and personal stereos, etc. are not necessary in College. Staff will ask for jewellery to be removed and it will be confiscated, if they deem it to be inappropriate or a health and safety risk. The only jewellery allowed is wrist watches and a single pair of plain gold or silver small, stud earrings. The P.E. Department will not accept responsibility for jewellery or large sums of money in changing rooms.

VALUABLES OR LARGE SUMS OF MONEY SHOULD BE LEFT AT HOME. THE COLLEGE CANNOT ACCEPT RESPONSIBILITY IF ITEMS ARE LOST OR STOLEN. STUDENTS ARE NOT ALLOWED TO WEAR JEWELLERY FOR HEALTH & SAFETY REASONS.

Rules for Acceptable Use of the Internet and College Network

The College has installed computers with internet access to help your learning. These rules will keep you safe and help us be fair to everyone. The College maintains E-safety through the use of filtering and monitoring systems.

- I will only access the system with my own login and password, which I will keep secret.
- I will not access other people's files.
- I will use the computers *only* for College work and homework.
- I will not bring in USB sticks or other external storage devices from outside College unless I have been given permission.
- I will only e-mail people I know, or people my teacher has approved, and will be responsible for the content.
- The messages I send will be polite and responsible, including on MS Teams. When messaging teachers, I will ensure all communication is formal and school-related.
- I will not give out my home address or telephone number or arrange to meet someone, unless my parent, guardian or teacher has given permission.
- I will report any unpleasant material or messages sent to me. I understand this report would be confidential and would help protect other students and myself.
- I understand that the College may check my computer files and monitor the Internet sites I visit and my email.
- I will use sound files only for educational purposes.
- I will respect the interests of other people using the Internet in the same room as me, and will not deliberately access material that will distract, disturb, or offend them.
- I will not download or store in my network user area any executable files
- I will not attempt to access network system files or software to which I do not have access rights.
- I will not access any material which could be deemed inappropriate by the College.
- I will respect copyright and intellectual property.
- I will not use unauthorised chatrooms.
- I will not interfere with the operation of the network by installing illegal software.
- I will not eat or drink in the ICT Suites.

II. STAFF MANAGEMENT OF BEHAVIOUR

Expectations of Staff

Fundamental aspects are:

- To model exemplary behaviour explicitly; promote self-control, respect and positive character.
- To operate clearly understood rules, reflecting the College's policies and ethos
- To maintain high standards of behaviour at all times.
- To be proactive so that negative behaviour is prevented from reoccurring.
- To apply sanctions consistently and fairly.
- To ensure that targeted interventions are in place for our vulnerable pupils
- To help students meet the minimum expectations making reasonable adjustments when a student has a disability.
- To embed routines and maintain a school culture of consistency and predictability.
- When a student(s)misbehaves, respond promptly and confidently to maintain a calm, safe learning environment.
- To set high expectations of behaviour, work, punctuality, and attendance
- To give clear presentations and instructions
- To set clear goals and meet set targets

- To provide work which is appropriate to students' needs and abilities
- To start and end lessons on time – positively welcoming students at the classroom door.
- To use school systems to commend students for good behaviour, attitude, conduct and achievement.
- To establish, teach and maintain routine classroom behaviour
- Reinforce and intervene at the appropriate threshold.
- To use calm authority, shared language, predictable routines, positive narration and proportionate correction, while making reasonable adjustments where required.

Staff are required to meet these high standards at all times. Where staff fail to meet the professional standards expected, they will be subject to the appropriate capability and/or disciplinary procedure.

School Routines and Responsibilities

a) ROUTINES AT THE START AND END OF THE SCHOOL DAY

Pupils must make their way directly to school and enter the school site no earlier than **7.50am** and no later than 8.30am. They must enter/exit through the appropriate gates**:**

Entry	**WHTC Years 7-11 EAST LANE ENTRANCE (opposite Astroturf pitch)**		**WHTC Years 12/13 & Staff OLDBOROUGH ROAD ENTRANCE**
Hours of operation	07.50 - 08.30		At all times 06.30 – 19.00
Supervised by	WHTC Year Leader		Security Guard or Attendance Officer
Exit	**WHTC Years 7/9 EAST LANE EXIT (opposite Astroturf pitch)**	**WHTC Years 8/10 EAST LANE EXIT (opposite Exam Hall)**	**WHTC Year 11/12/13 OLDBOROUGH ROAD EXIT**
Hours of operation	14.55 - 15.15		At all times 06.30 – 19.00
Supervised by	WHTC Year Leader		Security Guard or Attendance Officer

When on site, pupils should go directly to their assigned areas:

WHTC Year 7	Year 7 Astro, Year 7 seating area or KS3 LRC
WHTC Years 8 and Year	Large Astro, Year 8/9 seating area or KS3 LRC
Years 10 and 11	Year 10 or 11 pitch, Year 10 or 11 seating area or Quiet Study Area
Years 12 and 13	Sixth Form Study Café or KS5 LRC

- All students are invited to attend Breakfast Club which takes place every morning from 7.50. From 7.50-8.20 students can take advantage of free breakfast in DH1.
- Pupils are permitted to use their designated seating areas at the start of the day, during break and lunchtime. Once a student has entered the seating areas, they must stay there until the start of the day or next lesson.
- All pupils must be seated whilst using the seating areas.
- Pupils must remove their bags and place them on the floor.
- No food or drink (except water) should be consumed in the seating areas. Water bottles must be stored in bags when not in use.
- Pupils will be dismissed from the seating areas in an orderly fashion at 8:30am to go to their tutor group.

b) ASSEMBLY SCHEDULE AND LOCATIONS

Day	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Monday	Dining Hall	Exam Hall	Assembly Hall				
Tuesday					Assembly Hall		Exam Hall
Wednesday	Dining Hall		Assembly Hall			Exam Hall	
Thursday		Exam Hall		Assembly Hall			
Friday							
Line-up Location	Geography Canopy	Sixth Form Canopy	Alongside Year8/9 Seating Area			Outside Exam Hall	

- Pupils will assemble outside the Assembly location at **08.30**.
- Pupils must line up in register order in their tutor groups in silence.
- Pupils must remove their bags from their shoulders when queuing up and entering the venue.
- The tutor must register their tutor group and escort them into the hall in silence.
- Any pupil who arrives after their tutor group has entered the hall must be seated at the back of the hall. Support tutors must check that an L1 late detention is set for these students.

c) TUTOR TIME ROUTINES

- Tutors must maintain Assembly routines (actively supervise students in Assemblies: line-ups, ensure that pupils demonstrate orderly conduct in the corridors/assembly area (see above).
- Tutors must be ready and prepared at **08.30am** - they greet pupils at the door as they arrive and provide a purposeful atmosphere in form time enabling pupils to prepare for the day ahead.
- Tutors set the 'tone' for the day, by creating a positive ethos, establishing/encouraging good student/teacher, student/student relationships, and developing both a Tutor Group and a school spirit and identity through the delivery of the Personal Development programme.
- Pupils will need to check the MIS and inform tutees about end of day detentions.
- Planners should be on the desk at the start of every tutorial time and checked at least weekly by the tutor.
- Tutors must ensure that students are fully prepared for learning. This will include checking equipment and informing pupils of same day detentions.
- Tutors must complete an accurate register, in silence.

