

Westfield School

Behaviour Policy

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Westfield School



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Behaviour Policy Statement

Our Behaviour Policy is outlined below.

It is endorsed by the Westfield School Governing Body who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The Westfield School Governing Body accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to Westfield School.

Signed:

Date: March 2017

Claire Sellars, Chair of the Westfield School Governing Body



1. Aim

Westfield is an inclusive School where everyone is a learner. All individuals in Westfield School are valued for who they are and what they bring. We are dedicated to promoting high quality learning opportunities for everyone in an environment that is safe, secure and happy. Westfield School strives to encourage all to reach their fullest potential and develop the well-being, aspirations and community belonging of all its unique individuals.

2. Expectations

At Westfield School we expect all members of our community to:

- Be respectful and courteous to each other.
- Have good attendance.
- Be on time to all lessons and tutor time.
- Be prepared and properly equipped.
- Take pride in their appearance.
- Adopt positive behaviours and display good manners.
- Show resilience and determination to achieve their best.
- Have pride in their work.
- Respect the school and wider environment.
- Participate in extracurricular activities.
- Make a positive contribution to the wider community.

2.1 Student Expectations

At Westfield School we expect **all STUDENTS** to:

- BE AMBITIOUS
- BE READY
- BE KIND
- BE SAFE



3. Westfield Student Standard

At Westfield we want every pupil to be the very best they can be, not only academically, but on an organisational level and a good citizen.

So each pupil has the opportunity to work towards becoming recognised in these areas of **The Westfield Student Standard**.

This is a set of criteria that was devised by our students to make our school and the students that attend even better.

This allows the students who get things right consistently to be recognised in a positive way and the students who have still a way to go, the tools and criteria to get there.

Each student can see the criteria for the standard in all classrooms and with the help of their tutor when these goals have been achieved. Where goals have fallen short, students can use these as a target to work towards over the coming half term.

The categories that are looked at are -

Being an effective learner	Expected behaviours and Attitudes	Being part of a positive community
Respect	Respectful with good manners	Respect the school and wider environment
Be correctly equipped	To Have pride in their appearance	Participate in extracurricular activities
Have the desired level of attendance	Have pride in their presentation of work	Make a positive contribution to the wider community
Be punctual to lessons	Display good behaviours and make a positive impact	
Show resilience around learning.		

At each data cycle, every student is given a Student Standard grade 1-5 in each subject that they take.

3.1 Grading

- 5 Above and beyond the Westfield Standard (Ambassador Level)
- 4 Securely at the expected Westfield Standard
- 3 Close to the Westfield Standard
- 2 Not yet near the Westfield Standard
- 1 Significantly below the Westfield standard



To qualify to be at the Westfield Student Standard each student achieves the following:

- Have a Student Standard grade 4 or 5 in all subject areas.
- Have an attendance record of 96% or above.
- Consistently wear the correct uniform in the correct manner. Students should not obtain any more than 2 uniform points per half term
- To have no more than 1 (not including uniform, equipment, punctuality) behaviour point entry per half term. Students to have evidence of 2 or more positive recognitions per half term - This may include positive phone call, 10+ Achievos, postcard, certificate
- Have more than 10 Achievement points (Achievos)
- Have no more than 2 late marks per half term.
- Students who meet these criteria each half-term will be awarded a badge saying that they are currently at the Student Standard and this information will be shared with parents via the parent portal.
- This process is repeated at the end of each half term and the system updated so the numbers of students that are maintaining the standard are monitored and recognised.

4. Choice and consequence: rewarding positive behaviour

At Westfield School we recognise that behaviour that leads to rewards are more likely to be repeated. Therefore, staff are encouraged to consistently reward positive behaviour and celebrate these positive achievements with parents and peers.

A range of rewards will be used across the school and will be both informal and formal.

Informal rewards include:

- Smiles/positive eye contact/gestures;
- Targeted praise statements to an individual student or groups of students;
- Peer group praise, both spontaneous and planned;
- Direct positive praise home to parents;
- Sharing good work and behaviour with peers/adults/senior staff;
- Written comment on work/in books;
- Displaying good work;
- Recognition and celebration of learning and behaviour in assembly;



Formal rewards, which are be recorded in Sims and viewable via parent portal, include:

- Achievos
- Positive postcards
- Praise slips
- Certificates
- Headteacher Award
- Student Standard Award

4.1 Choice and consequence: challenging negative behaviour

Westfield School expects all students to meet the expectations outlined on page 1 of this policy and repeated below:

- Be respectful and courteous to each other.
- Have good attendance.
- Be on time to all lessons and tutor time.
- Be prepared and properly equipped.
- Take pride in their appearance.
- Adopt positive behaviours and display good manners.
- Show resilience and determination to achieve their best.
- Have pride in their work.
- Respect the school and wider environment.
- Participate in extracurricular activities.
- Make a positive contribution to the wider community.

