Westfield Academy
Seeing the qualities in every child

Behaviour for Learning Policy

Approval Date – September 2017   **Review Date – September 2020**

It is the policy of the Governors 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 Charter 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 hierarchy of sanctions is in place to deal effectively with persistent or extreme inappropriate behaviour. The school upholds the principles and practice of Restorative Justice in resolving conflicts such as incidents of bullying.

Roles and Responsibilities

2.1   The **Governing Body** 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.

2.2   The **Principal** 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 Principal (Behaviour/SENCo) and the Inclusion Leader. The Principal facilitates the Permanent Exclusion of students.

2.3   The **Assistant Principal (Behaviour/SENCo)** and **Inclusion Leader** 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.
- Publicise the policy by making it known within the school and by bringing it to the attention of students, parents and staff.
- Provide support and direction to staff and students as appropriate

- 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 the exclusion, including the reasons for it.

2.4 Middle 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

2.5 Heads of house and **Head of year 11** 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, co-ordinate appropriate interventions to remove barriers to learning, through Student Concerns meetings with Assistant Principal and Inclusion Lead.
- Support tutors to implement the Behaviour for learning policy
- Seek additional support for students from internal and external agencies

2.6 The SENCO will:
- Provide guidance and support for staff and students dealing with behaviour management issues.
- Assess 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.

2.7 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
- Will be responsible for celebrating student successes within their classrooms

2.8 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 HOHs 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.

2.9 . All Teaching and Support staff will:
- Challenge any unacceptable behaviour in line with policy and seek clarification if unsure

2.10 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 achievements of students outside the school

2.11 Students will:
- Embrace the principles of the Westfield ABC Charter– 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.

Related Documents
Appendix 1 –Behaviour for Excellent teaching and learning
Appendix 2 – Behaviour for Learning information for Students
Appendix 3 – Behaviour for Learning
Appendix 4 – Rewards
Appendix 5 – Subject and Pastoral response
Appendix 6 – 3 Stage Exclusion Process and graduated Response
Appendix 7 – Exclusion procedures
Appendix 8 – Keeping records
Appendix 9 – Setting up a Pastoral Support Programme
Appendix 10 – Power to restrain
Appendix 11 – Power to search
Appendix 12 – Mobile Phones

Monitoring
This policy is monitored by the Governors Student Matters Sub-Committee by using the following evidence:
- Reports from the Assistant Principal (Behaviour/SENCo) focussing on analysis of behaviour data (sanctions/interventions/rewards)
- visits to school
- discussion with students.

Responsible
Assistant Principal (Behaviour/SENCo) – Julie Strange

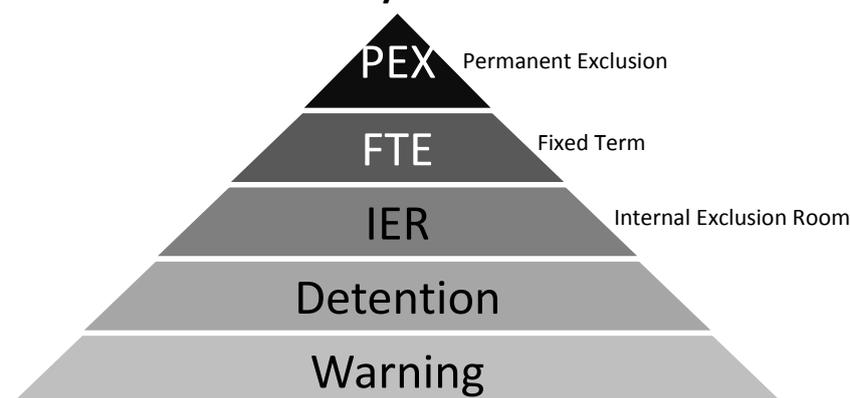# Appendix 1 – Behaviour for excellent teaching and learning

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

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.