d) CLASSROOM ROUTINES

- Staff must stand at the classroom door and greet the students as they enter/exit the classroom.
- Pupils should enter the classroom as soon as they arrive (they must not line up in the corridors).
- Pupils must sit where they are instructed by their teacher and immediately take out their equipment and Planner. Pupils must then begin their first learning activity.
- Teachers must complete an accurate register, in silence, within the first ten minutes of the lessons.
- Pupils must raise their hand to ask or answer questions.
- Pupils must speak and behave respectfully to other students and staff.
- Pupils must concentrate and work on the tasks set:
    - They must listen carefully when the teacher is speaking and work quietly.
    - They must write all homework in the Student Planner.
    - They must follow all health and safety rules in each area.
- Pupils must wait to be dismissed by the teacher in an orderly manner (on the bell).
- Staff member must be the last person to leave the room and lock it (if required).

e) SUPERVISION DURING THE SCHOOL DAY

Before School *Pupils go directly to the seating area or LRC.*	**Break Time** *Pupils to be off the corridors by 11.00am*	**Lunch Time** *Pupils to be off the corridors by 13.20, no students allowed in for lunch after **13.40***	**End of day** *P5 teachers line up their class and in silence escort the students to the appropriate Pedestrian Gate.*
Areas supervised by: • Senior Staff • Year Leaders	Areas supervised by: • Senior Staff • Duty Team • Year Leaders	All students to be in their area or: • The LRC (entry no later than 13.30) • The Dining Hall (entry no later than 13.40) • Study Café Areas supervised by: • Senior Staff • Year Leaders • Sixth Form Duty Teams	Areas supervised by: • Senior Staff • Duty Team • Year Leaders

f) ROUTINES IN THE DINING HALL

- Pupils are permitted to use the Dining Halls during break and lunchtime.
- Year 7 and 8 students will enter Dining Hall 1 using the internal doors which lead out to the main corridor (exit next to science/Gym).
- Year 9, 10 and 11 students will enter Dining Hall 2 using the external doors which lead out to the playground.
- All pupils must be seated in the Dining Halls. This is also the case when queuing for food.
- Pupils must remove their bags and place them on the floor whilst using the dining facilities.
- Staff supervising should ensure that students have cleared their areas and returned their plates before leaving the Dining Hall.
- Latest entry to the Dining Hall is at **13.40**. Pupils must be dismissed from the Dining Halls at the following times:
    - Break 11:07
    - Lunch 13:47
- No food or drink should be removed from the Dining Halls.

g) EXPECTATIONS IN THE DINING HALL

Students should:

- Be polite, respectful and cooperative at all times.
- Ensure that courteous behaviour (no shouting, entering and exiting the dining hall calmly) is always shown at all times.
- Ensure that bags are placed on the floor.
- Sit in the designated area and ensure that the area is clean after having eaten.
- Ensure that cutlery, plates and trays are neatly placed in the right area.
- Ensure that chairs are placed neatly under tables.
- Not re-enter the Dining Hall once they have left.
- Put all rubbish in the bins provided and ensure their space is left clean and tidy.

h) ROUTINES ON THE PITCHES

- Pupils are only permitted to use their year group's designated pitches before school, during break and lunchtime.
- All staff responsible for supervision at break or lunchtime should arrive promptly at their designated areas at the start of their duty.
- The staff member present should assign teams and ensure that the pitches have been divided correctly.
- Pupils should not be aggressive or reckless whilst participating in their activities. Students who fail to adhere to this rule should sent to the seating area.
- Footballs should remain below shoulder height for the duration of the match. Pupils who fail to do so must be removed from the game for a 5-minute period. Where students repeatedly kick the ball above shoulder height, they should be directed to the seating area.
- Where a pupil repeatedly does not use the recreation areas appropriately, their Year Leader should be informed, and an alternative lunch provision will be sought.
- Activities on the pitches must be concluded at the following times:
    - Start of the day 08:25
    - Break 11:07
    - Lunch 13:47

- Pupils should be dismissed in the following order:
    - Year 7 at 08:30, 11:07 and 13:47
    - Year 8
    - Year 9
    - Year 10/11
- Uniform should be checked as the pupils are leaving the pitches/seating areas.
- No food must be consumed on the pitches.

Year 7	Year 8	Year 9	Year 10	Year 11
1 x football pitch **8 v 8 + 1 goalie per pitch** **Total sashes required: 18**	2 x football pitches marked out with cones *Y8: back two squares closest to ELPS* *Y9: front two are Y9* 8 v 8 + 1 goalie per pitch Total sashes required: 32	2 x football pitches 8 v 8 + 1 goalie per pitch Total sashes required: 24	1 x football pitch 8 v 8 + 1 goalie per pitch 1 x basketball courts 8 v 8 Total sashes required: 32	1 x basketball courts 8 v 8 Total sashes required: 16

Please note, students playing as goalies do not require sashes.

i) BREAK AND LUNCHTIME DISMISSAL

- Pupils should be dismissed from Dining Halls and seating areas in an orderly fashion.
- To reduce crowding at entry points to buildings and unnecessary cross-over of year groups, the dismissal is done in sequence.
- Year 7s are dismissed at 11.07 and 13.47 for break and lunch respectively. They will be followed by Year 8, 9 and Year 10. Finally, the Year 11 cohort will be dismissed from Dining Halls and seating areas. When on duty, please take your cue from the Leadership Team members in your duty area.

j) WET BREAK ARRANGEMENTS

In the event of rain at break or lunchtime, we may move to wet break arrangements:

Year 7:	Dining Hall and Gym
Year 8:	Dining Hall, new canopy area near to the Years 8/9 Astro
Year 9:	Dining Hall, new canopy area near to the Years 8/9 Astro
Year 10:	Dining Hall, canopy area near the PE Office and Quiet Study Area
Year 11:	Dining Hall, canopy area near the PE Office and Study Area
Years 12 /13:	Study Café and KS5 LRC

Pupils are not allowed to eat under the canopy areas or anywhere outside of the Dining Halls. Staff in the Dining Halls should move pupils out to the canopy areas and gym when they have finished eating. Please attempt to keep movement between areas to a minimum and direct any teaching staff on duty at break time to an appropriate area if we move to wet weather arrangements. Please do not direct pupils outside (at 13.40) when it is wet weather - it is important that students are spread over the various venues and do not all end up at one place.

k) EXPECTATIONS OF STAFF WHILE ON DUTY

- Arrive on time.
- No mobile phones should be visible – pupils and teachers.
- Whilst the school recognises the need for pupils to expend energy out of lessons, their safety is of paramount importance and conduct putting pupils at risk must be addressed. Incidents of poor or inappropriate behaviour must always be followed up. Level one behaviour such as low-level disruption should be logged on MIS by the member of staff, pupils must log sanctions in the Student Planner. Level two behaviour must be logged and referred to an end of day sanction. There are always members of the Leadership Group on duty to monitor students when they are not in lessons.

