

Westfield School

Behaviour Procedure

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Westfield School

Chorus Education Trust

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1. Vision

Westfield School and Chorus Education Trust share the vision of Outstanding Achievement for All. We believe that for every student, everything is possible.

In order to achieve our vision, we understand that we must have clear systems to celebrate and promote outstanding behaviour and attitudes to learning, and to firmly challenge and secure rapid improvement when behaviour or attitudes to learning are not outstanding.

Both students and their families have told us that:

- they want school to be a safe, calm place where students can focus on their learning,
- they want students to be recognised and rewarded for consistently doing the right thing.

2. Positive Discipline: a summary

The overwhelming majority of our students are well behaved and do what is expected of them – often going well beyond this and doing fantastically well. We want to recognise this by introducing a new approach to managing behaviour called ‘**Positive Discipline**’.

‘**Positive Discipline**’ means:

- A rewards-led system.
- A calm and purposeful environment, all the time, every day.
- Self-managing students who show a positive attitude to learning.
- No low-level disruption to lessons.
- Crystal clear expectations and structures consistently implemented at every level and at every stage of the school day.

Behaviour will be logged and monitored in a Student Planner, which every student will receive at the start of term, as detailed below.

2.1 Rewards and Stamps

Positive behaviour will lead to rewards points (recorded as stamps in the Student Planner and also on a student’s electronic record). These will be given for positive behaviour shown and out of lessons.

1 Stamp

- Showing a good attitude to learning in lessons.
- Being kind, respectful and safe within the school building – before school, after school and during social times.

2 Stamps

- Showing an exceptional attitude to learning within lessons.
- Exceptional work.
- Kind and supportive to others.

3 Stamps

- Going above and beyond in and out of lessons.
- Contributing to the wider Westfield Community.

Every half term students will be able to ‘cash in’ their reward points at the Rewards Shop, for items such as sporting equipment, food treats, vouchers, etc.

2.2 Behavioural Points and Comments

If students display poor behaviour or are not ready for learning (e.g. not having the correct uniform or equipment) they will receive comments in their Student Planner. They will also receive Behaviour Points on their electronic record. The amount of points will depend on the severity of the incident.

The comments in the Student Planner are listed on a page for each school week. Each time a student reaches five comments in their planner for one week, there are associated sanctions:

- 5 behaviour comments in a week: **after school detention on the following school day.**
- 10 behaviour comments in a week: **one day Behavioural Support.**
- 15 behaviour comments in a week: **Behavioural Support Scale.**

3. Expectations of students: being ready for learning

We want students to be ready for learning when they start their first lesson of the day. We check students are ready learn as they are welcomed to school each morning, to ensure they have all of the correct equipment needed for learning.

All students will enter through the one entrance, known as the **Ready Gate**.

Members of the Senior Leadership Team and Pastoral Teams will check that students are ready to learn by:

- Being in the correct uniform.
- Removing and putting away mobile phones and earphones.
- Having a suitable school bag.
- Showing their Student Planner and fully equipped pencil case.

Students who are ready to learn will receive a reward stamp in form time.

Any issue regarding the above will be resolved before the school day starts as detailed below.

3.1 Uniform

Students should wear the correct uniform as outlined in the Uniform Policy.

Students with incorrect uniform will be taken to the Ready Room and issued with replacement uniform items. They will leave their inappropriate uniform items there and return at the end of the day to swap the items back.

The school will ensure the spare uniform, including shoes, are maintained to a high standard and replaced when needed. Parent/carer notes will be taken into consideration for whether to issue a sanction.

CHECKS: on arrival at the Ready Gate and throughout the day.

SANCTIONS:

- a **behavioural comment** recorded in their Student Planner.
- **1 behavioural point** recorded on their electronic school record.
- **replacement uniform** to be worn for the school day.

3.2 Equipment

Equipment is vital for supporting learning and ensures students are ready to learn. The following list outlines the compulsory equipment a student needs:

- Student Planner (issued by school).
- Pencil case.
- One black pen.
- One purple pen.
- Pencil.
- Rubber.
- Ruler.
- Scientific Calculator (recommended to be purchased through school)
- School bag.

Students without a fully equipped pencil case or a school bag will go the Ready Room to purchase replacements or borrow them for the day. Any borrowed items must be returned to the Ready Room at the end of the day.

New pencil cases can be purchased from Student Services for a charge of £1.00. Additionally, individual stationery can be purchased from Student Reception for 10p per item (before school and during social time).

CHECKS: on arrival at the Ready Gate and throughout the day.

SANCTIONS:

- a **behavioural comment** recorded in their Student Planner.
- **1 behavioural point** recorded on their electronic school record.
- **replacements** to be purchased or borrowed from Ready Room.

