WeST Behaviour for Learning Framework 2026

Executive Summary

The WeST Behaviour for Learning Framework sets out the Trust's shared expectations for creating calm, safe, inclusive and disruption-free learning environments across all schools. It is grounded in positive relationships, explicit routines, fair and proportionate responses, reasonable adjustments and a graduated approach to support. The framework aligns with statutory expectations and provides a common basis for school-level behaviour policies, governance scrutiny and Trust-wide quality assurance. All staff share responsibility for maintaining high standards so that every pupil can learn, belong and succeed.

Context:

Westcountry Schools Trust (WeST) is a family of schools operating in the Southwest of England, with schools located in Devon, Cornwall and Plymouth. The Trust educates pupils from nursery to sixth form across a range of educational settings.

This framework will be subject to annual review and should be read alongside Trust topic-specific policies and individual school behaviour policies.

Purpose of the Behaviour Framework

This framework sets out the principles and expectations for pupil conduct across the Trust. Its purpose is to support safe, respectful and positive learning environments in which pupils can achieve academically, develop socially and contribute positively to their school communities. Schools are expected to align their local behaviour policies with this framework while adapting implementation to reflect their context, phase and community needs.

Relevant legislation and guidance

DfE *Behaviour in Schools: Advice for Headteachers and School Staff* (February 2024)

DfE *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* (July 2026)

DfE *Restrictive Interventions, Including Use of Reasonable Force in Schools* (April 2026)

DfE *Inclusion Bases in Schools* (June 2026)

DfE *Arranging Alternative Provision* (February 2025)

DfE *Working Together to Improve School Attendance* (updated June 2026)

SEND Code of Practice

Equality Act 2010

DfE *Keeping Children Safe in Education 2026* (comes into force from 1 September 2026; schools should continue to use KCSIE 2025 until 31 August 2026)

This framework has been reviewed against KCSIE 2026 expectations most relevant to behaviour practice, including Family Help, safeguarding risk and needs assessment, child-on-child abuse, serious violence, mental health, information sharing, alternative provision, online safety, mobile phones, generative AI and secure transfer of safeguarding information.

Guiding Principles

1. **Strong pupil conduct, both in lessons and throughout the school,** is essential for creating a safe, calm and encouraging environment where every child can feel secure, participate fully and thrive academically and personally.
2. **Connect before correct –** positive behaviour stems from mutual respect and strong, trusting relationships between staff and pupils. Staff should consistently model professionalism, compassion and high standards, actively encouraging good behaviour.
3. **We never assume that pupils automatically understand how to behave.** Each pupil is unique, with different experiences at home, in the community and in previous schools. We therefore teach expected behaviours clearly and explicitly before correcting behaviour. This approach forms part of our behaviour curriculum and aligns with DfE Behaviour in Schools guidance.
4. **Public praise, private criticism – uphold dignity and respect at all times.** We respond consistently to positive behaviour through recognition and reward, and to negative behaviour through proportionate consequences.

   a. We actively recognise and encourage positive behaviours.

   b. We set clear boundaries and use proportionate sanctions when expectations are not met, while ensuring that responses remain fair, consistent and focused on helping pupils make better choices.

5. **Our goal is to help pupils succeed, not find fault**. This approach guides our focus on preventative support and early intervention for those needing extra guidance.
6. **Behaviour routines at WeST schools are straightforward, transparent and understood by all stakeholders.** These routines are systematically taught to establish and reinforce expected behaviours for all pupils, ensuring clarity and consistency for pupils, parents, carers and staff.

We do not sanction pupils for behaviours or circumstances that are beyond their control. This principle aligns with the Equality Act 2010, the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years, which remains the current statutory guidance for SEND in England. Staff must use available information to guide their approaches to

behaviour management and consider whether reasonable adjustments are required before applying consequences.

Some examples include:

1. A pupil with ADHD frequently interrupts during lessons by blurting out answers or comments, despite efforts to wait their turn, because they struggle to regulate impulsive responses.