- Pupils must always meet the expectations you set for them. The duty areas are professional spaces and your expectations of language, the way pupils interact with each other, etc. should be no different than in your classroom or any other part of the school. Pupils should always have bags with them, be in the correct uniform and behave in a sensible manner at break and lunch.
- Be proactive so that you don't have to be reactive. If you recognise a louder or boisterous group of pupils, move yourself next to them. Ask them to talk quietly to each other and, if they persist and are not conducting themselves properly, take their names and ask the pupils to log an L2 detention. A follow up email to the Year Leader explaining the conduct that you observed is helpful, as it will allow the Year Leader to intervene. However, inappropriate noises/abrupt outbursts are unacceptable; you must log an L3 detention and refer the student to the end of day detention.
- As a member of staff on duty, you are very visible to all the pupils in a duty area. If you do not react when a student fails to meet expectations, all pupils will see and learn from this. Poor behaviour needs to be challenged so that pupils are constantly learning what it means to be in a professional space.
- Before school, break and lunchtimes is a very good time to reinforce standards of uniform. Ensure shirts are tucked in; if pupils are wearing makeup or excessive jewellery, ask them to remove it. Jewellery should be confiscated and given to the relevant Year Leader. Nail varnish or fake nails should not be worn at any time.
- When pupils are dismissed for P3 and P5 is when you should be most observant. The way pupils leave the outdoor spaces and Dining Halls will set the tone for the behaviour in corridors and in their next lessons.
- LG will follow up with staff who are absent from their duty.

l) TOILETS

a) **All toilets are open from 08.10 - 08.35.**
b) **Toilets are open during break and lunchtime.**

GIRLS	**Year 7 - 11**	Toilets adjacent to the Sixth Form Block
	Years 12/13	Sixth Form LRC

BOYS	**Year 7**	Opposite the entrance to the Gym (via the corridor)
	Years 8/9	Science Block – ground floor stairs
	Years 10/11	Sixth Form Canopy
	Years 12/13	Sixth Form LRC

c) **Accessibility Toilet** - Exam Hall.
d) **Gender Neutral Toilet** – next to Attendance Office/Pupil Office.
e) **At the end of the day:**

14.55 - 15.15

- Boys' Toilets under the Sixth Form Canopy.
- Girls' Toilets next to the East Lane Pedestrian Gate.

15.15 - 16.30

- Toilets next to the Attendance Office - report to the WMAT nurse.

f) **Toilets during lesson time.** Staff should refer to Section A: *Routines and Reminders: Permission to leave a lesson* (Item 11). If there is a toilet emergency, write a note in the Student Planner and send the pupils to the Pupil Office/Medical Room.

Rewards & Sanctions

REWARDS

Creating a Positive Learning Community
At Wembley High Technology College, we believe that the strongest behaviour culture is built through positive relationships, high expectations and recognition of success. We aim to create calm, purposeful classrooms in which students are noticed and rewarded for their hard work, positive attitudes, contribution to the school community and consistent demonstration of our values.

As a school, we aspire to maintain a 3:1 ratio of positive recognition and rewards to behaviour sanctions, ensuring that success is recognised frequently and meaningfully. Our approach is positive first, while remaining underpinned by firm routines, clear boundaries and consistent discipline. We believe that this balance enables students to feel valued and motivated, while providing the structure and certainty necessary for everyone to learn.

Through praise, recognition and reward, we celebrate not only exceptional achievement, but also the everyday choices, effort and behaviours that make WHTC a positive, respectful and ambitious learning community.

The Reward Ladder

REWARD LEVEL	LINKED TO OUR VALUES	WHO CAN ISSUE IT?	HOW & WHEN ISSUED	EXAMPLES OF HOW TO NAME IT
L1 REWARD	• Hard Work • Ambition • Resilience • Diversity • Empowerment • Helping Others	• Support Staff • Year Leaders • Teachers • Tutors	Awarded in the classroom and around the school. Given immediately when the behaviour is seen.	'L1 Hard Work for Chris – he's already started the 'Do Now' task. Well done.' 'L1 Empowerment for Hannah – you communicated that idea really clearly. Excellent.'
L2 REWARD	• Hard Work • Ambition • Resilience • Diversity • Empowerment • Helping Others	• Support Staff • Year Leaders • Teachers • Tutors	Awarded in the classroom and around the school. Given immediately when the behaviour is seen.	'L2 Ambition for Aisha – you've taken feedback on board and improved your work. Excellent.' 'L2 Helping Others for Leo – thank you for supporting a classmate with their learning.'
L3 REWARD	• Hard Work • Ambition • Resilience • Diversity • Empowerment • Helping Others	• Subject Leaders These will be issued following assessment weeks for students who have achieved the highest or progressed the most.	Awarded after assessment weeks. Recognises the highest achievement or most progress.	'L3 Resilience for Maya – your determination in assessments is showing fantastic progress.' 'L3 Hard Work for Jay – you've made exceptional progress this assessment period.'
L4 REWARD	• Hard Work • Ambition • Resilience • Diversity • Empowerment • Helping Others	• Behaviour & Attitudes Team • ILG	Awarded at key milestones or for outstanding contribution to our school community.	'L4 Empowerment for Zara – your leadership has had a real impact on others in the school.' 'L4 Diversity for Ahmed – you champion inclusion and respect every day. Outstanding.'

Living Our Values
Our values provide a clear foundation for the attitudes, behaviours and character we want every student at Wembley High Technology College to develop. We expect students to demonstrate

Ambition by setting high standards for themselves and striving to achieve their very best;

Hard Work through sustained effort, excellent learning habits and a willingness to go beyond what is simply required;

Resilience by responding positively to challenge, learning from mistakes and persevering when things are difficult.

Diversity and Respect when students value difference, treat others with kindness and dignity, and ensure that everyone feels that they belong.

Empowerment means developing the confidence to make positive choices, express ideas appropriately and take responsibility for one's own actions and future.

Helping Others is demonstrated through kindness, service, encouragement and contributing positively to the lives of others. These values should be visible in our classrooms, corridors and wider community every day, and recognising students who consistently live them is central to our approach to praise and reward.