3.3 Student Planners

Central to the success of Westfield Positive Discipline is the Student Planner. The Student Planner is key to ensuring effective and swift communication between home and school and will provide immediate feedback on a student's attitude to learning in terms of both reward and sanction.

Monitoring of student planners will take place through:

- Student Self-Monitoring.
- Parental Monitoring.
- Tutor Monitoring.
- The use of extended Form Time.

The following rules apply in relation to the planner:

- No personalising of the Student Planner allowed, including graffiti.
- Pages must not be removed.
- Planners should be kept in bags when not in lessons – not in blazer pockets.
- The Student Planner must be kept as if it was a best exercise book.

Each morning all students will be required to show their planner the staff on the Ready Gate. If a student forgets their planner, they will be instructed to go to the Ready Room to receive a replacement sheet for that day. Behavioural comments from days previous in that week will be transferred onto the replacement.

CHECKS: on arrival at the Ready Gate and throughout the school day.

SANCTIONS:

Forgetting the Student Planner for the first time in a half term:

- a **behavioural comment** recorded in their replacement sheet.
- **1 behavioural point** recorded on their electronic school record.
- **temporary or replacement planner** to be arranged.

Forgetting the Student Planner for the second time in a half term:

- a **behavioural comment** recorded in their replacement sheet.
- **1 behavioural point** recorded on their electronic school record.
- **temporary or replacement planner** to be arranged.
- **After school detention** on the next school day.

Forgetting the Student Planner for the third time in a half term:

- a **behavioural comment** recorded in their replacement sheet.

- **1 behavioural point** recorded on their electronic school record.
- **temporary or replacement planner** to be arranged.
- **After school detention** on the next school day.

Thereafter, every time a student forgets their planner they may be placed in Behavioural Support room according to the Persistent Disruption Behavioural Support Scale (see section 5.3).

If a Student Planner is lost, students are expected to repurchase a new planner from the Ready Room at a cost of £3.00. The school may also expect students to purchase a new planner if the rules regarding care of student planners are not upheld (as stated above).

3.4 Mobile phones and earphones

Students can bring mobile phones and earphones to school. However, they must not be seen/heard during the school day, including social times. If these items are seen/heard, they will be confiscated immediately by the staff member and taken to reception, and the student will receive a behaviour comment and points in their Student Planner.

Parents/carers will be required to come to Westfield after school, between 2.45 and 4.00pm. to collect the confiscated item. Any student who refuses the reasonable request to hand over the item to a member of staff will be placed in Behavioural Support for the rest of the school day.

If parents/carers need to contact school they can do so by either phoning reception or sending a message via Weduc.

CHECKS: on arrival at the Ready Gate.

SANCTIONS:

- a **behavioural comment** recorded in their Student Planner.
- **1 behavioural point** recorded on their electronic school record.
- **confiscation** of the item.

3.5 Punctuality

3.5.1 Late to school

The Ready Gate be open from 8.00 a.m. to 8.45 a.m. It will be staffed by members of the Senior Leadership and Pastoral teams to ensure that all students are ready for the school day. The gate will close at 8.45am prompt.

If a student arrives at school after this time, they will be expected to sign in at the Late Gate between 8.45am and 9.00am. After 9.00am students will enter school via the main entrance and sign in at reception.

CHECKS: on arrival at the Late Gate or reception.

SANCTIONS:

- a **behavioural comment** recorded in their Student Planner.
- **1 behavioural point** recorded on their electronic school record.
- a **1-hour, after school detention** on the next school day.

3.5.2 Late to lesson

The start and end of lessons/breaks will be signalled throughout the day through the use of the school bell. When the first bell goes, students will have 4 minutes to move to their lesson. The second bell will sound 4 minutes after the first bell. Any student not in lesson by this time will be deemed late.

CHECKS: on arrival to lesson.

SANCTIONS: - a **behavioural comment** recorded in their Student Planner.
- **1 behavioural point** recorded on their electronic school record.

4. Expectations of students: behaviour

4.1 Behaviour in the classroom

Our policy's principal role is to support learning by rewarding effort and application while minimising and dealing with low-level disruptive behaviour, **i.e. behaviour that undermines the student's own learning or that of others.**

In all classrooms, we aim for praise to outweigh consequences and therefore we will concentrate on positive aspects of behaviour.

4.1.1 Arriving at a lesson

All teachers are expected to meet students at the door. A positive welcome is expected, along with the checking of all basic expectations in regards to uniform.

Students are to sit down and place the Student Planner open to the correct week, and pencil case on the desk (or designated space where appropriate).

4.1.2 During the lesson

The following rules and expectations apply to students in the classroom:

- Arrive on time, fully equipped, in uniform and ready to learn.
- Try your best without disturbing others.
- Complete class work and home learning to the highest standard.
- Show **pride** in your presentation.
- Listen to the person who is meant to be talking.
- Follow instructions, first time every time.

