

Behaviour for Learning Policy

Approval Date – December 2020

Review Date – September 2021

It is the policy of Westfield Academy to support excellent learning and teaching by promoting positive behaviour and discipline and to encourage positive relationships based on respect for ourselves and each other.

Rationale

Westfield Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and students. The ABC Code reinforces values of Attendance and belonging; positive Behaviour and enjoyment and Commitment to learning and achievement.

This policy aims to:

- Create an environment which supports learning and achievement for all
- Support a sense of belonging and pride in the school and personal achievement
- Promote consistently good behaviour and discipline
- Develop self esteem, self discipline and positive relationships based on mutual respect and unconditional regard
- Improve teaching and learning by reducing low level disruption and therefore maximising learning
- Ensure fairness and consistency in response to both positive and negative behaviours
- Work effectively with parents/ carers and other agencies in ensuring good behaviour and discipline
- Ensure there are consistently high expectations of all students and staff

A range of behaviour management strategies is used to promote positive behaviour; establish clear routines for learning; and to deal assertively with inappropriate behaviour. A range of sanctions is in place to deal effectively with inappropriate behaviour. The school upholds the principles and practice of Restorative Justice in resolving conflicts such as incidents of bullying.

Roles and Responsibilities

The **Headteacher** will:

- Establish this policy, in consultation with the Senior Leadership Team and keep it under regular review.
- Ensure that the policy is non-discriminatory and is communicated clearly to students and parents.
- Review the effectiveness of policy and practice.

The **Headteacher** is responsible for behaviour at Westfield Academy. The responsibility for the effective implementation of the Behaviour for Learning Policy and Procedures is delegated to the Assistant Headteacher (Behaviour/SENCo). Only the Headteacher can exclude a student and this must be on disciplinary grounds

The **Assistant Headteacher (Behaviour/SENCo)** will:

- Report to governors on student behaviour and the impact of the policy via the Student Matters Committee.
- Have overall responsibility for the implementation of the policy and procedures.
- Provide support and direction to staff and students as appropriate
- Arrange to inform the student's parents of any Fixed Term Exclusion or of a Permanent Exclusion and advise the parents how they may make representations about the exclusion to the governing body's Discipline Committee
- Notify both the LA and the Governing Body's Discipline Committee of the details of an exclusion as legally required.

Subject Leaders will:

- Ensure class teachers follow the Behaviour for learning policy
- Support class teachers with day to day routines
- Monitor behaviour for learning within their teams and take appropriate action according to policy
- Manage behaviour/learning interventions
- Analyse behaviour information relating to their subject in regular, half termly meetings with a member of the leadership team.

Lead Head of Year, Heads of Year and Academic Heads of Year will:

- Promote a positive ethos among students through participation, role modelling and support.
- Reward and celebrate success in a way that encompasses as many students as possible.
- Monitor behaviour and where issues concerning a student arise across several subjects, coordinate appropriate interventions to remove barriers to learning, through Student Concerns meetings with Assistant Headteacher (Behaviour/SENCo).
- Support tutors to implement the Behaviour for learning policy
- Seek additional support for students from internal and external agencies

The **SENCO** will:

- Provide guidance and support for staff and students dealing with behaviour management issues.
- arrange for the assessment of students for particular behavioural needs.
- Involve external agencies as necessary to ensure that the behavioural needs of all students are met
- Plan and implement programmes to support positive behaviour.

Teaching staff will:

- Promote positive behaviour by building positive working environments that are conducive to effective learning
- Will be responsible for ensuring that the steps outlined in 'Behaviour for Excellent Teaching and learning' (Appendix 1) are followed and applied consistently and fairly
- show evidence of actions where a student has demonstrated repeated negative behaviour (Appendix 2)
- Will be responsible for celebrating student successes within their classrooms

Tutors will:

- Be consistent in their use of the Behaviour for learning policy
- Mentor students in acknowledging achievements, celebrating success and challenging concerns
- Liaise with Lead Head of Year, Heads of Year, Academic Heads of Year and parents
- Tutors will be the first point of contact for parents and will deal with minor pastoral issues such as uniform, equipment, planner and lack of homework across a number of subjects.

