

Behaviour for Learning Policy

Approval Date – November 2021

Review Date – November 2022

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. STRIVE reinforces our vision that students will be hardworking, resilient, responsible and empathetic (appendix 1)

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 suspend 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
- Ensure that additional support is available throughout the school day through the use of an 'on call' rota staffed by members of the pastoral team
- Arrange to inform the student's parents of any suspension or of a permanent exclusion and advise the parents how they may make representations about the suspension/permanent exclusion to the governing body's Discipline Committee
- Notify both the LA and the Governing Body's Discipline Committee of the details of a suspension 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.

Head of Pastoral Care, Heads of Year, Deputy 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) and/or the Head of Pastoral Care
- 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' (staff handbook) are followed and applied consistently and fairly
- show evidence of actions where a student has demonstrated repeated negative behaviour
- 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 Head of Pastoral Care, Heads of Year, Deputy 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 Strive.
- 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.

Suspensions

There is no list of set behaviours for which a student can and cannot be suspended, and the decision to suspend lies with the Headteacher. The Headteacher can only suspend 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 suspension is included in Appendix 5.

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

The Headteacher may withdraw a suspension that has not been reviewed by the governing board.

When establishing the facts in relation to a suspension 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 suspend 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 suspend.

Whilst a suspension 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 suspensions or is approaching the legal limit of 45 school days of suspension in an academic year, the Headteacher should consider whether suspension 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 – STRIVE

Appendix 2 – Exclusion Procedures

Appendix 3 – Use of reasonable force

Appendix 4 – Searching, screening and confiscation

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



Westfield Academy is committed to serving its community

VISION

We want our students to be hardworking, resilient, responsible and empathetic individuals who strive to achieve personal success, develop a love for learning and contribute positively to their wider community.

We want to equip them with 21st century competencies and prepare them for Further Education & the world of work.

In order to achieve this, Westfield Academy offers a wider curriculum centred around our Academy's core values. We deliver our curriculum through high quality care, welfare, teaching & learning, and offer multiple opportunities for our students to extend their learning beyond the classroom.

OUR VALUES

At the heart of our school community are a set of core values. These underpin our whole school curriculum and ethos. Our School Values are:

- **Scholarship** – work hard and apply effective study habits.
- **Teamwork** – be able to work positively and effectively with others.
- **Be Resilient** – have self awareness, work with purpose and be willing to adapt to change.
- **Have integrity** – be honest in all that you do, have respect for others and take responsibility for your actions.
- **Be Versatile** – adapt and be flexible, find new ways to learn and take opportunities.
- **Have Empathy** – Be aware of the feelings of others, contribute to your community and support your peers.



Appendix 2: Suspension Procedures

We follow the DfE guidance on suspensions/permanent exclusions

Link to DfE documents:

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

Changes to the school suspension and permanent exclusion process

Examples of behaviours that could lead to suspension..

- 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 reason for suspension or permanent exclusion.

Appendix 3: 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 4: 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, cigarettes, lighters, vapes, e-cigarettes and associated paraphernalia, including those giving off gas or vapour which can be inhaled.
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Caffeinated / Energy drinks

fireworks

Illegal drugs

items which may be used to harm others eg tools, bat
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knives/blades, including pen knives

mobile phones (unauthorised use)

over the counter or prescription medicines (if likely harm to self or others is suspected)
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Pornographic or indecent images.

pressurised devices eg spray cans