Recognising and Rewarding Success
At Wembley High Technology College, reward and recognition are at the heart of our approach to behaviour and attitudes. Our students demonstrate extraordinary levels of hard work, commitment and positive conduct every day, and we believe it is essential that this is noticed, celebrated and never taken for granted. We are committed to continually developing, reviewing and strengthening our rewards offer, listening to students and staff and finding new ways to ensure that recognition is meaningful, inclusive and motivating. Rewards are not reserved only for exceptional academic achievement; they recognise the everyday effort, improvement, character and positive choices that contribute to our outstanding learning community. Our developing rewards programme includes:

- **Achievement points and positive recognition** for excellent effort, behaviour, progress and demonstrating our school values.
- **Specific verbal praise** so students understand precisely what they have done well and why it matters.
- **Positive communication home**, including messages, postcards, letters and telephone calls celebrating success with parents and carers.
- **Tutor, subject and Year Leader recognition** for students whose effort, progress, conduct or contribution deserves particular celebration.
- **House awards and recognition**, celebrating individual achievement while building belonging, teamwork and pride within our House community.
- **Certificates, commendations and awards** recognising academic achievement, improvement, attendance, character, contribution and the demonstration of our values.
- **Senior Leader and Headteacher recognition** for students who demonstrate exceptional effort, achievement, character or contribution to school life.
- **Celebration assemblies and Achievement Weeks**, providing regular opportunities for success to be recognised publicly and collectively.
- **Rewards, experiences and special events** that celebrate sustained effort, positive behaviour and contribution over time.
- **Student leadership, responsibility and privilege**, recognising that trust, opportunity and increased responsibility can themselves be powerful forms of reward.

Our rewards programme will continue to evolve and grow. We will regularly review the balance and impact of our recognition systems, with our aspiration of achieving at least three positive recognitions for every behaviour sanction. We regard this as one of the most important features of our behaviour work: combining generous recognition and a positive-first culture with firm routines, high expectations and consistent discipline, so that every student has the opportunity to succeed and the enormous effort our young people make each day is properly recognised and celebrated.

Sanction
At Wembley High Technology College, we recognise that a positive culture must also be supported by clear boundaries, firm routines and consistent consequences.

Sanctions are not intended simply to punish; they help students understand that choices have consequences, protect the learning and wellbeing of others, and reinforce the high standards expected within our community. When expectations are not met, students should experience a response that is calm, predictable, proportionate and fair, enabling them to reflect, take responsibility and make better choices in the future.

Consistency is essential: students should know what is expected of them and have confidence that staff will respond appropriately when those expectations are not met. Where relevant, individual circumstances, including safeguarding, SEND, disability and medical needs, will be considered and reasonable adjustments made.

Positive recognition and appropriate sanctions therefore work together: we notice and celebrate the behaviours we want to see, while addressing behaviour that disrupts learning, compromises safety or falls below our values.

Our aim is always to restore successful learning and relationships, ensuring that classrooms remain calm, orderly and purposeful and that every student’s right to learn and every teacher’s right to teach is protected.

Consequence Ladder
The L1–L4 consequence ladder will be applied consistently, fairly and proportionately. Where the seriousness or circumstances of an incident warrant it, the school may move directly to a higher level of sanction.

A missed detention will normally result in escalation; however, relevant safeguarding information, SEND, disability, medical needs and other individual circumstances will be considered where appropriate.

The term "Internal Intervention" will be used consistently throughout this policy to describe an internal school-based sanction, distinguishing it clearly from suspension and permanent exclusion. Sanctions will be applied calmly and predictably, with the purpose of reinforcing expectations, protecting the learning and wellbeing of the school community, and supporting pupils to reflect upon their choices and successfully return to learning.

There are three type of same day detentions at the school:

Type of Sanction	Type of Sanction	When
Level 1	15-minute Subject Teacher or Tutor Detention	At break/lunch or end of day with the class teacher
Level 2	30-minute Curriculum or Year Leader Detention	At the end of the day with the Curriculum Leader or Year Leader
Level 3	60-minute School Detention with the LG	At the end of the school day LG detention for L3 behaviour. Same day detention for lates.
Level 4	Internal Isolation	Set by the LG.

Whole School Detentions for lateness

- **Level 1** – 15 minutes (1 late mark – Registration, P1/P2/P3/P4) – detention at lunchtime.
- **Level 1** – 15 minutes (Late to P5 only) – detention at the end of the school day.
- **Level 2** – 30 minutes – detention at the end of the day.
- **Level 3** – 60 minutes – detention at the end of the day.

Setting, managing, and monitoring detentions

- The **pupil must log the detention in the Planner,** not the teacher.
- The **teacher must log the behaviour event** on the MIS and set the detention.
- Pupils are expected to self-regulate and take the appropriate steps, so they attend detentions independently.
- **End of day detentions: The highest-level sanction will override all other detentions on the same day**. E.g., If a pupil has an L1 (at the end of the day) and L2 detention, the L2 will take precedence – the L1 will not be carried over to another day.
- If a pupil does not attend a detention, there will be a consequence. The sanction will escalate to the next level and will be actioned on the next school day. **Teachers should escalate missed L1/L2 sanctions. Year Leaders will follow up with any students who miss an L3 sanction.**
- Level 1, 2 and 3 behaviour events are reported to the parents in via the Edulink.
- For serious incidents, e.g., Level 3 abrupt/inappropriate verbal response towards a teacher/pupil – staff are expected to log the response of the student word for word.
- For inappropriate behaviour out of classroom, please describe the pupil's behaviour in full so that this can be communicated to the parents.

The Role of the Subject Leader
Subject Leaders are expected to lead on behaviour and standards within their curriculum area. When a student is removed from a lesson due to receiving an L3 sanction, Subject Leaders will need to find an alternative area within the department for the student to work. Subject Leaders are also expected to monitor detention attendance and follow up with parents when their child is not meeting the expectations of the school in their curriculum area.

The Role of the LG Responsible for the Year Group
LG will lead on addressing behaviour/conduct that is present across the curriculum and/or outside of lessons. When appropriate, LG may wish to provide an alternative area for the student to work. Parents should be contacted and informed of the concern promptly and a meeting with the YL/LG should be scheduled at the earliest convenience.

- Be referred to the Head of Subject or Year Leader who may put them on report.
- Be sent to the Intervention Room
- Interruption of break or lunchtime privileges (isolating the student)
- Letter home or phone call to parents
- Letter of apology and/or reflective essay
- Privileges withheld (e.g., College visits, formal celebration events and sports events) where these serve to enrich the curriculum as opposed to being an examination requirement
- Request that parents attend a meeting at the College
- Temporary confiscation of property
- Be given a modified timetable
- Temporary Isolation
- Internal Exclusion
- Temporary Fixed Term Suspensions*
- Permanent Exclusion*

Note – all instances of sexual misconduct will be punished with internal exclusion or suspension. Persistent sexual misconduct or involvement in a serious incident may result in a permanent exclusion from the College

Standard of Proof – Balance of Probabilities
When determining whether a pupil has breached the Behaviour Policy, Wembley High Technology College will make decisions on the balance of probabilities. This means that, having considered the available evidence, the school will determine whether it is more likely than not that the behaviour occurred. Decisions will be made fairly and objectively, taking account of the individual circumstances of the case and all relevant information reasonably available, which may include accounts from pupils and staff, witness statements, CCTV or other available evidence. The school is not required to apply the criminal standard of proof ("beyond reasonable doubt"). Where an incident also raises a safeguarding concern, the school's safeguarding procedures will be followed alongside the behaviour process, and appropriate consideration will be given to SEND, disability, vulnerability and any reasonable adjustments required.