All Teaching and Support staff will:

- Challenge any unacceptable behaviour in line with policy and seek clarification if unsure

Parents and Carers are expected to:

- Work in partnership with the school, in line with the Home School Agreement, to reinforce praise and negotiate behaviour modification programmes in order to maintain high standards of behaviour.
- Raise any issues arising from the implementation of the policy within the school.
- Liaise with the school when appropriate, ie to keep pastoral staff informed of situations out of school which may impact on behaviour in order that staff may support appropriately.
- Liaise with the school to celebrate the achievements of students outside the school

Students will:

- Embrace the principles of the Westfield ABC Code – Attend, Behave and Commit to Learn.
- Follow the Classroom Code of Behaviour at all times.
- Take responsibility for their own behaviour and accept the consequences of their actions.
- Show consideration and support for others within the school community.
- Report all incidents of disruption, violence, bullying and any form of harassment.

Exclusions

There is no list of set behaviours for which a student can and cannot be excluded, and the decision to exclude lies with the Headteacher. The Headteacher can only exclude a student for a disciplinary reason (e.g. because their behaviour violates the school's behaviour policy). A list of broad categories of behaviours that could lead to exclusion is included in Appendix 5.

The Headteacher can exclude for behaviour outside of school, or for repeatedly disobeying academic instructions.

The Headteacher may withdraw an exclusion that has not been reviewed by the governing board.

When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

The decision on whether to exclude is for the Headteacher to take. However, where practical, the Headteacher should give the student an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, the Headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, has mental health issues or has been subject to bullying.

Where a student has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-period exclusion in an academic year, the Headteacher should consider whether exclusion is providing an effective sanction.

A decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Related Documents

Appendix 1 –Behaviour for Excellent Teaching and Learning

Appendix 2 – Learning and Behaviour concerns Assess, Plan, Do , Review (APDR)

Appendix 3 – Rewards

Appendix 4 – Responses to Negative Behaviour

Appendix 5 – Exclusion Procedures

Appendix 6 – Keeping Records

Appendix 7 – Setting up a Pastoral Support Programme

Appendix 8 – Use of reasonable force

Appendix 9 – Searching, screening and confiscation

Appendix 10 – Mobile Phones

Monitoring

This policy is monitored by the Governors Student Matters Sub-Committee by using the following evidence:

- Reports from the Assistant Headteacher (Behaviour/SENCo) focussing on analysis of behaviour data (sanctions/interventions/rewards)
- visits to school
- discussion with students.

Responsible

Headteacher - Simon Dallimore

Assistant Headteacher (Behaviour/SENCo) – Julie Strange

Appendix 1 – Behaviour for Excellent Teaching and Learning

High quality behaviour for learning is underpinned by lesson planning, positive recognition and relationships; **the biggest impact on behaviour is the relationship you build with a student.**

Consistencies

1. **Build** relationships and use positive behaviours
2. **Meet and greet** at the door; speak to every child by name every lesson
3. **Plan** lessons that engage, challenge and meet the needs of all students
4. **Take every opportunity to praise**; find a way to acknowledge and comment on positive behaviour; small act of kindness; praise outweighs anything negative by at least a 5:1 ratio
5. **Never ignore** or walk past students who are behaving badly
6. **Remain calm** to avoid adding to the situation yourself, and give 'take up time' when going through the steps. Prevent before sanctions
7. **Follow** up every time, retain ownership and engage in reflective dialogue with students

Possible Steps	Actions
1. Redirection/Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of the expectations delivered privately wherever possible. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
2. Caution	A clear verbal caution delivered privately wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.
3. Time Out	Give the student a chance to reflect away from others. Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so.
4. Referral	At this point the student will be sent to the Referral Room for the remainder of the lesson. Referrals recorded on Class Charts.
5. Contact parents/formal meeting	Further referrals will result in letters sent to parents/telephone contact/formal meetings.