Teachers will make a distinction between students not being ready for learning (e.g. not having the correct equipment, arriving late), and students choosing poor behaviour (e.g. being disruptive or

defiant). Not being ready for learning affects a student's own learning; choosing poor behaviour affects other students' learning.

The process for dealing with poor behaviour in lessons is detailed below:

- **Stage 1: Verbal Warning**

The teacher will give a verbal warning to an individual student, making it clear that they have done or are doing something that is unacceptable.

The teacher will take the student's planner to their desk, so that the student is fully aware they are on a verbal warning.

- **Stage 2: Written Warning**

A student who continues to behave unacceptably despite being given the verbal warning will move into Stage 2. The teacher will inform the student of this.

SANCTION: - a **behavioural comment** recorded in the Student Planner.
- **1 behavioural point** recorded on the student's electronic record.

- **Stage 3: Second Written Warning & Lesson Remove**

At this point, the teacher would come to the decision that the student is persisting in undermining the learning of others. This is despite two clear warnings at this stage.

SANCTION: - a **behavioural comment** recorded in the Student Planner.
- **1 behavioural point** recorded on the student's electronic record.
- the student will be escorted to the '**Lesson Remove Room**', where they will stay for the rest of that lesson.
- an **after school detention** on the next school day.

4.2 Behaviour around school

The following rules and expectations apply out of lessons (between lessons and social times):

- Be polite and kind to everyone.
- Wear full school uniform correctly at all times (see uniform policy).
- Follow instructions, first time every time.
- Respect the environment and the school site, e.g. littering, chewing.
- Stay within designated areas at social times.
- Walk around the school sensibly and quietly, always arriving to lessons on time.

All staff will praise and celebrate positive behaviours displayed out of lesson, and will always challenge and never ignore poor behaviour or non-compliance with expectations out of lessons.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they should, as a minimum, give a written warning with the appropriate code in the Student Planner for that week.

4.3 Serious Incidents

Serious incidents include:

- Refusing a reasonable request, e.g. handing over a planner or an item for confiscation, stopping for a conversation with staff.
- Vandalism/deliberate damage to school property or the property of others.
- Truancy.
- Verbal abuse to staff.
- Verbal abuse to students, including racist or homophobic comments.
- Smoking/vaping.
- Violent behaviour.
- Failure to adhere to Health and Safety regulations within school.

Unwanted behaviours will lead to a sanction that may be:

- Behavioural Support (for a minimum of one day).
- Fixed Term Exclusion.
- Permanent Exclusion.

If a decision is made to place a student in Behavioural Support, the school will:

- Contact parents/carers to discuss the behaviour shown.
- Support the student if necessary in order to adjust future behaviour.

For information regarding Fixed Term/Permanent Exclusions at Westfield please see our Exclusions policy on our website at: www.westfield-chorustrust.org/policies

4.4 Defiance (Refusing a Reasonable Request)

Defiance will not be tolerated at Westfield. Any student that is defiant to a **reasonable request** given by any staff member, will be given ‘take-up time’ to make the right choice. If after this time they do not follow the request, they will be automatically be placed in Behavioural Support. In extreme cases or where persistent defiance is identified, the student will be excluded for a fixed period.

5. Sanctions for poor behaviour

5.1 Behaviour points

Any behavioural or procedural issue above a verbal warning will result in a behaviour comment and behaviour point. The amount of points given will depend on the severity of the incident. These are recorded on a student's electronic record. The points are cumulative and give a picture of a student's behaviour throughout the academic year.

Behaviour points will be monitored frequently and interventions will be put in place to support students who accrue significant numbers of points.

5.2 On Call and Removal

On Call is to be used for two reasons:

- A student in a lesson has reached Stage 3 (2nd Written Warning and **Lesson Remove**).
- Serious incidents in or out of lessons.

On the rare occasion that serious incidents occur, this will result in an immediate **Behavioural Support** with the support of **On Call** staff.

Typical behaviours leading to Behavioural Support include:

- **Refusing a reasonable request**, e.g. handing over planner, handing over item for confiscation, going to lesson remove.
- 10 behavioural comments in the Student Planner in a week.
- Vandalism/deliberate damage to student or school property.
- Truancy.
- Verbal abuse to staff (depending on severity).
- Bullying.
- Smoking/vaping.
- Violent behaviour.
- Failure to adhere to Health and Safety regulations within school.

5.2.1 Lesson Remove

As explained in *4.1 Behaviour in the Classroom*, a student who reaches Stage 3 of the behaviour system will be issued with their second **Written Warning** and be escorted to the **Lesson Remove** room. They will also automatically receive a detention for the next school day. The student will work in Lesson Remove until the end of that timetabled lesson, before going back to normal lessons. Failure to adhere to expectations in Lesson Remove will result in a further sanction.