Hierarchy of Sanctions

PEX — Permanent Exclusion
FTE — Fixed Term
IER — Internal Exclusion Room
Detention
Warning

Behaviour Support Facilities

	What is it for	Notes
Referral Room (RR)	Behaviour that disrupts learning in a lesson.	• Located on 1st floor of DT block (temporary Rm 35) • Manned by classroom teachers, Heads of House and Senior Staff on a rota • Normal length of stay 1 lesson • Referrals usually made by classroom teachers • Students expected to take themselves to RR • Contact on call teacher using e-mail if student refuses

Internal Exclusion Room (IER)	Punishment following a serious breach of the school's behaviour code	• Located in Upper School • Manned by IER team • Normal length of stay 1-3 days • Referrals usually made by Heads of House or Senior Staff • Work set by classroom teachers, together with Restorative Justice (RJ) and reparation work as part of programme
Return To Learn Base (R2L)	High tariff behaviour students, struggling with mainstream school and at risk of permanent exclusion	• Located off Lower School Foyer area • Manned by R2L team • Normal length of stay 6 weeks • Referrals made by Inclusion Leader • Work set by classroom teachers and visiting timetabled teachers. Intensive programme of work undertaken to encourage student to modify unacceptable behaviour and manage successfully in mainstream school. • Re-integration process back into mainstream

Support Strategies

Students displaying challenging behaviour are supported to modify their behaviour through the following:
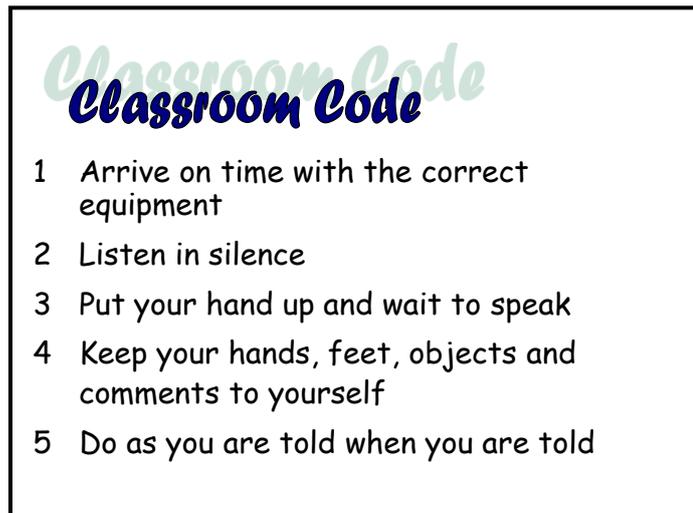
In school support	• SEN Code of Practice/Personal Passport • Support from teacher/teaching assistant (TA) • Pastoral Support Plan (PSP) • 1:1 mentoring support with key worker • Counselling • Solutions Circle Strategies
Outside Agencies	• Parent and Family Support Worker (PFSA) • Education Attendance 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 • High Needs Funding Application • Statutory Assessment for Statement of SEN
High Level Support	• Managed Transfer • Return to Learn • Dual Placement with another institution.

Behaviour For Learning

The **ABC Charter** represents the underlying principles.

Attend and belong

Behave and enjoy

Commit to learn and achieve

The **Classroom Code** encourages positive behaviour and successful learning in lessons.

Classroom Code

1. Arrive on time with the correct equipment
2. Listen in silence
3. Put your hand up and wait to speak
4. Keep your hands, feet, objects and comments to yourself
5. Do as you are told when you are told

Behaviour Traffic Light

This Behaviour Traffic Light allows us to track **'actions and consequences'** in the classroom.

Your behaviour or attitude requires –

Praise and Recognition

Your behaviour or attitude requires –

Verbal Reprimand

Verbal Warning

Action –e.g. Move seat

Your behaviour or attitude cannot continue –

REFERRAL

Appendix 3 – Behaviour For Learning – Actions & Consequences

Principles

- All actions (positive and negative) have consequences that are consistently applied across the school.
- Each action is considered independently and consequences are applied rationally, avoiding 'emotional response'.
- Consequences consider emotional impact of victim and perpetrator, and where possible include a Restorative Justice approach
- All staff have a responsibility to apply consequences consistently, and should not automatically defer this responsibility to others.