Support Strategies

Students displaying challenging behaviour are supported to modify their behaviour through the following as appropriate/available:

In school support	<ul style="list-style-type: none"> ● SEN Code of Practice/Personal Passport ● Support from teacher/teaching assistant (TA) ● Pastoral Support Plan (PSP) ● 1:1 mentoring support with key worker ● Counselling ● Solution circle
Outside Agencies	<ul style="list-style-type: none"> ● Parent and Family Support Worker (PFSA) ● Education Attendance Officer (EAO) ● Team 4/ Adolescent Social Worker (ASW) ● REACH – Youth Work/Alternative Education Provision ● STEPS ● Promise Mentor ● Substance Misuse Worker ● Multi Agency Meeting ● Educational Psychologist (EP) ● Child and Adult Mental Health Service (CAMHS) ● Children's Social Care ● Statutory Assessment for an EHCP
Alternative Support	<ul style="list-style-type: none"> ● Managed Transfer ● Return to Learn ● Dual Placement with another institution.

PLAN	What can I do about the situation to bring about improvement?		
		✓	
	Positive ethos in the classroom		Catch them being good
	Meet and greet		1:1 conversation with student
	Clear routines		Take into account any identified learning needs
	Transitions between activities carefully planned		Review classroom environment – is there anything which can be done to improve this?
	Visual reminders of expected behaviour		(If this is a shared class) are there any strategies which the other teacher can share with me?
	Visual reminders of task		Consequences applied consistently
	Check student understands the task		Feedback on learning
	Alternative methods of recording		Variety in ways of working eg whole class, small group, pair, individual
	Remind student to use exit card		Developing growth mindset approach with student
	Review seating arrangements		Teacher models appropriate language and interaction skills
	Praise		Reduce sensory overload
	Decide on focus for improvement (targets)		

DO

Date from _____ To _____

(4 weeks or equivalent for core subjects)

Strategies used (from list above)	
Set targets with the student <i>What helps you; what I think helps you, set target eg 'by the end of 4 weeks ' and make explicit what strategies you are using</i>	

REVIEW

Have the targets been achieved?	
Is the student's behaviour more manageable? Is there data to support this? (fewer referrals; fewer entries in classcharts)	
Has the student's learning improved? Evidence	
If no, review strategies used and repeat cycle for another 4 weeks (or equivalent)	
If still no significant improvement, refer to your line manager/subject leader	

Subject Leaders - LEARNING & BEHAVIOUR CONCERNS – Assess, Plan, Do, Review (APDR)

	Strategies	Yes/No	Dates	Outcome
WAVE 1 CLASS TEACHER	Has class teacher used APDR form			
	Discussed concerns with subject leader			
WAVE 2 SUBJET LEADER or ATL students at this level are monitored within teams. These students will be discussed at behaviour and attendance meetings!	Learning monitored by Subject Reports/Learning Log (logged as intervention on Class charts)			
	Formal warning from HOD (logged as intervention on Class charts)			
	Phone-call/e-mail home (logged as intervention on Class charts)			
	Meeting with HOD and students (logged as intervention on Class charts)			
	Departmental detention			
	Catch-up session (logged as intervention on Class charts)			
	Reviewed any SEN/pupil passport			
	Reviewed progress/classwork/homework			
	Reviewed attendance			
	Restorative conversation (if appropriate)			
WAVE 3 (students at this level must be discussed with line-manager)	Removal from class for short period (logged as intervention on Class charts)			
	Class Move			
	Parental meeting (logged as intervention on Class charts)			

Student views	
Parent views	

Appendix 3 - Rewards

Introduction

Positive and productive relationships are central to excellent behaviour management. At Westfield we acknowledge and reward students who meet and go beyond our high expectations.