- A pupil arriving late to school due to a delayed school bus.
- A pupil is late to class because another member of staff stopped them enroute and delayed them.
- A pupil not completing homework because they could not understand the task, despite seeking help from staff, attending drop-in sessions and using support materials such as handouts or videos.

2.Each school behaviour policy should include a reasonable adjustments section that outlines the school's commitment to fairness, proportionality and compliance with the Equality Act 2010. This should be read alongside the wider expectation that staff use available information to consider whether reasonable adjustments are required before applying consequences.

3.All behaviour policies and practice are underpinned by our shared values of:

- **Collaboration:** The 'trinity' of school, home and child is critical for success, with all three elements supporting each other.
- **Aspiration:** We are committed to explicitly teaching pupils how to behave, fostering self-discipline, and guiding them to become respectful members of society. By working diligently to identify and eliminate barriers to positive behaviour, we ensure that every pupil is supported in achieving their best.
- **Integrity:** We act ethically at all times, choosing to do what is right even when no one is watching. Pupils adhere to rules, while adults apply procedures with consistency and adaptability, thoughtfully considering each pupil's unique needs and perspectives.
- **Compassion:** We carefully consider the impact of our systems on those most affected, using data to ensure interventions are effective and sanctions are fair. Local governance and leadership regularly review behaviour statistics and key indicators.
- **Respect:** We recognise the importance of every identity, culture and voice. Respect is shown through rational, fair and proportionate actions, clear and consistent communication, and reasonable adjustments where needed. All members of our community are expected to uphold respect for themselves, others and the learning environment. This means treating every individual with dignity, promoting inclusion, and ensuring that people feel safe, valued and able to participate fully.

4.Certainty not Severity. We prioritise fair, proportionate and consistent consequences, with a strong emphasis on prevention, early intervention and constructive solutions rather than relying solely on punitive measures.

5.Address the behaviour, not the individual. We avoid labelling pupils or making personal characterisations based on observed behaviours. Behaviour is managed calmly and respectfully so that the pupil's dignity is maintained while expectations remain clear.

Core Levers for School Improvement

At WeST we define **six** essential ingredients, without which school improvement is difficult:

1. **Behaviour Leadership – Clearly Defined Responsibility**

Headteachers provide leadership in their schools, taking direct responsibility for pupil behaviour and overseeing how policies are implemented. While they hold primary responsibility for managing and refining school behaviour systems, they are supported by leaders at every level. The Trust may provide model policies and guidance, but Headteachers will work with local governing bodies, known as West Community Councils (WCCs), to adapt and approve these for their communities. WCCs typically review complaints about behaviour at Stage 3 if issues remain unresolved after Stages 1 and 2 within the school.

2. **Attendance and Ethos**

School leaders are responsible for fostering a welcoming atmosphere that promotes pupil belonging and high attendance (DfE, February 2024). Their role includes establishing a positive culture where civility, learning and community are prioritised, supported by effective behaviour systems and attention to wellbeing. Senior teams should implement centralised consequences and rewards, freeing teachers to focus on teaching. During lessons, subject leaders, teachers and support staff must actively engage and inspire pupils to ensure strong participation in learning.

Strong attendance and positive behaviour are closely linked. Schools should ensure that behaviour systems promote belonging, participation and attendance and do not inadvertently contribute to avoidance, disengagement or emotionally based school non-attendance. Attendance concerns should be reviewed alongside behaviour, SEND and safeguarding information as part of the graduated response.

Schools should consider whether Inclusion Base provision may help address barriers to attendance, engagement or belonging for some pupils, particularly where behaviour, attendance and SEND factors overlap.

Behaviour Curriculum

DfE *Behaviour in Schools: Advice for Headteachers and School Staff* (February 2024) explains that positive behaviour is shaped by the school's values, pupils' willingness

to learn and respect for others. Creating a setting where good behaviour is encouraged and poor behaviour is discouraged helps establish these values. Pupils should be taught what kinds of behaviour are expected, supported or not allowed.

When expectations are met, positive reinforcement should be given; when rules are broken, sanctions are needed. Both praise and consequences play essential roles in building a positive whole-school culture (p. 10).