SUSPENSION & PERMANENT EXCLUSION FROM COLLEGE
Should a student be suspended from College, the determination of the length of the suspension period will be influenced by the frequency and/or severity of the nature of the misbehaviour and, in the majority of cases, in relation to the student's past record of behaviour in the College. Repeated incidents of less serious misbehaviour may warrant permanent exclusion in appropriate cases even though one such incident may not. On the other hand, whilst permanent exclusion is always regarded as a sanction of last resort, even one incident of sufficient seriousness may warrant permanent exclusion. The Board of Trustees has agreed to follow the Statutory guidance: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England included pupil movement* updated in August 2024). The College is committed to equality and community cohesion. The Board of Trustees also refers to the College Equality, Anti-bullying and Search and Restraint Policies as part of the exclusion process.

OTHER ACTION OR SUPPORT
Students who have a pattern of poor behaviour and are at risk of exclusion will receive varying levels of intervention that aims to support them in correcting their conduct, including target setting meetings, mentoring, and engagement with external support services where appropriate. A Pastoral Support Programme (PSP), is an intervention intended to improve inclusion and reduce the risk of suspension or permanent exclusion. Insufficient progress may lead to further intervention and, only where the statutory threshold is independently met, may contribute to a future suspension or permanent-exclusion decision. No PSP outcome predetermines an exclusion decision.

FRESH START FOR THE PUPIL WITH RETAINED INTELLIGENCE FOR THE ADULTS
At the start of a new academic year or following reintegration, routine reports/PSPs should be reviewed rather than automatically rolled forward. Safeguarding information, SEND adjustments, risk information and strategies known to work must be retained. An active plan should continue where there is a current assessed need.

Recognising the Impact of SEND on Behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
Any preventative measures will consider the specific circumstances and requirements of the student concerned.

Examples of our approaches include: -

- Ensuring all students have a personalised Pupil Passport that is shared with staff
- Short, planned breaks for a student with SEND who finds it difficult to focus
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of the Intervention Room or Inclusion Room where a student can regulate their emotions during a moment of sensory overload.

ADAPTING SANCTIONS FOR STUDENTS WITH SEND

A reasonable adjustment may change how an expectation is supported or achieved; it does not remove the school's responsibility to maintain a safe and orderly environment. Repeated sanctions should prompt consideration of unmet need, communication difficulty, the effectiveness of existing adjustments and whether further assessment or support is required.

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time because of their SEND
- Whether the pupil is likely to behave aggressively due to their SEND.

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

CONSIDERING WHETHER A STUDENT DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

STUDENTS WITH AN EHCP

If the school has a concern about the behaviour of a student with an EHCP, it will contact the local authority (SENAS) to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

VULNERABLE PUPILS
Where a pupil has a social worker and they are at risk of suspension or permanent exclusion, the headteacher will inform their social worker, the Designated Safeguarding Lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) will contact the local authority's Virtual School Head (VSH) as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

Both the social worker and/or VSH, must be informed when a governing board meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so.

The Headteacher may cancel an exclusion that has not been reviewed by the governing board. This practice is also known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and, if relevant, the social worker and VSH.

For vulnerable students, suitable full-time education will be organised from the first day of the suspension/permanent exclusion.

DETENTIONS
When detentions are employed, staff will always attempt to identify particular individuals rather than impose detention on the whole class. While in detention, students may be given assigned or additional work to do. They may also be given tasks to complete in relation to the physical environment of the College e.g. litter patrol. Detentions may be imposed for mid-morning break, lunchtime or after College. Mid-morning break detentions and lunchtime detentions may be arranged without notice. However, in the case of lunchtime detentions, time will be given for students to have lunch.

Responding to Behaviour

SAFEGUARDING
The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding Policy for more information.

RESTRICTIVE INTERVENTIONS, INCLUDING THE USE OF REASONABLE FORCE
The DfE guidance effective from 1 April 2026 replaces the 2013 guidance. Any restrictive intervention must be necessary, reasonable and proportionate, use no more force than reasonably required and last no longer than necessary. Staff must consider known vulnerabilities, SEND, disability, medical conditions and safeguarding risks. Significant incidents must be recorded and reported to parents/carers in accordance with the current statutory framework and Trust procedure. Restrictive intervention must never be used as punishment. At WHTC we report any necessary and lawful Restrictive intervention through our CPOMS platform and inform parents.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

SEARCHING, SCREENING AND CONFISCATION

- Any prohibited items (listed in the Code of Conduct) found in a student's possession will be confiscated. These items will not be returned to the student.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Please see our Searching, Screening and Confiscation Policy.

OFF-SITE MISBEHAVIOUR

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

ONLINE MISBEHAVIOUR

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher (Mr Best) or the Deputy Headteacher (Mr Corey/Mr Kenny) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

WHTC remains unequivocal that sexual harassment and sexual violence are unacceptable. Reports must be taken seriously, safeguarding procedures followed, risk assessed, victims supported and the behaviour response determined case by case. Sanctions may be severe, including suspension or permanent exclusion where the statutory threshold is met, but the outcome must be lawful, proportionate and not predetermined. Any legacy wording requiring an automatic sanction in every case should be replaced by this safeguarding-led approach.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our Safeguarding Policy for more information.

MALICIOUS ALLEGATIONS

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils

Meetings

Effective meetings are about maximising positive contributions and fostering productive communication between all participants. However, sometimes a meeting can be ineffective because:

- Time has not been set aside to prepare for the meeting
- The participants do not stick to the subject
- The participants do not actively listen and/or engage
- Communication is neither clear or concise

In order to make a meeting effective, we expect that:

- Staff are prepared for the meeting
- All participants stick to the subject(s)
- Actions are followed up to ensure that all the tasks generated by the meeting are completed
- Accurate records of the meeting are kept
- The outcomes of the meeting are reported to the appropriate people

Confidentiality and data protection: We take our duty very seriously therefore we **will only hold meetings with the parent/guardian contact priority 1 and/or 2**. These are persons with legal responsibility for the child. We do not hold meetings about your child with any another person, unless the meeting is a professional multiagency meeting. If a translator is required, we may involve a teacher or a suitable professional from an external agency e.g. Local Authority. We do not discuss details about your child with another parent.

The absolute restriction to 'priority 1 and/or 2' contacts. Decisions about who may receive information or attend a meeting should take account of parental responsibility, court orders, safeguarding restrictions, pupil welfare, data-protection requirements and the purpose of the meeting. Cross-reference the Trust Privacy Notice and Safeguarding/Child Protection Policy.