To encourage desired behaviour and establish positive relationships it is important to:

- Catch the students being good! Let them know their efforts have been noticed.
- Strictly implement the Classroom Code.
- Use the Stamp system – every day, every lesson.
- Contact parents as much as possible for positive reasons.
- Add positive behaviour points in ClassCharts.

Stamp System

Stamps reflect the core principles of the school - **C**ommit to learn and achieve

The stamp system focuses on recognising the achievement of students for this aspect of their education each lesson. When “**C**ommitment to learn and achieve” is not being met, staff will record with a C in the planner.

The Tutor will oversee the recording of summative totals each week. HOYs will determine further rewards and certificates based on individual student, tutor group and year group scores.

Students are encouraged to monitor their own progress using their stamps as an indicator of success in the classroom, thus developing intrinsic reward and motivation. Further extrinsic rewards are received by students who accrue high stamp scores throughout the year in recognition of their achievement. Eg half termly reward assemblies

Subject Rewards

Classroom teachers make good use of **social approval and praise**. This is effective, cheap and very easy to administer. **Classroom teachers** also use a **wide range of informal strategies** that have been agreed within the Subject Area to positively reinforce expectations and acknowledge achievement in every lesson. They must be issued in a consistent and meaningful way so students value them. These include:

- Subject specific stickers and stamps
- Written praise in exercise books or student planners
- Displaying student work
- ‘Top Effort’ list on board
- Phone calls Home / Letters from class teachers
- Special responsibilities
- Achievement Postcards
- Positive behaviour points in ClassCharts

Recognition from SLT/Subject Leaders

Students are referred to the members of the Senior Leadership Team in order to receive formal congratulations for exceptional, or outstanding, effort and achievement.

Class teachers and Subject Leaders inform Line Managers of the significant achievements of individuals or groups of students.

Attendance rewards

Each half term, all students who have achieved 100% attendance are entered into a draw and then selected at random. Prizes are supplied at no cost to the school ie donations from local businesses. Medals and certificates are awarded at the end of the school year.

Appendix 4: Responses to Negative Behaviour

Out of class discipline procedures

Unacceptable Behaviour Out Of Class:

- If it is inappropriate low-level behaviour - the student will be given a verbal warning and the member of staff involved will ensure the behaviour ceases.
- If the behaviour continues or is more serious – the student will be reprimanded by the member of staff. The form tutor is informed and will take appropriate action e.g. Loss of privileges, litter pick, individual detention.
- If it is a persistent problem or a very serious issue - the Head of Year is informed and takes appropriate action e.g. lunchtime detention, contact with parents, break-time or behaviour report card.
- If not resolved after significant intervention - the Head of Year takes appropriate action, e.g. meeting with parents, lunchtime restrictions, behaviour report card.

On Call

On Call system is prioritised by risk assessment. On call duty staff will also check the cover list and visit classes with supply teachers as well as other classes whilst out and about. On call duty staff will also be required to collect any mobile phones confiscated by staff and take these to the finance office for safe keeping.

Procedure

- Class teacher emails 'on call' stating name of student and room.
- Subject leader is informed by the class teacher and an appropriate sanction is implemented.

Head of Year Checklist for Behaviour Intervention & Support

NAME		TG		TUTOR	
CHILD IN CARE	Y/N	PUPIL PREMIUM	Y/N	START DATE	

INTERVENTION

Intervention	Referral/start date	Notes
Additional pastoral support/provision eg use of SSB		
Adolescent Support Worker		
Back on Track		
Boys group		
Bright Outlook		
CAMHS		
Careers interview		
CAT		
Children's Social Care		
Choices and consequences		
Counselling (in school)		
EAO		
Educational Psychologist		
EHA/Multi-Agency Meeting		
Extended work experience/reduced timetable/reintegration programme		
External provision eg REACH etc		
Focus 5		
Get Set		
HOY Report		
ihop		
Managed Transfer		
Media Group		
NEET Intervention		
Other external specialist support		
Pastoral Support Plan		
PEVP		
PFSA		
Return to Learn		
Round Robin		
SEN Register and Personal Passport		
Team 8		
Team Around the School (TAS)		