We have a positive behaviour management policy that aims to capture and reward students doing the right thing. However, where a student's behaviour does not meet our expectations their behaviour will be challenged and, where appropriate sanctioned.

A range of consequences (sanctions) will be used across the school and will be both formal and informal. Any consequences used to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Informal consequences may include:

- Use of planned or tactical ignoring,
- Facial expression of disapproval;



- Verbal warnings, reminders of our expectations and reprimands;
- Loss of privileges or rewards;
- Restorative conversations and discussions;
- Referral to another classroom to complete work.

Formal consequences are implemented following due consideration of any incident. Our formal consequences include:

- Behaviour points
- Detention. This may be at break, lunchtime or afterschool.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Reporting to Form Tutor, Pastoral Manager or Head of Hall.
- Internal seclusion.
- Internal off-site seclusion.
- Fixed Term Exclusion.

4.2 Choice and consequence: negative learning behaviour in the classroom

Westfield behaviour expectations are clearly displayed in all classrooms and embedded in the Westfield Student Standard. Students choose how they behave and when making poor behaviour choices in a classroom staff will follow a **choice, chance, consequence** process.

Choice: Students will be reminded of expectation they are not meeting and asked to make a better choice or accept the consequence of their actions.

Chance: Student will be informed that have been given a chance to correct their behaviour but they are continuing to make the wrong choice and will be issued a L1 behaviour point and sanction (5/10 min detention/restorative conversation). They also be asked to make a better choice.

Consequence: If a student's behaviour continues to disrupt the learning of others, they will be removed from the lesson. They will be asked to work in a referral room (another classroom within the subject/faculty) area and be issued a L2 behaviour point and sanction (Subject detention).

If a student refuses to go to the referral room or becomes aggressive and defiant, On-call will be called and they will be taken to the Reflection Room and, wherever possible, parents/carers will be informed on the day of the incident.



4.3 Choice and consequence: negative behaviours in the community

We expect all students to 'make a positive contribution to the wider community.' Therefore subject to the behaviour policy expectations, Westfield School will issue sanctions (Consequences) for misbehaviour when the student is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school.
- Any misbehaviour at any time that could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public or
- Any misbehaviour that could adversely affect the reputation of the school.

5. Fixed Term Exclusion

Fixed term exclusions will normally be for up to a maximum of 5 days. During an exclusion work will be set for pupils to complete at home. Any pupil found outside of their home during the period of an exclusion will cause the parent to be liable for a fine of up to £1000. During the period of an exclusion a student is not permitted on school site at any time without the prior agreement of a senior member of staff. When a student is excluded we will attempt to contact parents/carer before they leave for home at the end of that day.

Parents will be sent a letter with details of the exclusion and information regarding the reintegration meeting. It is compulsory for both pupil and parent/carer to attend the reintegration meeting. The purpose of the reintegration meeting is to discuss conditions relating to the pupils return to school.

Fixed term exclusions can be given for a variety of reasons, for serious incidents or for accumulation of incidents when other interventions intended to improve behaviour are deemed to have failed.

Reasons for exclusions may include the following:

- Direct confrontation of a member of staff.
- Reasonable assumption or evidence of Possession of a weapon (any object deemed to be intended to be used as a weapon or threatens the safety of others).



- Drugs or any other illegal items.
- Swearing at a member of staff.
- Violent behaviour towards a member of staff.
- Violent behaviour towards another student
- Racist behaviour.
- Dangerous behaviour on the school site or whilst representing the School in the community.
- Persistent bullying.
- Persistent disruption to learning.
- Serious acts of vandalism.
- Failure to respond to or accept other school sanctions i.e. Internal Seclusion.

6. Permanent Exclusion

The Head Teacher alone has the authority to exclude a student permanently. This is always done by close reference to the pupil's file and in full consultation with relevant staff. This consultation may then lead to the case being heard by the Permanent Exclusion Panel.

The head teacher has the right to prevent a pupil returning to the school after a very serious incident or accumulation of incidents.

Permanent exclusions are reserved for the most serious breaches of school discipline for example supplying drugs, use of a weapon or physical abuse of staff. But they may also be given for persistent disruptive behaviour.