	Example Actions	Consequences (one or more from ….)	Who
Positive Behaviour	• Exemplary attendance and punctuality • Exemplary behaviour and attitude • Persistent commitment to learning (classwork/homework) • Consistent participation in enrichment/extra curricular activities • Kindness to others	• Praise • Positive Points awarded in ClassCharts • Access to reward events • Contact with parents • Department Reward strategy • Certificates and Postcards • Referral to senior staff (MIddle leader/SLT) • Referral to HOH/Head of yr 11) • Acknowledgement in assembly • Recognition at Celebration Evenings	All staff
Low Level Negative Behaviour	• Distracting others • Disrupting learning • Refusal to commit to learning • Late to lesson • Inappropriate language • Peer conflict	Positive behaviour management strategies 1. Redirection 2. Reminder 3. Caution 4. Time out • Report Card • Parental contact • Teacher led intervention (10-15min at Break/Lunch) • 'Restorative' discussion/mediation.	All staff (driven by middle leaders)
Mid Level Negative Behaviour	• Bullying • Refusal to co-operate • Persistent disruption to learning • Indirect verbal abuse to staff • Smoking (first offence) • Minor assault/fighting • Persistent refusal to commit to learning • Minor theft • Racial abuse • Minor criminal damage	• Behaviour intervention • E- Report to Parents • Isolation within department for individual lessons. • Formal RJ conference • Parental contact/meeting	Middle leaders HOH/ HOyr11) SLT
High Level Negative Behaviour	• Persistent incidents of bullying • Persistent refusal to co operate • Direct verbal abuse to staff • Major criminal damage • Major, premeditated or unprovoked assault • Major Theft • Persistent incidents of smoking • Possession and/or consumption of illegal substances • Supply of illegal substances • Arson • Assault on staff • Persistent racial abuse or incitement to racial hatred	• Internal Exclusion • Fixed Term Exclusion • Managed Transfer • Alternative Educational Provision • Permanent Exclusion	Inclusion Leader SLT

REWARDS

4.1 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. All members of staff are expected to ensure that praise outweighs sanctions by at least 5:1.

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 ABC Stamp system – every day, every lesson.
● Contact parents as much as possible for positive reasons.
● Add positive behaviour points in ClassCharts.

4.2 **ABC Stamp System**

ABC Stamps reflect the three core principles of the school – **A**ttend and belong, **B**ehave and enjoy, and **C**ommit to learn and achieve. The ABC stamp system focuses on recognising the achievement of students for these aspects of their education each lesson. When the 'ABC' is not being met, staff will record which aspect was not observed by marking the planner with an A, B or C.

Staff award stamps within their classes to those students who have attended the lesson punctually, followed the Classroom Code, and shown a real commitment and enthusiasm to learn. Each teacher will stamp the student planner each lesson. The Tutor will oversee the recording of summative totals each week. HOHs 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

4.3 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 trips and responsibilities
● Achievement Postcards
● Positive behaviour points in ClassCharts

4.5 Recognition from SLT/Middle 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. A special achievement letter/card is sent home to parents in recognition of this.

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

4.6 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 5: Discipline procedures/Responses to negative behaviour

5.1 Class//Subject Behaviour intervention
- Class teachers must discuss the reason for the intervention with the team leader or line manager, if necessary
- Students must be directly informed that they are being placed in an after school intervention session and reminded of the actions they took that led to this intervention being implemented.
- All interventions must be recorded in the ' behaviour log in ClassCharts on the day of the incident.
- **Failure to attend an intervention will result in the class teacher or middle leader contacting home.**
- **If the student still does not attend or there is no improvement, then the subject leader/line manager will arrange to meet parents and student.**
- **If there is still no improvement or no engagement from the parents, the line manager (Assistant Principal or Vice Principal) will be involved.**
- Assistant Principal (Behaviour/SENCo) reviews behaviour data each half term in a meeting with each Middle/subject Leader.

5.2 Pastoral Response to Referrals and Interventions
- HOHs/HOyr11 will monitor the behaviour logs for students in their House on a fortnightly basis through line management, using SIMS or Class Charts data.
- Middle/subject leaders will monitor the frequency of referrals and interventions set by staff using ClassCharts data, and identify and monitor students who are of concern. Where there are referrals in 3 or more subject areas, a letter is sent home asking the parent to contact the tutor. The tutor will speak to the student followed by a 2 week monitoring period. If a student has 3 referrals in the same subject, the parent will receive a letter asking them to contact the subject teacher. When a student has received 6 referrals across different subjects, the HOH/HOHyr11 will arrange a meeting with student, parent and tutor, followed by a further 2 week monitoring period. If the 6 referrals are in one subject area, then the middle/subject leader contacts home. If a student reaches 10 referrals across a number of subjects, the HOH/HOyr11/middle/subject leader and the Assistant Principal (Behaviour/SENCo) meet with the parent. If necessary, any further meeting with the student and parent will be attended by a member of the senior leadership team.