3. **Curriculum Pedagogy –** Our well-structured curriculum gives learning clear direction. Lessons that feel relevant encourage positive behaviour, though poor conduct is not solely a reflection of teaching quality.
4. **Curriculum Outcomes –** Pupils self-regulate best when they understand the reasons and benefits. The primary purpose of school is learning and achievement. Assessment systems provide pupils and families with clear progress updates towards set goals from the beginning. Early and regular careers guidance helps pupils recognise the value of education and express their ambitions, connecting classroom performance to future success.
5. **Literacy –** In some cases, misbehaviour may be attributed to difficulties in accessing the curriculum resulting from inadequate literacy skills. It is important for schools to systematically monitor reading proficiency through regular assessments and to implement timely interventions when pupils are unable to engage effectively with lesson content. When persistent behavioural issues arise, literacy diagnostics should be an early component of the intervention strategy to address any barriers hindering positive behaviour. This area remains a key focus within the Framework and is consistent with the graduated response approach to supporting pupil needs.
6. **Nimble CPD** delivers high-quality staff training to build shared understanding and expectations for behaviour management across schools. While the Trust sets core expectations, each school defines its own key routines, such as classroom entry, exit and playground line-ups. These routines are regularly practised by staff before being introduced to pupils, reducing variation in expectations.
7. **Staff induction –** every school has a CPD programme to support staff induction and provide regular, responsive training to address any lapses in consistency. This reliable approach provides a strong safety net for pupils and staff: everyone understands their roles and procedures, reducing ambiguity and the risk of unfair practice.

Core Routines for Success

Although each school sets routines based on local needs, all WeST schools are encouraged to teach these core routines for success explicitly:

- **Prepare for the school day** (packing their bag the night before)

- **Travel to and from school** – pupils are regularly given guidance on how to behave while using transport to and from school, particularly school buses and public transport.
- **Pupils wear their uniform with pride** and adjustments, or replacement items are provided where needed. This is a consistent expectation across all WeST schools, but staff should refer to the individual school uniform policies for details.
- **Assemblies –** assemblies are a visible expression of whole-school culture. Expectations should be clear, consistently taught and applied in accordance with any mutually agreed reasonable adjustments.
- **Lining up –** pupils line up in single file and, where appropriate, in silence at designated locations, including at the start of lessons, for assemblies and roll calls.
- **Being on time for lessons** – pupils are expected to attend lessons on time or with a note explaining the reason for lateness.
- **Threshold –** staff stand at the threshold of their classrooms, warmly greet pupils, check that pupils are ready to learn and ensure that their uniform is correct before they enter the room.
- **'Strong start' and entering a classroom through the threshold –** pupils enter in silence and begin a structured starter activity.
- **Effective whole-class attention techniques** include signal-pause-insist strategies, such as "team stop" in primary settings, and common routines such as "Eyes on me. Silence in 3, 2, 1. Thank you." Staff also frontload instructions and use effective teacher positioning.
- **Asking and answering questions –** staff follow the principles of expert questioning, including approaching open and closed questions differently and checking for understanding using Cold Call, mini-whiteboards and turn and talk.
- **Purposeful circulation –** staff use early check-ins for key pupils, 3-30-30 and proximity to ensure pupils are focused, on task and supported quickly where needed.
- **Silent independent practice –** staff set independent tasks as silent by default where this supports focus and learning.
- **Ending lessons and organising efficient exits –** staff teach pupils how to pack up and exit a lesson calmly and in an orderly way. These routines are fundamental to the behaviour curriculum that schools teach.
- **Transitions and corridor movement** – movement is calm and purposeful at all times, and nudges such as signs, arrows and lines on the floor are used to support expectations.
- **Class and breaktime conduct** – movement is calm and purposeful, and interactions between pupils follow a "hands off" approach.

Common strategies for dealing with non-compliance

- **See, Pause, Secure –** using 'see, pause, secure' to address poor conduct and correct uniform issues.
- **100% disruption-free learning –** schools use agreed staged approaches, such as "warn, remove", where a pupil is disrupting learning.