Appendix 5: Exclusion Procedures

We follow the DfE guidance on exclusions

Link to DfE document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Examples of behaviours that could lead to exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug & alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation & gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful & repeated transgression of protected measures in place to protect public health

Other – Other serious misbehaviour not included above could be reasons for Exclusion.

Appendix 6: Keeping Records

Logging incidents

All behaviour incidents must be logged on Class Charts as soon as practical, by relevant members of staff.

- Information should include a clear and concise summary of the incident and actions that followed (in the comment box).
- Include details of any other students involved (using ID numbers and NOT names) and staff involved, dates and times, actions and resolutions
- It is vital that all the interventions (sanctions and support) which are put in place by the class teacher/department are concisely recorded in the 'comment' box.
- The person to whom the incident has been referred (Head of Year/Lead Head of Year/SLT) must be alerted if it is an issue that requires further action.

Logging Intervention

It is necessary to log all **significant interventions** using ClassCharts.

Significant Interventions can be:

- Formal meeting with SEN/Inclusion Team e.g. personal passport review.
- PSP meeting.
- Intervention from outside agencies, e.g. Adolescent Support Worker, Educational Psychologist.
- Participation in support work/courses/meetings, e.g. Back on track, STEPS
- Formal meeting or contact with parents, including phone calls home.
- Formal meeting with student.

Appendix 7: Setting up a Pastoral Support Programme (PSP)

Introduction

A Pastoral Support Programme (PSP) is set up for a student who has had **two or more fixed term exclusions** in one year.

It may also be appropriate to set up a PSP for students deemed at high risk of exclusion who would benefit from some targeted intervention. The PSP will last for at least 16 weeks from the re-entry meeting following each fixed term exclusion from school. It may be extended beyond this period of time depending on the needs identified in each individual case.

The aim of the PSP is to address the problems that led, or are likely to lead, to exclusion and provide a workable action plan to maintain a student in the school.

A PSP involves designated staff working with the student and the parents to:

- Define those aspects of the student's behaviour and social skills that need improving.
- Set agreed SMART targets that will help to change inappropriate behaviour patterns and improve social skills.
- Provide the necessary support and advice to enable the student to be successful.
- Monitor progress against these targets and modify them as appropriate to challenge and engage the student.
- Acknowledge and celebrate success.

Key Elements of the programme

- The PSP lasts for at least 16 weeks - it may be extended if deemed appropriate.
- The PSP process is explained to parents and student at the re-entry meeting.
- The student meets with a member of the SEN team to review the Personal Passport as part of the re-entry procedure following exclusion.
- The PSP Planning Meeting takes place within two weeks of re-entry to school.
- The core personnel who may be involved in the PSP planning meeting are: Lead Head of Year, Head of Year SENCO, parents and student.
- Support Services may also support the PSP, e.g. ESW, Social Services, Youth Offending team, Careers Southwest, Learning Mentor.
- Initial targets, appropriate support, frequency of monitoring procedures and first review date are agreed at the Planning Meeting.
- The student is monitored for the duration of the PSP by an appropriate method, e.g. report card, subject reports, round robins.
- Monitoring information is collated by Head of Year to inform the interim and final review meetings with parents. This may include subject reports, attendance and detention/reward logs.
- Interim and final review meetings are held to inform parents and other key personnel of progress with reference to the contract and PSP (weeks 6, 12, 16). There may be an extension of the PSP following the final review meeting if deemed appropriate.
- Ways of recognising and celebrating success will be discussed at review meetings where appropriate.