5.3 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 HOH/HOyr11 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 HOH/HOyr11 takes appropriate action, e.g. meeting with parents, lunchtime exclusion, behaviour report card.

5.4 Internal Exclusion
The Internal Exclusion Room provides a high order intervention within the school for disruptive students who would otherwise be Fixed Term Excluded. The Internal Exclusion Room is used as a punitive measure and deterrent for a small number of students who seriously breach the standards of behaviour that are expected at Westfield. The facility is managed by the Internal Exclusion Co-ordinator.

The internal exclusion begins after morning registration at 8:30am and finishes at 4:30 pm. Isolations commence at 8:30am and finish at 3:10pm.

Students do not leave the IER unless under strict supervision from the IER staff. Breaks and lunches occur at a stipulated time within the IER. Breaks for the toilet must be supervised by IER staff. There is no outside contact with students in school and in mainstream lessons.

Teaching staff must provide appropriate work for students while they are in the IER and this work is coordinated by the IER Co-ordinator.

Students are required to abide by the classroom code at all times, and targets are set for individual achievement. Students who fail to achieve their target, or continue to misbehave in the IER, will have an extension of time within the facility.

The IER Co-ordinator is responsible for disseminating appropriate information and records for students who attend the IER. The IER Co-ordinator should liaise with the Attendance Officer regarding absence from class.

Referral Process – Internal Exclusion

Serious Incident

Teacher completes behaviour log and informs Middle/subject Leader/HOH/HOH/yr11

Middle/subject Leader/HOH/HOyr11 reviews evidence; isolates student; and liaises with IER Co-ordinator

HOH/HOyr11 contacts Parents and informs them of Internal Exclusion –
Clear instructions need to be given regarding times, meals, behaviour etc.

Student begins Internal Exclusion

5.5 SLT on Call

SLT On Call system is available for high tariff incidents. A High Tariff Incident is defined as ' A violent, physical assault on another person; intimidation of a teacher; direct verbal abuse towards teacher; or a student who is putting the safety of others at risk'. The 'on call 'system must also be used if any member of staff has concerns about the whereabouts of a student. 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.

Procedure
- Class teacher emails 'on call' stating name of student and room.
- SLT/HOH on duty will attend incident/classroom.
- SLT/HOH judges severity of incident and isolates student or escorts them to IER for holding.
- If the offence is deemed high tariff then it is likely to result in an immediate period of Internal Exclusion.
- Further sanctions to follow which may include disciplinary meeting with parents; internal exclusion; fixed term or permanent exclusion. The HOH/HOyr11 will communicate the outcomes to the class teacher and arrange appropriate re-engagement into the lesson.

5.6 Use of Report Cards

These are issued to monitor concerns regarding work and behaviour and reflect the core school rules (ABC Charter). Reports focus on behaviour; work; behaviour at lunchtime; student self-assessment card; SLT report; uniform; e- report.

Procedure
- Staff complete Report Card each lesson and judge performance against criteria (Classroom Code for Behaviour Report).
- Form tutor will sign and check the card at tutor time.
- HOH/HOyr11 will monitor the card daily or weekly.
- If the Report Card is not completed satisfactorily within an appropriate period of time, the HOH/HOyr11 will meet parents and agree appropriate action.
- E-Reports are issued by admin staff and always monitored by HOH/HOyr11. E-Reports are usually e-mailed home at the end of each week, after the HOH/HOyr11 has reviewed it.