Request for a meeting: In the first instance, we expect the parent or guardian with legal responsibility for the student to meet with a Year Leader. If a parent/guardian wishes to request a meeting, a note should be written the Student Planner or a letter may be sent to the Year Leader via reception@whtc.co.uk. Staff are not available to meet parents without reasonable notice as they are often supervising children or attending meetings. Therefore, a note requesting a meeting must be written, so that the member of staff is available to discuss concerns with parents. Parents much not attend the school expecting to meet with a member of staff, unless this is pre-arranged. Alternatively, a meeting may be requested by the College. This is usually agreed by telephone and confirmed in writing. Appointment times are logged with the Receptionist.

On arrival at the College: The Receptionist will need to verify the persons have legal responsibility for the child. College staff can only meet with the parent/guardian who has primary legal guardian responsibility for the student (this is logged as priority 1 or 2 in the College database). The content of the meetings is confidential and, for data protection reasons, only legal guardians are allowed to attend student meetings. If a parent requires a companion, the parent should make this request in writing and email it to the school. In the email, the parent should provide the details of the companion: full name, DOB, occupation, any relationship to the student. Companions have a specific remit (to support the parent) and this will be explained before the meeting.

Conduct during the meeting: At all times meetings shall be conducted in an atmosphere of mutual respect with the aim of resolving any issues that may have arisen. Intimidating or aggressive behaviour shall not be tolerated in parent/teacher/student interactions, and meetings may be terminated should this behaviour arise. In the rare event of such an occurrence, the College shall issue a letter outlining the inappropriateness of such behaviour, as behaviour such as this goes against the school's policy of mutual respect. If this aggressive behaviour or harassment by a parent continues, the College may request for the parent/carer not to come into the school until they can assure the school that they will not present in such a manner again.

Following the meeting: Notes from the meeting will be logged in the College database. Action points will be highlighted at the end of the notes. If a parent has met with the Year Leader, and the issues discussed are not resolved, the parent may seek to discuss these concerns with a member of the Leadership Group. Requests should be made via the College reception.

Leadership and Management

From September 2026, we have the following staff with responsibility for leading Behaviour and Attitudes:

Responsibilities in Behaviour & Attitudes	
Mr Corey (DHT) – KS3 & 4. Mr Anderson (DHT) – KS5	
Year 7	Ms N. Blake
Year 8	Ms C. Yatin
Year 9	Dr R. Mahmood
Year 10	Ms K. Zouaoui
Year 11	Mr S. Guiheen
Year 12	Ms E. Woods
Year 13	Ms J. Jeyakumar

Responsibilities of LG Leaders

- To support Tutors and the Year Leaders with standards of planners, uniform, and equipment.
- To lead the delivery of PD and assemblies.
- Day to day monitoring of behaviours across their year group.
- Weekly reports on trends of BA (Behaviour and Attitudes) across the year group.
- To ensure that actions are taken, and appropriate sanctions are in place for each student.
- For serious incidents, to gather evidence for making decisions on day-to-day isolation, suspensions, or permanent exclusion.
- To take the lead on investigations, draw conclusions, and inform parents.
- To ensure that logs are up to date e.g., bullying, racist, sexist, homophobic, body shaming logs.
- To take the lead with students on a Pre-PSP. Set up and review Pre-PSP.
- To work directly for students on formal PSP.
- To lead and run the Parents' Evening.
- To lead and run other events pertaining to their year group.
- To attend meetings with WMAT Leaders to review trends and patterns.

SUSPENSIONS AND PERMANENT EXCLUSION

The Role of the Headteacher and WHTC Local Advisory Body

Formal decisions must follow the statutory guidance effective from 26 July 2026, including requirements relating to notification, education, governing-board review, evidence, equality/SEND and safeguarding. Permanent exclusion is a last resort and every decision must be made on the facts of the individual case; it must not be predetermined by a report, PSP or previous intervention.

PUPIL MOVEMENT, SAFEGUARDING SEPARATION, OFF-SITE DIRECTION, MANAGED MOVES AND FAIR ACCESS

Wembley High Technology College will ensure that all decisions concerning pupil movement are lawful, transparent, carefully planned and made in the best interests of the individual pupil, with appropriate consideration given to safeguarding, SEND, disability, medical needs, attendance, educational continuity and the views of the pupil and their parents/carers. Pupil movement will never be used as an informal exclusion, as a means of circumventing the statutory suspension or permanent exclusion process, or to place pressure on a family to remove their child from the school roll. Where behaviour itself warrants a disciplinary response, this will be considered separately and the appropriate behaviour, suspension or permanent exclusion procedures will be followed. This approach reflects the current statutory framework, which recognises suspension, permanent exclusion, off-site direction and managed moves as distinct mechanisms requiring appropriate processes and safeguards.

Separation of pupils for safeguarding purposes may be necessary in exceptional circumstances, for example following an allegation of harm where physical separation is considered necessary to safeguard and protect one or more pupils while safeguarding enquiries or other appropriate processes take place. Separation is a safeguarding measure and not a disciplinary sanction, suspension or permanent exclusion, and will never be used as an informal or unofficial means of excluding a pupil. Wherever practicable, the school will seek to manage separation in a way that enables all pupils involved to remain safely on the school premises and continue to access their education. Temporarily preventing a pupil from attending the school premises will only be considered in rare circumstances where separation is essential and cannot practicably be achieved on site. Any such decision will involve the Designated Safeguarding Lead (or deputy) as appropriate, parents/carers will be informed, appropriate governance notification will take place in accordance with statutory requirements, and arrangements will be recorded and regularly reviewed to ensure that they remain necessary, reasonable, proportionate and in place for no longer than required. Appropriate arrangements will be made for the pupil's continuing education and for their safe and successful reintegration when separation is no longer required. The school will consider the circumstances and needs of all pupils involved, including safeguarding information, SEND, disability, medical needs and other vulnerabilities. Where the behaviour associated with an incident also warrants a disciplinary response, this will be determined separately from the safeguarding decision and on the individual facts of the case. The 2026 statutory guidance specifically includes provisions concerning separation of pupils for safeguarding purposes.

Off-site direction may be used as a time-limited intervention intended to improve a pupil's future behaviour where education in another setting is considered appropriate. Any off-site direction will have a clearly identified purpose, objectives and intended outcomes, alongside appropriate safeguarding arrangements and information sharing. The school will ensure that the required processes relating to notification, review and planning are followed and that the placement is regularly evaluated to determine its effectiveness and the appropriate next steps. Reintegration will be carefully planned where the pupil returns to WHTC. Off-site direction will not be used simply as a means of removing a pupil from the school community or as an alternative to following the statutory suspension or permanent exclusion process.