Child-on-Child Abuse, Online Behaviour and Serious Violence

Schools must treat child-on-child abuse, harmful sexual behaviour, bullying, prejudice-based behaviour, serious violence and online incidents as safeguarding matters as well as behaviour matters. KCSIE 2026 reinforces that concerns may occur inside or outside school and online, and that absence of reports does not mean absence of risk. Schools should maintain a culture where pupils know how to report concerns and where adults respond calmly, seriously and without minimising harmful conduct.

Where incidents involve online behaviour, mobile phones, images, social media, generative AI or potential criminality, staff should follow safeguarding procedures, preserve evidence where appropriate, avoid unnecessary viewing or sharing of harmful material, and seek DSL advice promptly. Any behaviour response should be coordinated with safeguarding, parental communication and, where required, local authority children's social care or police advice.

Where a report indicates risk to a pupil, alleged perpetrator, witness or wider school community, leaders should consider whether a risk and needs assessment is required. This should be recorded, reviewed and used to inform supervision, movement, curriculum access, transport, reintegration and any temporary separation arrangements.

Behaviour is Everyone's Responsibility

While senior staff provide systems and structures, every member of staff is responsible for using them consistently and fairly. **"What you ignore, you permit."** Behaviour systems are effective only when everyone follows them. Senior leaders must model school procedures and should not bypass them to gain favour with individual pupils or parents. All staff should attend to small details. For example, if the policy requires shirts to be tucked in, pupils should receive a kind reminder and, where needed, a proportionate consequence in line with school rules. Like SEND, literacy and other cross-curricular priorities, behaviour is a responsibility shared by all staff, especially classroom teachers.

Safeguarding, Behaviour and Early Help

Behaviour concerns should be considered alongside safeguarding, attendance, SEND, mental health and contextual information. In line with KCSIE 2026, staff should remain professionally curious where behaviour may indicate abuse, neglect, exploitation, serious violence, harmful online activity, unmet need or wider

vulnerability. Concerns should be shared promptly with the DSL or deputy DSL and recorded in accordance with school safeguarding procedures.

Schools should use universal support, community-based early help and targeted Family Help where emerging concerns suggest that behaviour is linked to wider family, welfare or safeguarding need. Behaviour consequences and support plans should not delay necessary safeguarding referrals, and safeguarding action should not prevent schools from maintaining clear expectations, boundaries and proportionate responses.

Persistent poor behaviour – assessing and meeting need

A typical model in a WeST school includes waves of support, providing a graduated approach to meeting behavioural need:

- **Wave 1 – Universal.** This includes proactive behaviour training as defined above, and universal sanctions and praise mechanisms that could apply to any pupil.
- **Wave 2 – Additional Support.** A deeper assessment of need, including diagnostic testing where appropriate, such as dyslexia screening, literacy assessments, attendance review, SEND review or early safeguarding consultation, followed by tailored interventions. These may include adapted timetables, consideration of friendship or class groupings, targeted pastoral support, increased parental involvement and, where appropriate, community-based early help.
- **Wave 3 – Targeted and External Support.** A more specialist assessment of need, including engagement with educational psychologists, CAMHS, youth intervention teams, targeted Family Help, local authority children's social care where thresholds are met, or other relevant external agencies.
- **Wave 4 – Acute Support (including risk of permanent exclusion)**While the graduated response model provides a framework for assessing and responding to behavioural need, some interventions and provision may be used at different stages depending on a pupil's circumstances, identified needs and the desired outcomes.

In line with DfE guidance, schools should consider the most appropriate intervention at the earliest opportunity and should not view support provision as a fixed sequence of escalating sanctions.

The following routes may be considered, where appropriate, alongside the graduated response:

Internal Reflection / Internal Suspension – internal suspension may be used as a serious, school-based sanction or intervention where behaviour has fallen below expectations but does not meet the threshold for external suspension. It should be time-limited, supervised, recorded and used proportionately, with pupils continuing

meaningful education and being supported to reflect, regulate and return successfully to their usual provision. In line with DfE guidance on removal and suspension, schools should consider underlying need, reasonable adjustments, safeguarding factors and reintegration planning. Repeated or prolonged internal suspension should trigger leadership review to consider underlying need, proportionality of the response and whether an alternative intervention is required.