Appendix 6: Three Stage Exclusion Process and Graduated Response

Level	Sanction	Person Responsible	Associated Interventions
1	**Internal Exclusion**	HOH/HOyr11/Inclusion Leader/Assistant Principal (Behaviour/SENCo)	● Restorative Justice ● Managing Emotions ● Self Esteem ● Update IAG to review behaviour log (Tutor)
2	**Fixed Term Exclusion** …………………………… Persistent FTE leading to alternative Educational Provision or P E X	Inclusion Leader and Assistant Principal (Behaviour/SENCo)/other member of SLT …………………………… Inclusion Leader Assistant Principal (Behaviour/SENCo) Principal	● PSP and/or Personal Passport ● Inclusion Leader support ● IAG with HOH/HPyr11 ● SEN support ● Ed Psych. ● Reduced timetable ● Extended work experience ………………………………………………………………………….. ● Purchase place at Key stage 4 – PRU – Horizon ● Purchase place at Key stage 3 - PRU ● Return to Learn (usually for 6 week programme) ● Managed Transfer ● Basic skills tuition ● Virtual classroom
3	**Permanent Exclusion**	Principal	Representation to Governing Body

Checklist for Behaviour Intervention and Support- High Tariff Students

Name - …………………………………………….   **Date of Review -** ……………………………….   **Child in Care**   **Pupil Premium**

Sanctions

Behaviour Points-current (previous year)		Exits (this Academic Year)		Detentions (this Academic Year)		Internal Exclusion Days (this Academic Year)		Fixed Term Exclusions (total days)	

Intervention

Intervention	Achieved (y/n)	Evidence	Achieved/Notes
SEN	Y	IEP/funding application/reviews	
Additional pastoral support	Y	SEN concern notes/PSP	
Additional pastoral provision eg Internal courses	Y	Notes/attendance record	
Solution circle	Y		
Counselling	Y	Referral/appointment list/report	
Extended Wk Exp / Reduced timetable/Reintegration programme	Y	Annotated timetable/attendance record	
External Provision	N	Referral/Reports	
PFSA	Y	Referral/appointment list/report	
EAO	Y	Referral/notes	
Team 4	N	Referral/notes	
Promise Mentor	N	Referral/notes	
Medical issue	Y		
Substance Misuse Worker	N	Referral	
Multi Agency Meeting	N	Minutes	
Ed Psych	Y	Referral/report	
CAMHS	N	Referral/appointment list/report	
Social Care Involvement	Y	Referral/report	
Referral to P.E.V.P.	Y	Referral and outcomes	
Managed Transfer	Y	Agreement	
Pen portrait Return to Learn	Y		

Appendix 7: Exclusion Procedures

- The Principal may exclude a student for up to 45 days in a school year. However, an exclusion of more than 15 days at one time should only be used rarely.
- An exclusion for longer than 5 days requires the school to provide full time educational provision for the student.
- When a decision has been used to give a fixed term exclusion, the parents will be contacted by telephone or advised of this the following day. The student will be Internally Isolated or sent home at that point, or at the end of the day, if the parent cannot be contacted.
- A standard County Fixed Term Exclusion letter and a list of incidents of misdemeanours will be sent home within 24 hours and copies of the letter, incident list and the County Proforma sent to the LA and Chair of Governors.
- Where it is impossible to contact a parent or they are unwilling to come into school, then the Fixed Term Exclusion letters and incident list will be sent immediately.
- Where the exclusion is for more than 5 days the Governors' Disciplinary Committee will meet to consider the case. Parents are invited to attend.

1.1   Fixed Term Exclusion
- Repeated unacceptable behaviour or an extremely serious incident will result in a Fixed Term Exclusion. The decision to apply a fixed term exclusion will be taken by the Inclusion Leader or other member of SLT.
- The official letter to parents accompanying the relevant documentation will state the day and time the student is expected to return to school. Parents must accompany their son/daughter and meet with the Inclusion Leader/Assistant Principal (Behaviour/SENCo) and HOH/HOyr11 so that the conditions for the student's re-entry and support provision can be discussed.
- The HOH/HOyr11 will arrange for work to be sent home by the third day of the exclusion.
- Before the student returns to school the HOH/HOyr11 and/or SENCO will discuss the problems leading to the exclusion which must be addressed on the student's return and draw up the re-entry contract. The contract outlines the specific expectations that school has of the student and the support that will be put in place.
- The re-entry meeting with the parents and student will be attended by the HOH. The re-entry contract is explained and agreed. It is signed at the meeting by the member of SLT, parent and student. It is circulated to all staff.
- Normally the fixed term exclusion will be the punishment for an offence and the student will not be given further punishments on return. This will be seen as an opportunity for a fresh start.