A managed move is a voluntary and permanent transfer of a pupil to another mainstream school and will only be considered where it is believed to be in the pupil's best interests. The school will work collaboratively with the pupil, parents/carers, receiving school and other relevant professionals to support a successful transition, with appropriate information shared regarding safeguarding, SEND, attendance, behaviour, support and successful strategies. A managed move will not be used to place pressure on a parent/carer to remove their child from WHTC, and it will not be presented as a “trial admission” or “trial move.” The purpose, expectations and status of the move will be clearly understood by those involved and the relevant statutory and admissions requirements will be followed. From the 2026–27 academic year, managed moves are also subject to new school-census data collection, further strengthening transparency around their use.

Managed moves, ordinary in-year admissions and Fair Access are separate processes and will be treated as such. A parent retains the right to make an ordinary in-year application for a school place, which will be determined in accordance with the School Admissions Code and the school's determined admission arrangements. Where WHTC is oversubscribed, applications will be considered in accordance with the applicable admissions arrangements and published oversubscription criteria. Oversubscription does not, however, remove the school's wider statutory responsibilities, including those arising through Fair Access. The School Admissions Code establishes the statutory framework governing applications, offers, in-year admissions and Fair Access.

Where consideration is given to the provisions within the School Admissions Code concerning a pupil who may display challenging behaviour, WHTC will ensure that the relevant statutory conditions are properly considered and that decisions are based upon the individual circumstances and available evidence. Behaviour will not be used as a general means of circumventing normal admissions requirements. Decisions will take appropriate account of the school's duties relating to equality, SEND and safeguarding, and any decision regarding admission will be made through the appropriate admissions process rather than through the school's behaviour procedures.

Fair Access is distinct from both ordinary in-year admission and managed moves. WHTC will participate fully and constructively in the relevant local authority Fair Access Protocol, working collaboratively with the local authority and other schools to ensure that vulnerable and hard-to-place pupils are able to access suitable education as quickly as possible. The school recognises that the Fair Access framework can result in the admission of a pupil even where a school is full, while the wider framework also seeks to ensure that individual schools are not required to take a disproportionate number of pupils presenting particular levels of challenge.

Across all forms of pupil movement, WHTC will seek to ensure that the pupil's voice is heard, parents/carers are appropriately involved, relevant professionals contribute where necessary and decisions are properly documented. Safeguarding information and information about SEND, disability, medical needs, attendance, behaviour and successful support strategies will be shared appropriately to promote continuity of education and a successful transition. The school will remain alert to the risk of off-rolling and will never place inappropriate pressure on a parent to remove a pupil from the school roll or prevent a pupil from attending normally without a lawful basis. Current Ofsted guidance similarly identifies pressure to remove a pupil from roll or preventing normal attendance without formal suspension or permanent exclusion as potential off-rolling, while recognising that properly conducted managed moves and off-site direction can be legitimate and effective interventions.

The overriding principle is that pupil movement should be used to secure a better educational and behavioural outcome for the child, never simply to move a problem elsewhere. Where movement is considered, WHTC will ask what intervention is most likely to improve the pupil's long-term engagement, behaviour, safety and educational success and will ensure that the route chosen is lawful, proportionate, properly recorded and genuinely in the pupil's best interests.

Suspensions and Exclusions are used for the purpose of supporting students to achieve and be safe.

- The Headteacher (Mr Best), has the authority to suspend or exclude a pupil from the College. In his absence, Mr Corey (DHT) has the authority to suspend or exclude a student. The LAB and Board of Trustees meet termly to review suspensions or exclusions. Data is shared with them, providing a detailed analysis of the characteristics of the pupils who have been suspended/excluded over the course of the term, and mentioning whether any repeat suspension has been imposed. As part of this report the Headteacher will also share with the LAB the use currently being made of Alternative Provision.
- The Headteacher will notify the LAB without delay of any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil); any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and any suspension or permanent exclusion which would result in the pupil missing a public examination.

SUPPORTING A STUDENT FOLLOWING A SUSPENSION
Following a sanction (Suspension or Exclusion), the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This will include:

- Reintegration meetings
- Daily contact with the Year Leader/SENCO or member of the Leadership Group
- A Support Plan with personalised behaviour targets

INDUCTING INCOMING STUDENTS
The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

PREPARING OUTGOING STUDENTS
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

TRAINING FOR STAFF
As part of their induction process, all staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school
- How SEND and needs impact behaviour
- Behaviour management will also form part of continuing professional development.

MONITORING AND EVALUATING BEHAVIOURS
Monitoring should include:

- Rewards
- Detentions
- Classroom removal,
- **Internal intervention**
- Repeat suspension
- Permanent exclusion
- Bullying/discriminatory incidents
- Searching/confiscation
- Restrictive interventions
- Off-site directions
- Managed moves and alternative provision.

Leaders WILL analyse patterns by year group, SEND, disadvantage, protected characteristic and other relevant vulnerability, and evaluate whether interventions reduce recurrence.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of AP, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

MONITORING
This behaviour policy will be reviewed by the Headteacher and Chair of Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the BoT.

Anti-Bullying Referral System

Update this system so that bullying, child-on-child abuse, discriminatory harassment, sexual harassment and sexual violence are recognised as potentially overlapping but distinct.

Safeguarding action and behaviour sanctions may run alongside each other. A victim must not be required to meet an alleged aggressor automatically; restorative contact should occur only where it is safe, appropriate, genuinely voluntary and consistent with safeguarding advice.

Our Core Values
At Wembley Multi-Academy Trust, we believe that everyone has the right to learn and work in an environment free from humiliation, intimidation, harassment, sexual harassment, abuse and discrimination, where they feel safe and respected for who they are. It is the responsibility of all staff that learning takes place in an atmosphere which is caring and protective.

Key messages

- Be kind
- Show respect
- Always show good manners
- Accept others may have a different view to yours
- Try to understand the other person(s) points of view
- Treat others as you would like to be treated
- Don't hurt others – physically or emotionally

Our Aims

- To create a culture within the school of collaboration, co-operation, courtesy and engagement, with understanding and appreciation of difference, in terms of race, sex, sexuality, disability, religion, appearance, cultural background, family circumstances and perceived ability (high or low).
- To ensure that staff understand what bullying is and how to deal with it effectively, and how to use the referral system appropriately.
- To ensure that we log information on bullying incidents and use our analysis of that data to inform and improve future practice.
- To ensure that students understand what bullying is and feel fully confident that if they report it, it will be dealt with effectively by staff across the school.
- To ensure that staff model positive, respectful behaviour in their interactions with students, colleagues, and parents and carers.

Types of Bullying

Bullying typically demonstrates the following characteristics:

- Repetition – not one-off incidents but frequent and over a prolonged period of time
- Intent – behaviour is deemed purposeful, not accidental
- Clear victim – behaviour is targeted at specific individual or group
- Power imbalance – unequal power, causing stress to one party

It can include:

- Name-calling
- Racist language
- Sexist language
- Homophobic language – particularly the use of the word 'gay' as an insult
- Exerting peer pressure to unduly influence another student
- Excluding or abusing someone because of their race, sex or gender, sexual orientation or gender identity, religion, ability, disability, or appearance
- Inappropriate or unwanted physical or sexual contact
- Making threats and / or demanding money or possessions, including phones
- Hurtful remarks about someone's appearance
- Generating and passing on rumours about others
- Laughing at someone who is hurt or upset
- Threatening or actually physically assaulting another person
- Mocking someone's differences, including accents
- Making a joke at someone's expense and taking it too far so that it becomes hurtful
- Damaging or hiding someone's work or belongings
- Pressurising someone to join in inappropriate behaviour
- Cyberbullying via email, social networks, and mobile phones (see below).