Planning the first PSP meeting

- Set a date for the PSP planning meeting at the re-entry meeting (HOY/Academic HOY).
- Invite key personnel to attend the meeting (Head of Year).
- Collect data available (Head of Year/SENCO).
- Ensure the relevant data is recorded on Sheet 1 of the PSP Planning Meeting documentation. Bring copies to the meeting with signed copy of contract (Head of Year).
- Head of Year to chair meeting following published agenda and ensure:
 - 1 The focus is kept on the positives and identifies the strengths of the student and the areas for development to be targeted.
 - 2 Expectations and support are made clear.
 - 3 Everyone is encouraged to contribute and be a part of the solution to the problem.
 - 4 Everyone will be clear about what has to be done, by whom and by when.
 - 5 Agree dates for the interim and final review meetings at Weeks 6, 12 and 16.

Possible Interventions

Class based:

- Opportunities for a differentiated learning style
- Learning support in specific lessons
- Change of class/set/tutor group
- Review of Personal Passport
- Withdrawal from lessons for learning support
- Use of subject interventions as appropriate

Pastoral:

- **Individual mentoring by Lead Head of Year, Head of Year or Form Tutor**
- **Learning mentor – member of staff nominated by student**
- **Peer mentoring**
- Identified safe base/exit strategies (time out card)
- Extended work experience/ part-time college placement
- Referral for therapeutic input
- Provision of small group work

Monitoring and Evaluating the success of PSP

The following data will be used to judge success of PSP:

- Attendance records
- Progress recorded against targets on the PSP card
- PPI information
- Number of referrals from lessons
- Serious Incident forms completed
- Classcharts interventions/incident log
- Incident

Appendix 8: Use of reasonable force

We follow the DfE guidance on the use of reasonable force.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Appendix 9: Searching, screening and confiscation

We follow the DfE guidance on Searching, screening and confiscation.

Link to DfE document:

New advice dated January 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

As stated on page 4 of the above guidance: Headteachers and authorised staff can also search for any item banned by the school which has been identified in the behaviour Policy as an item which may be searched for.

Items prohibited by Westfield Academy's school policy include;

alcohol, tobacco and associated paraphernalia, including those giving off gas or vapour which can be inhaled
Caffeinated / Energy drinks
fireworks
Illegal drugs
items which may be used to harm others eg tools, bat
knives/blades, including pen knives
mobile phones (unauthorised use)
over the counter or prescription medicines (if likely harm to self or others is suspected)
Pornographic or Indecent images.
pressurised devices eg spray cans

Appendix 10: Mobile Phones

It is the policy of Westfield Academy that mobile phones must not be seen or heard during the school day, once students have entered or until they have left the school site either through the magnetic doors or magnetic gates. This policy includes social times at break and lunch.

The purpose of this is to:

- Prevent unacceptable use of mobile technology by students
- Safeguard students from unwanted communication
- Improve the quality of verbal communication between students

Westfield Academy accepts that there may be circumstances in which a parent/carer wishes their child to have a mobile phone for their journeys to and from school. Students may bring mobile phones to school for this reason, at their own risk. Westfield Academy accepts no responsibility for loss or damage to the phone. If you need to contact your child during the school day, please contact the school office.

The following applies if a student is seen with a mobile phone or if it is heard:

On the first occasion, the student will be reminded of the rule and will be handed an envelope. The student will put their phone in the envelope, write their name, tutor group and date on the front, seal the envelope and put on the member of staff's desk. The member of staff will alert on call and request that the phone be collected. This will then be handed to the Finance office where it may be collected by the student at the end of the day.

On the second occasion, the above applies in terms of actions in the lesson.

On the third occasion, the above applies in terms of actions in the lesson and students collecting from the finance office. In addition, a meeting with the parent/carer will be convened to arrange future management of the mobile phone eg this may involve a range of solutions including the use of a contract, the phone being kept at home or handed in to the finance office each morning. The Lead Head of Year or Head of Year contacts parents to discuss this.