

# BEHAVIOUR POLICY

## **RATIONALE**

Westwood High aims to foster an environment where learners are well behaved at all times. We want the school to be a place where learners are able to exemplify good relationships amongst other learners as well as staff. The policy will focus on rewarding good behaviour rather than sanctioning negative behaviour. The policy seeks to establish order through self discipline and high standards of behaviour. It will support young people in developing high moral values and being respectful of their peers and other members of the school and wider communities.

The successful implementation of this policy will allow the school to:

- provide a caring, supportive, stable and disciplined environment in which learners are secure and feel valued
- maintain a school community based upon sound values of common sense, courtesy, good manners and respect for others whilst providing opportunity to show responsibility in the local community and as citizens in the wider world
- help our children achieve academic success giving each learner opportunities to fulfil individual potential both through independent effort and collective endeavour
- inculcate a love of learning and to encourage lively and enquiring minds
- promote moral, cultural and spiritual values and encourage tolerance to other faiths

The policy is divided into seven components. Each component highlights the distinct responsibilities of the school's key stakeholders. The components are as follows:

- A. Code of conduct for learners
- B. Acceptable and unacceptable behaviour
- C. Encouraging positive behaviour through teaching and learning
- D. Rewards
- E. Sanctions
- F. Roles and responsibilities in ensuring high standards of behaviour
- G. Monitoring and review

## **A. CODE OF CONDUCT**

This code of conduct is to be followed by all learners:

- Westwood High is the place you come to work, develop skills and make friends
- make sure you always do your best
- adopt a positive attitude
- allow other people to get on with their learning
- listen to teachers and other students
- behave appropriately at all times

- treat one another with politeness, courtesy and respect
- use language which is not abusive, offensive or rude
- care for and look after the school building, the people in it and all equipment
- keep all whiteboards clean at all times
- always switch off lights when not in use
- dispose of all litter in the bins provided
- think about your safety and that of others
- keep to the right and walk sensibly in corridors
- always wear correct uniform
- remember to bring all necessary equipment to each lesson
- be organised
- be punctual to lessons, and settle in quickly to the task in hand
- complete class work and homework on time and hand in as required
- treat with respect your exercise books or textbooks

The basis of this Code of Conduct is a need for mutual respect. Learners attending Westwood High have the right to expect a well maintained environment which is conducive to learning. This right can only be provided in circumstances where all individuals understand the importance of complying with the Code of Conduct.

In addition to the Code of Conduct the school operates a statement of acceptable and unacceptable behaviour:

#### **B. ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR:**

<b>Acceptable Behaviour in Classrooms</b>	<b>Unacceptable Behaviour in Classrooms</b>
<ul style="list-style-type: none"> <li>▪ Arriving promptly with all required equipment</li> <li>▪ Coming in quietly and preparing immediately to work</li> <li>▪ Listening to the teacher and to each other</li> <li>▪ Getting on with the task set</li> <li>▪ Leaving the classroom neat and tidy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arriving late without a reasonable excuse</li> <li>▪ Speaking out without an invitation to do so</li> <li>▪ Answering back, or rudeness</li> <li>▪ Distracting and not listening to other students</li> <li>▪ Walking around the classroom without the teacher's permission</li> <li>▪ Dropping litter or leaving the room untidy</li> </ul>
<b>Acceptable behaviour in all areas of School</b>	<b>Unacceptable behaviour in all areas of School</b>
<ul style="list-style-type: none"> <li>▪ Walking in silence in the corridors</li> <li>▪ Walking on right-hand side</li> <li>▪ Opening doors for one another</li> <li>▪ Forming an orderly queue while waiting to enter classrooms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talking in the corridors</li> <li>▪ Shouting, swearing and running around</li> <li>▪ Obstructing others</li> <li>▪ Ignoring staff</li> </ul>