Inclusion Bases and Internal Alternative Provision – school-based provision designed to provide targeted support, improve engagement, address barriers to learning and strengthen successful participation in mainstream education. In line with DfE *Inclusion Bases in Schools* (June 2026), such provision should be supportive rather than punitive and should include clear entry criteria, intended outcomes, review points and reintegration arrangements. Wherever possible, pupils should maintain access to a broad and ambitious curriculum and remain connected to their mainstream school community.

Off-site Direction – a temporary placement in another education setting or Alternative Provision provider designed to improve future behaviour and support successful reintegration. This is a preventative intervention rather than a punishment for past behaviour and should be accompanied by clear objectives, review arrangements and reintegration planning.

Managed Move – a voluntary and permanent transfer to another mainstream school where this is in the pupil's best interests. Managed moves must remain voluntary, must not be coerced and must not be presented as the only alternative to permanent exclusion.

Safeguarding Separation – a separate, non-disciplinary safeguarding measure that may be used where a pupil needs to be kept apart from another pupil or group of pupils because of an allegation of harm and the risk cannot be safely managed on site. Consistent with DfE *Suspension and Permanent Exclusion* (July 2026) and *Keeping Children Safe in Education*, it should be used only where necessary, be time-limited and reviewed regularly. It must not be used for behaviour management, as a behaviour sanction, as part of a disciplinary investigation, or recorded as a suspension. Clear records and appropriate educational arrangements must be maintained throughout.

Information Sharing and Transition Planning

Where pupils move between provision, schools, off-site settings, alternative provision, managed moves or reintegration pathways, relevant information should be shared lawfully, proportionately and securely. This may include successful strategies, SEND information, attendance patterns, risk assessments, safeguarding context, support arrangements and any current concerns needed to keep the pupil and others safe.

In line with KCSIE 2026, safeguarding information should distinguish current concerns from historic information and should be transferred securely at transition points. Where risk to the pupil or others is relevant, DSL-to-DSL discussion should take place so that

the receiving setting can assess risk, plan support and maintain continuity of education and safeguarding.

Reasonable Adjustment

"Consistency in our principles; flexible in our practices" (Rob Long)

Systems rigorously check whether a reasonable adjustment needs to be applied to each individual pupil as part of applying the behaviour policy.

a) **A clear strategy and approach for reasonable adjustments**, which should be set out clearly in both the school's SEND policy and its Behaviour policy.

b) **Systems that rigorously check whether a reasonable adjustment needs to be applied** to each individual pupil as part of applying the behaviour policy. These should be sufficiently robust such that no pupil would have their reasonable adjustment 'missed' at any point.

c) **Tracking and analysis to ensure SEND pupils** are not disproportionately disadvantaged by the behaviour systems. Behaviour policies must cite the Equality Impact Assessment that has been carried out.

Effective reasonable adjustments are determined proactively, documented and established collaboratively with parents and carers. Implementing reasonable adjustments for pupils with SEND is a critical consideration when using behaviour rooms. Schools may employ a range of strategies, such as frequent breaks, movement breaks, alternative locations or adapted/shared time, for example between SEND and Reflection. Wherever possible, these adjustments and any related consequences should be discussed with parents and carers and formalised in writing.

All procedures must comply with the Equality Act 2010 and adhere to the Department for Education's Behaviour in Schools guidance (February 2024).

Removal rooms in WeST

Removal rooms, including Tier 1 (RESET- low level disruption) and Tier 2 (Reflection rooms- more serious incidents), should function as structured behaviour intervention spaces rather than simple sanctions. Staffing should be carefully assigned, with a focus on supporting pupils to reflect, regulate and make better future choices. According to the DfE Behaviour in Schools guidance (February 2024):

"Removal is where a pupil, for disciplinary reasons, spends limited time out of the classroom under staff instruction. Removal should enable continued education in a supervised setting."