Any student removed from lessons twice in one day will be required to spend time in Behavioural Support.

5.2.2 Behavioural Support

When students are placed in Behavioural Support they will work in isolation from their usual timetabled lessons. They will be provided with relevant work and will be expected to demonstrate that they can comply with in-class behaviour expectations.

The school will place students in Behavioural Support if:

- They are removed from lessons twice in one day.
- **Refusing a reasonable request**, e.g. handing over planner, handing over item for confiscation, going to lesson remove.
- 10 behavioural comments in a week.
- They are involved in a serious incident.

5.3 Persistent Disruption Behavioural Support Scale

If a student is persistently disruptive they will face an increasing sanction over time. This is calculated using the Behavioural Support Scale. This scale relates to how long they will spend in Behavioural Support. The more incidents of unwanted behaviour, the longer the period of Behavioural Support.

All students start at zero on the Behavioural Support Scale and it is in place throughout the academic year. The scale is as follows:

Incident	1	2	3	4	5	6	7	8	9
Days in Behavioural Support	1	1	2	2	3	3	4	5	6
Total Days	1	2	4	6	9	12	16	21	27

For example:

- A student's 1st Incident would lead to 1 day Behavioural Support;
- A student's 5th incident would lead to a 3 day Behavioural Support;
- On the 9th incident a student would be isolated for 6 days;
- If a student reaches their 10th incident, exclusion will be considered.

5.4 Confiscation of student items

Items confiscated by the school can be collected by parents/carers from reception at the end of the school day, between 2.45 and 4.00pm. The only exception to this is when the school has chosen to dispose of the confiscated items, e.g. cigarettes, e-cigarettes, alcohol, lighters.

Students cannot collect any confiscated item themselves until 14.45 on the last day of the half-term period.

5.5 Detentions

The school will contact home parents/carers via Weduc if their son/daughter receives a detention. This detention will take place the following day after school.

- Students who receive a detention will be required to attend the detention from 2.30 – 2.50 p.m. the following day.
- If a student fails to attend their first detention, they will be placed in a 30 minute detention the following day from 2.30 – 3.00 p.m.
- Any student who fails to attend the 30 Minute detention will be placed in Behavioural Support the following day for Periods 4 and 5 and then escorted to detention after school.
- This process is repeated until the student attends the detention.
- Any student who fails to attend multiple detentions within a half term could receive further sanctions, in line with school policy.
- If a student fails to meet the expectations within a detention, they may be dismissed by the staff member and a further sanction will be put in place.

The following amendment is an addition to the Westfield School Behaviour Policy in response to the COVID 19 Pandemic. The amendment will remain in effect until the adjustments to the running of the school in response to the Coronavirus pandemic are lifted and is therefore reflective of changes required from what would be a typical day at Westfield School. All other aspects of the Behaviour for Learning Policy remain unchanged unless stated here.

6. Amendment re. COVID 2020

The aim of the amendment is to ensure:

- The safety of students and staff
- Pastoral and academic support for all students can take place with being inhibited or interrupted
- Teachers are supported at this critical time

- Current measures to prevent a resurgence of COVID-19 infections are adhered to by all members of the school community

6.1 Additional Expectations of students

The expectations of students remains of the same high standards prior to partial closure on 20th March 2020.

Additional expectations of students in response to the above aims are as follows:

1. All students will enter and leave school via the designated entrances and exits
2. Students must follow all hand sanitising and washing procedures established by Westfield School.
3. After hand cleaning, students must go directly to the classroom/learning space they are assigned. They must not attempt to enter another classroom, accompany peers to other classrooms or congregate in circulation spaces, corridors or other parts of the school.
4. Upon entering the classroom/learning area students must sit at their assigned seat.
5. Students should be aware and must respect the need to socially distance where appropriate.
6. Students must not behave in a manner that bring concern, anxiety and worry to others. This includes; imitating the symptoms of COVID-19, threatening others with not adhering to social distancing, threatening to cough, sneeze or spit on others and other actions that lead students and staff to worry for their safety. Deliberately coughing, sneezing or spitting on oths will be considered an extremely serious breach of the school behaviour policy.
7. If students feel unwell during the day they must inform a member of staff immediately.

6.2 Sanctions

The safety and wellbeing of students and staff are of the highest importance. As such any student who cannot meet the additional expectations above will be immediately isolated from their teaching group and will be sent home as soon as parents are contacted and informed of a failure to meet the additional expectations.

If students are sent home for a breach of the additional expectations they will have to undertake home based remote learning until a risk assessment has been completed and School is confident that there will be no repeated breaches of expectations.