<ul style="list-style-type: none"> <li>▪ Being respectful towards all staff and school visitors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defacing, damaging or removing resources</li> <li>▪ Dropping litter</li> <li>▪ Smoking</li> <li>▪ Eating except in the classroom except break times</li> <li>▪ Chewing gum</li> </ul>
<b>Acceptable behaviour with other students</b>	<b>Unacceptable behaviour with other Students</b>
<ul style="list-style-type: none"> <li>▪ Respecting others' feelings and belongings</li> <li>▪ Speaking and behaving with courtesy</li> <li>▪ Respecting cultural differences</li> <li>▪ Listening to others' views</li> <li>▪ Respecting the environment, building, furniture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bullying: verbal &amp; physical</li> <li>▪ Abusive language</li> <li>▪ Intolerance of cultural or social difference and any form of racism</li> <li>▪ Damage to or the theft of property</li> </ul>
<b>Acceptable behaviour with Adults</b>	<b>Unacceptable behaviour with Adults</b>
<ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Acting on requests made to you by staff</li> <li>▪ Listening</li> </ul>	<ul style="list-style-type: none"> <li>▪ Swearing</li> <li>▪ Pushing past on corridors</li> <li>▪ Ignoring what is being asked of you</li> </ul>
<b>Acceptable behaviour on School and public transport</b>	<b>Unacceptable behaviour on School and public transport</b>
<ul style="list-style-type: none"> <li>▪ Waiting quietly for the bus to arrive and entering it in a quiet and orderly manner</li> <li>▪ Sitting down in appropriate seats and wearing seat belts where provided</li> <li>▪ Being attentive to the needs of public transport users particularly the elderly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pushing or queue jumping to get on the bus</li> <li>▪ Failing to wear seat belts where they are provided</li> <li>▪ Moving round whilst bus in motion or behaving in a manner such as to endanger others including distracting the driver</li> <li>▪ Ignoring the needs of other public transport users particularly the elderly</li> <li>▪ Verbal/physical abuse of other passengers</li> <li>▪ Throwing items either in the bus or through the window</li> </ul>
<b>Acceptable behaviour on the journey to and from school</b>	<b>Unacceptable behaviour on the journey to and from school</b>
<ul style="list-style-type: none"> <li>▪ Wearing uniform neatly and correctly and acting at all times in accordance with Westwood High expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wearing uniform incorrectly</li> <li>▪ Swearing, shouting, pushing or fighting</li> <li>▪ Smoking</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Chewing gum</li> <li>▪ Asking parents to drop you off in places which are dangerous for others</li> </ul>
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### **C. ENCOURAGING POSITIVE BEHAVIOUR THROUGH TEACHING AND LEARNING**

Effective teaching and learning can only take place in a well managed classroom environment. It is difficult for learners to learn and for teachers to teach where there is disruption or lack of focus.

To achieve effective teaching and learning, teachers will:

- prepare well focussed and structured lessons so that objectives are clear and relate to prior learning
- actively engage pupils of all abilities in their learning
- develop learning skills systematically so that learning becomes increasingly independent
- use assessment for learning to reflect on what is known and set targets for the future
- have high expectations for effort and achievement
- motivate by well paced teaching and a variety of activities matched to varying learning styles
- create an environment that promotes learning in a fun and purposeful atmosphere
- evaluate the effectiveness of teaching styles and methods

To achieve effective teaching and learning, learners will:

- complete their homework or any preparation required in advance of the lesson
- give their lessons their full attention
- participate actively in all activities
- work collaboratively or independently as required by the teacher

### **CLASS CHARTS**

The school uses Class Charts as a behaviour management system. Pupils are awarded positive and negative points based on their behaviour.

### **D. REWARDS**

We believe that children and young people respond better to encouragement than to criticism. While recognising that praise must be appropriately applied in order to be meaningful, every opportunity will be taken to recognise good behaviour and good work, to register approval, to acknowledge positive attributes and to thank learners for demonstrating behaviour or work of a high standard.

Examples of rewards at Westwood High:

Individual teacher	An on the spot response by the individual teacher to praise learners in the classroom or around the school. Teachers will award merits.
Awards in assembly	Teachers may award certificates to celebrate learners' achievements. Success in competitions and extra-curricular achievements will be recognised in assembly.
Praise post card	Postcards praising a particular achievement will be sent home.
Achievement awards	Achievement certificates are awarded to learners at the end of the academic year for excellent performance in individual subjects; they are also awarded for excellent overall performance and effort.
In the press	To acknowledge the achievements of learners, wherever possible and subject to parental consent, the school will see that these gain public recognition.
Through the display board and on the school website	Press cuttings will be displayed in school. Sometimes where publication has not been successful, the full press release will be published instead.