"Removal should be treated as a serious sanction, used only when necessary and after other behavioural strategies have been tried—except in extreme cases warranting immediate removal."

All disciplinary actions must be fair, reasonable, proportionate, and consider any relevant special factors.

At WeST, schools ensure removal rooms are alternative learning spaces with consistent rules and behaviour systems. Pupils continue meaningful learning aligned as closely as possible to their scheduled curriculum. These provisions are designed so that pupils' experiences in removal rooms mirror what they would encounter in a typical classroom, both in terms of behavioural and academic expectations as well as learning outcomes.

DfE Behaviour in Schools guidance states that removal should be used for the following reasons:

a) to **maintain the safety of all pupils** and to restore stability following an unreasonably high level of disruption

b) to enable disruptive pupils to be taken to a place where education can be continued in a **managed environment**

c) to allow the pupil to **regain calm in a safe space**.

Removal should be distinguished from the use of separation spaces, sometimes known as sensory or nurture rooms, for non-disciplinary reasons. For instance, a pupil may be taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

Triage

Every reflection room must implement a triage system to ensure that reasonable adjustments have been considered beforehand and that sanctions are withheld where they would be inappropriate. Ideally, pupils should have an opportunity, through written or spoken communication with knowledgeable adults, to share their perspective, reflect on why they were removed and identify ways to prevent similar situations in future.

This approach aligns with DfE guidance, Behaviour in Schools (February 2024), which states: "When managing individual removal cases, headteachers and teachers should:

a) assess whether it is necessary to **explore underlying causes of disruptive behaviour.**

b) **encourage pupils to think about the actions** that led to their removal and what they can do differently next time.

c) make certain that pupils are never confined in the behaviour room. In rare and urgent scenarios, staff may need to physically stop a pupil from leaving to protect everyone's safety, but this is a protective measure, not disciplinary action, and does not fall under this guidance…" (p.24)

Schools should also ensure that staff are trained to triage pupils entering the reflection room for concerns such as:

- Literacy issues
- Dyslexia
- SEMH challenges

We recognise that reflection rooms may include vulnerable pupils or pupils disproportionately affected by these issues. Without appropriate triage and support, this can increase the risk of further incidents or repeat referrals. Where staff identify significant concerns, these should be escalated through the appropriate referral process.

Where possible, staff ensure that pupils complete a written reflection, or pupil voice, when referred to the reflection area. Staff should review this carefully and use CPOMS for any safeguarding concerns. Allegations against staff should follow the standard referral process. Leaders should proactively assess the reasons for repeated referrals. All pupil reflections are confidential, securely stored and require careful reading.

Restrictive Intervention and Use of Force

Removal rooms, reflection rooms and inclusion provision must never operate as seclusion spaces.

Where restrictive intervention, use of force or seclusion is used, schools must follow DfE *Restrictive Interventions, Including Use of Reasonable Force in Schools* (April 2026) and local Trust procedures.

Leaders should ensure that prevention, de-escalation, reasonable adjustments, safeguarding considerations, post-incident support and recording requirements are fully addressed.

Any restrictive intervention should be lawful, reasonable, proportionate and necessary. It must never be used as a punishment.

Monitoring behaviour data

In line with DfE *Behaviour in Schools* (February 2024) and DfE *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* (July 2026), schools should monitor and review the use, impact and outcomes of the full range of behaviour, inclusion and pupil movement interventions. This should include removals, internal reflection provision, Inclusion Base placements, internal alternative provision, safeguarding separation, off-site direction, managed moves, suspensions, permanent exclusions and reintegration outcomes. Data should be reviewed regularly to identify patterns, disproportionality, potential unmet need and the effectiveness of support and intervention strategies.

Trusts follow best practices by holding regular 'team around a child' meetings, commonly known as:

- **Student of Concern (SOC) meetings** – these meetings focus on identifying unmet needs early and enabling early intervention.
- **High Needs meetings** – these primarily address pupils receiving targeted interventions at Wave 3 or those at risk of permanent exclusion at Wave 4.