Cyberbullying

Cyberbullying can be extremely humiliating and damaging because of the ease with which the bully can reach a large audience. This includes:

- Using WhatsApp, texts, Facebook, X(Twitter), Snapchat, TikTok, Instagram or other social media to generate or pass on rumours about someone.
- Using WhatsApp, Facebook, X(Twitter), Snapchat, TikTok, Instagram or other social media to pass on images of someone.
- Making videos on mobile phones and posting them on public sites or sending them to others.
- Covertly or without permission recording or videoing another person.
- 'Sexting': This is the sending of sexually explicit digital images, videos, text messages, or email, usually via a mobile phone. It normally (but not always) involves boys putting pressure on girls to send them photographs of the girl naked or performing sexual acts, and then passing these on to their friends.

- ‘Trolling’ (anonymously posting abusive messages on a profile page or a social media account).
- ‘Doxing’ (uploading private images or videos to a website or public page).
- ‘Fraping’ (posting a message on someone’s social media account pretending to be that person).

Victims of Bullying
The lives of students who are bullied are made miserable – they may suffer injury, attend school erratically or infrequently, lose self-confidence, and underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as non-accidental injuries (including self-harm), low self-esteem, unhappiness, fear, distress or anxiety.

The school recognises that there are groups of students within the community who are vulnerable, and therefore at greater risk of being bullied. Teachers should always be alert to signs of being bullied in these children.

Vulnerable children are those who are likely to be bullied on the basis of:

- Race
- Religion
- Sexual orientation, (including being gay, lesbian, bisexual, or transgender)
- Disability
- Appearance
- Cultural background (including Traveller children)
- Family circumstances (e.g., being a Looked After Child or being a carer)
- Having Special Educational Needs, or being a high achiever

The Personal Development Programme
The school has an extensive PD Programme where the ethos of the school is promoted, and the values are reinforced and made explicit through appropriate examples. It includes:

- Spiritual, moral, social and cultural education and the provision of British Values.
- Exploration of the ideas of empathy, collaboration, courtesy, co-operation, and respect, making explicit what these entail and how they can be acted upon in and out of lessons.
- A weekly reflection which encourages students to reflect upon moral ideas and aim to put them into practice.
- The promotion of a sense of identity across Year groups. This is achieved by rooming Year groups in the same areas of the school so that they can collaborate with each other in developing the tutorial programme.
- The theme of bullying is examined throughout the year and various forms of bullying are discussed with the students through assemblies and tutor time. Students are given advice about what they should do if they witness bullying or they themselves are bullied in the school.

Organisation of the School Site
Staff have been allocated duty positions at break and lunchtimes. Staff must make sure that they are on duty on time and supervising their area. It is not a time to catch up with other staff. Staff must make sure that behaviours in the corridors are challenged. All areas of the school are supervised by Senior Leaders at break, lunchtimes, and after school.

In addition, each Year group is allocated a specific play area for their use, so that the opportunities for older children to bully younger children are minimised.

Expectations of All Staff
The Headteacher is ultimately responsible for the wellbeing of all students and staff.

In order for bullying to be addressed effectively, it is essential that all members of staff are determined to stamp it out and feel confident in addressing it.

To this end:

- All staff receive training at the beginning of the year and throughout the year on the forms of bullying, what to watch out for, the most vulnerable groups, and the systems for dealing with bullying.
- It is expected that all staff follow the referral system for bullying (see below).
- All staff are expected to address all forms of bullying both in lessons and out of lessons. Staff should consistently challenge the use of offensive language; whether racist, sexist, homophobic or generally insulting, making it clear that it is always unacceptable, even when the victims do not appear to object to it.

- Staff should watch for early signs of distress in students – deterioration in work, poor attendance, sudden illnesses, isolation, the need to stay close to adults. These concerns should be dealt with using the referral policy below. It should also be appropriate to refer the student to the Designated Safeguarding Leads. Staff are expected to be positive role models for the behaviour of students, by ensuring that all their interactions with students, colleagues and parents and carers are courteous, thoughtful, respectful, and professional.
- The basic instruction to staff with reference to bullying is: **Listen, Believe, Act.**

The Role of the Governors
The Headteacher will report on bullying incidents to the Governors of the school on a termly basis.

Sanctions – Bullying Referral System

The school has a comprehensive system for dealing with bullying and the logging and referral of incidents.

Year Leader /LG Interventions		
Stage 1	Bullying behaviour that does not stop after initial verbal warning from class teacher	Year Leader will: • Take statements. • Give the victim a book to record incidents (if appropriate). • Set up meeting between aggressor and victim (if appropriate). • Sanction the aggressor. • Aggressor to sign behaviour contract 1. • YL will add a Stage 1 bullying log on CPOMS including information about the victim and perpetrator. • Parents of aggressor and victim informed
Stage 2	Bullying that is persistent, and continues after initial intervention by Year Leader	Year Leader will: • Take statements. • Sanction the aggressor. • Meet with the victim, offer support and contact the parent. • Contact parents of the aggressor (and, where appropriate, the victim). • Parents to witness aggressor signing behaviour contract 2. • YL will add a Stage 2 bullying log on CPOMS including information about the victim and perpetrator.
Stage 3	Bullying that is very serious, or that continues after Stage 2 interventions.	Year Leader with the LG Line Manager will: • Refer to DSLs, who will work with the student. • Set up meetings in school with parents of the aggressor (and, where appropriate, the victim). • Sanction the aggressor. This may include a period of internal exclusion or suspension. • Meet with the victim, offer support and update the parent/carer. • LG member will add a Stage 3 bullying log on CPOMS including information about the victim and perpetrator.
Stage 4	Bullying which occurs after the Stage 3 intervention	Member of the LG will: • Meet with the victim, offer support and update the parent/carer. • Sanction the aggressor. This may include a period of internal exclusion or suspension • Arrange a Formal-PSP set up meeting with the Assistant / Deputy Headteacher and Brent Inclusion Officer. • 16-week Pastoral Support Plan put in place for the aggressor. • Fortnightly mentoring sessions put in place for the aggressor. • Risk of permanent exclusion warning to the student. • LG member will add a Stage 4 bullying log on CPOMS including information about the victim and perpetrator.

Students who, despite intervention, are known to be persistently and intentionally causing harm, injury or offense to other students at Wembley High Technology College may receive the most serious consequences, including placing themselves at risk of permanent exclusion.