In consultation with the Principal, Student Council Representatives will choose rewards once learners collect a certain number of points. Points will be refreshed each half term.

The class with the highest number of Positive Points will also be rewarded at the end of the year.

## **E. SANCTIONS**

At times, it will be necessary to implement sanctions to enable learners to learn. Sanctions will be applied evenly and fairly and with reference both to the Code of Conduct and the statement of acceptable and unacceptable behaviour. Where further sanctions become necessary, the school aims to apply them fairly and objectively and with due regard both to the circumstances of the individual and the need to maintain an orderly and safe environment for the good of all.

Learners are trusted to comply with the Code of Conduct and the statement of acceptable and unacceptable behaviour. For most minor infringements of the code of conduct, including the first late submission of homework, a reprimand and warning should prove sufficient. For a minority of students, sanctions are necessary. Any sanction will be proportionate to the offence, relevant to it and constructive in purpose. More habitual or more serious offences are likely to be treated in the following manner:

1. The Pastoral team will regularly monitor negative points and provide children with support at each stage. Sanctions may also be given
2. Any member of the teaching staff may detain learners for up to 20 minutes during lunchtime or in after school detention. Such detentions are given for persistent failure to complete set tasks and are recorded by the class teacher in the sanctions folder. If a learner receives three such detentions of the same

nature within a month, a phone call/text message will be sent home and the learner will be given a 2-hour weekend detention where the learner will be asked to complete a reflection form. This will be recorded in the detention log.

3. If the Principal receives regular or repeated complaints about a learner from teaching staff, parents will be contacted to explain the problem and to invite them into school to discuss the matter. The school will ask for the parent/carer's full support in its attempts to change the learner's behaviour. Depending upon the nature of the problem, the learner may be placed on a Report Card (which requires formal monitoring of behaviour in each lesson over a fixed period of time) or the learner may be asked to sign a document pledging to improve behaviour.
4. If the learner's behaviour continues to be unsatisfactory, parents/carers will be invited to come into school to see the vice/principal. The learner will be asked to complete all lessons in isolation for a fixed period of time.
5. For subsequent offences despite all intervention or for a first offence of a more serious nature such as persistent bad behaviour, cheating, petty theft, truancy, possession of cigarettes, parents/carers will be invited to come into school to see the Vice/Principal and the learner may be suspended (temporarily excluded) for either one or two days.
6. For a major offence such as vandalism, smoking - including on the way to and from school, fighting (including a physical response to provocative behaviour), threatening behaviour, bringing the school into disrepute, the possession of illegal substances or alcohol, assault or criminal damage the parents will be invited into school to discuss the matter and after due discussion with the Chair of Governors, the Principal may exercise his/her legal right to suspend or expel (exclude permanently) a learner depending on the nature of the action. A permanent exclusion may also be issued for any subsequent major offence after two suspension within one year.
7. In the case of exclusion, temporary or permanent, parents/carers have a right of appeal to the Governing Body. Please refer to the Complaints Procedure. Parents also have the right to use the complaints procedure for any perceived misapplication of sanctions. The first stage is a meeting with the Principal.

## **DETENTIONS**

Arriving to school on time is very important. We believe that good punctuality is the key to success. Arriving early to school will help learners achieve in school and beyond. The school will take the following action to prevent regular lateness:

- Late comers (those who arrive after 8:15am) will be given a 20 minute after school detention on the same day. 20-minute detentions will be issued without notifying parents.
- Parents will be notified via text message if their child is late two times within a month reminding them of the school policy that if their child is late on a third instance, their child will receive a 2-hour weekend detention.
- Learners who are late three times in a month will be given a 2-hour weekend detention.