Governance of Behaviour

These records, analyses and actions must be reported to and scrutinised by local governance and, periodically, by WeST Trustees. This is consistent with DfE guidance on monitoring and evaluating school behaviour. DfE Behaviour in Schools guidance suggests that schools should collect data from the following sources:

- *"Behaviour incident data, including removal from the classroom.*
- *attendance, permanent exclusion and suspension data.*
- *use of pupil support units, 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." (p. 30)*

Schools should also analyse the collected data to identify any potential patterns relating to pupils who share protected characteristics and to ensure that sanctions do not have a disproportionate effect on any group.

Governance

Trustees, WCCs and leaders at WeST schools are required to maintain comprehensive records of disciplinary actions and wider pupil movement, including consequences, removals, internal reflection or RESET room use, suspensions, permanent exclusions, off-site direction, managed moves, alternative provision placements, safeguarding separation, part-time timetables were used lawfully, and pupils educated off site. These records must be regularly analysed and findings presented for review to identify patterns and ensure that remedial steps are taken whenever any sanction, intervention or pupil movement disproportionately affects a particular group, especially pupils with protected characteristics, in accordance with the Equality Act 2010.

DfE Behaviour in Schools guidance provides detailed expectations for governance and leadership oversight of removals. Equivalent attention should be given to the analysis, oversight and response to wider pupil movement, including suspensions, permanent exclusions, off-site direction, managed moves, alternative provision placements and safeguarding separation, particularly where patterns indicate that further intervention or assurance is required.

Governance scrutiny should also include:

- Inclusion Base referrals and placements.
- Duration of Inclusion Base placements.
- Reintegration outcomes.
- Attendance and curriculum access during placements.
- Restrictive intervention incidents.
- Safeguarding separation.
- Any disproportionate use affecting SEND pupils, disadvantaged pupils or other vulnerable groups.

Inclusion Bases should operate as part of a school's graduated response and not become a long-term destination by default. Schools should be able to demonstrate clear entry and exit criteria, planned outcomes, review arrangements and evidence of impact.

Within WeST schools, a proactive and systematic approach to intervention is expected whenever a pupil is subject to repeated disciplinary measures. Support can be sought from School Behaviour Leads, the Trust Lead Practitioner for Behaviour and Coaching, the Lead Practitioner for Inclusion, and the relevant Primary or Secondary Director of Education.

Summary

In summary, structure, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to creating a positive behaviour culture. Behaviour leadership is continuous and no single strategy will secure the desired outcomes in isolation. Calm and orderly classrooms are built through deliberate routines, shared expectations and consistent adult practice. The challenge is sustaining the dedication, persistence and consistency required to embed these approaches successfully across every school.

Appendix 1

Behaviour Framework Assurance Checklist

Schools should use this checklist to test whether local behaviour policy and practice remain aligned with Trust expectations and current DfE guidance:

- Behaviour curriculum explicitly taught.
- Core routines explicitly taught.
- Attendance reviewed alongside behaviour.
- Inclusion Base provision reviewed termly.
- Removal room data monitored.
- Restrictive intervention incidents monitored.
- Reasonable adjustments audited.
- Disproportionality analysed.
- Safeguarding separation monitored.
- Off-site direction reviewed.
- Child-on-child abuse, online behaviour and serious violence procedures reviewed.
- Family Help, early help and safeguarding escalation routes understood by behaviour staff.
- Information-sharing and transition arrangements checked for off-site provision, managed moves and reintegration.
- Managed moves reviewed.
- Reintegration outcomes reviewed.
- WCC receives behaviour assurance report.
- Trustees receive annual behaviour assurance report.

References

DfE Behaviour in Schools (February 2024)

DfE Suspension and Permanent Exclusion (July 2026)

DfE Restrictive Interventions (April 2026)

DfE Inclusion Bases in Schools (June 2026)

DfE Alternative Provision (February 2025)

DfE Attendance Guidance (updated June 2026)

DfE Keeping Children Safe in Education 2026 (comes into force from 1 September 2026; KCSIE 2025 remains in force until 31 August 2026)