Parents will be notified by text message if a learner is given a 60-minute detention. The school will close immediately after the detention is over. Parents who pick their children up after school must collect their children on time Important: A child who is given three 60-minute detentions per half term will be given a Principal's weekend detention

Learners can be given a twenty-minute detention for the following reasons:

- Misbehaviour during and outside of lessons
- Coming late to Salah
- Chewing
- Incorrect uniform

Learners can receive a one hour detention for the following reasons:

- Failing to follow school instructions continuously
- Continuous low level disruptions despite warnings
- Using foul language
- Answering back to staff
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Learners can receive a two-hour detention for the following reasons:

- Three lates in a month
- Three misbehaviour detentions within a month
- Three detentions for uniform with a month
- Physical Violence

### **Reflective Time Out**

Reflective Time Out from the school community is the preferred alternative to any fixed term exclusion period.

Agreement for any referral to Reflective Time Out can only be sanctioned by a senior leader. They will consider the recommendation following a full investigation or when substantial evidence has been submitted to justify this course of action.

Reflective Time Out may be used for the following reasons:

- To sanction a pupil who has been removed from a classroom for persistent or serious disruption or defiance
- During an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps



- As a result of a referral from a faculty or subject head, where behaviour in the subject has seriously disrupted the learning of others
- For a period of reflection following an investigation into a serious incident or persistent breach of the detention and/or reporting systems

Should a pupil be booked into Reflective Time Out for one or more days:

- They will be isolated from their peers at both break and lunchtime
- The pupil will be expected to follow their curriculum to ensure no learning time is lost.
- This includes simultaneous teaching and/or The Oak National Academy and recommended resources such as the e-textbook for mathematics and science. These are mapped against the curriculum.

Should the pupil fail to comply with expectations in the isolation area, they may have additional time added to the sanction or in extreme cases, they may receive a fixed term exclusion.

Parents/carers will be expected to attend school for a meeting with the Senior Leader for the year group to sign a reintegration contract before the pupil is allowed back to mainstream lessons.

## **F. ROLES AND RESPONSIBILITIES IN ENSURING HIGH STANDARDS OF BEHAVIOUR**

Governors	Governors determine policy on discipline and require that the Principal and the staff shall act fairly particularly in imposing sanctions such as detention and exclusion (temporary and permanent). No learner may be permanently excluded without prior consultation with the Chair of Governors or the Deputy if the Chair is not available.
Principal	The Principal is required to draw up a policy in accordance with any written statement provided by the Governors, which promotes among learners, self-discipline and proper regard for authority, encourages good behaviour of learners and otherwise regulates the conduct of learners, to ensure the policy is generally known within the school, and by parents, and with other members of the senior leadership team to ensure that the policy is implemented. Exclusion (temporary or permanent) may only be imposed by the Principal or Pastoral Lead and only in accordance with Governors' policy.
Pastoral Lead	The Pastoral Lead will employ various strategies to improve learners' behaviour. This role also involves liaising with parents and other professionals involved in the learner's care. The



	Pastoral Lead will provide suitable support for learners who are having behavioural problems.
Teaching Staff	Teaching staff will support learners in ensuring good behaviour. They may detain learners during lunch time for up to 20 minutes. They will refer persistent offenders to the Pastoral Lead.
Non-teaching Staff	All staff are expected to promote good behaviour in pupils of all ages by ensuring that the policy is consistently and fairly applied. They model the high standards of behaviour expected from the students providing support so that students are taught how to behave well.
Parents	Parents/carers are to take responsibility for their child's behaviour both inside and outside school, working in partnership with school to maintain high standards of behaviour
Learners	All learners have a role to play in promoting good behaviour. Learners shape and promote the school's Code of Conduct. They contribute to the drawing up of this policy through Student Council.

## G. MONITORING AND REVIEW

This policy will be displayed on the school website. A hard copy of the policy will be available upon request.

The policy will be monitored and reviewed annually by the Senior Leadership Team. The Student Council and staff will also be consulted during the review process.

<b>Date approved by Board of Governors</b>	<b>Date of implementation</b>	<b>Date of next review</b>
<b>Sep 2023</b>	<b>Sep 2023</b>	<b>Sep 2024</b>