7.2   Permanent Exclusion
- Only the Principal has the authority to take a decision to exclude a student permanently from the school.
- A Permanent Exclusion is used by the Principal when all available sanctions have failed and the individual's future schooling needs to be elsewhere.
- The Principal has the right to permanently exclude a student if a particular incident is of sufficient gravity e.g. extreme violence.
- Where a student is undergoing statutory assessment or has a statement of SEN, and a permanent exclusion from school becomes a possibility, then standard SEN procedures must be followed.
- Where a student is Permanently Excluded, it may be appropriate to allow that student to take GCSE examinations in the school.
- The Principal will inform the Chair of Governors prior to finalising a decision for Permanent Exclusion. It then follows that the Chair of Governors will not be involved in any subsequent appeals.
- The Governors' Disciplinary Committee will meet to consider the Principal's decision to permanently exclude a student.

Appendix 8: Keeping Records

8.1   Logging serious incidents
All Serious Incidents\Concerns must be logged on Class Charts immediately after an incident takes place, by the member of staff in charge. The following type of behaviour must be recorded:
- a serious incident in the lesson e.g. rudeness to a member of staff;
- a serious incident out of lessons\on playground e.g. fighting;
- an on-going concern (re: work, organisation, behaviour, lateness) when initial sanctions taken by the teacher have not been effective;
- any behaviour leading to Referral or Behaviour Intervention (eg detention)

Requirements for Class Charts
- Information should include a clear and concise summary of the incident and actions that followed (in comment box).
- Include details of students (using ID numbers) and staff involved, dates and times, actions and resolutions
- Witness statements (Green Form) should be collected from other students (particularly important when the teacher did not directly see what happened). These should be forwarded to the teacher/HOH//HOyr11/SLT to whom the incident was referred.
- 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 (HOH/HOyr11/SLT) must be alerted immediately if it is an issue that requires further action – preferably informed in person rather than e-mailed.

8.2   Logging Intervention
It is necessary to log all **significant intervention** 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, Ed 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 9: Setting up a Pastoral Support Programme (PSP)

9.1   Introduction

A Pastoral Support programme (PSP) is set up automatically for a student who has had **two or more fixed term exclusions** in one year **or** if the pupil has spent 15 or more days in the IER.

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.

9.2   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 the SENCO 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 involved in the PSP planning meeting are: HOH/HOyr11 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 HOH/HOyr11 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.

9.3   Planning the first PSP meeting
- Set a date for the PSP planning meeting at the re-entry meeting (HOH/HOHyr11).
- Invite key personnel to attend the meeting (HOH/HOyr11).
- Collect data available (HOH/HOyr11/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 (HOH/HOyr11).
- HOH/HOyr11 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 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.

9.4   Possible Interventions

Class based:
- Opportunities for a differentiated learning style
- Learning support in specific lessons
- Change of class/set/tutor group
- Review of Personal Passports
- Withdrawal from lessons for learning support
- Develop strengths in small group settings
- Use of subject interventions as appropriate

Pastoral:
- **Individual mentoring by HOH/HOyr11 or Form Tutor**
- **Learning mentor – member of staff nominated by student**
- **Peer mentoring**
- Identified safe base/exit strategies (time out card)
- Part time work/college placement
- Referral for therapeutic input
- Provision of small group work to enhance sense of security

9.5   Monitoring and Evaluating 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
- No of referrals from lessons
- Serious Incident forms completed
- Subject intervention logs
- Incident log

Appendix 10: Power to Restrain

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing serious disorder. In a school, force is used for two main purposes – to control students or to restrain them.

Physical restraint is an act of care and control and not a punishment or sanction. It is a positive application of force with the intention of overpowering a student. No more than the minimum force necessary should be used, taking into account all the circumstances. If there has been a 'reckless' use of force then the teacher is open to charges of assault. It is the protection of safety rather than the restraint of aggression that justifies physical restraint. The intervention must be aimed at the protection of the likely victim.

- Any act of control or restraint must be set within the guidance on overall behavioural management;
- The use of reasonable force is the last resort;
- A verbal warning would normally precede the restraint;
- Throughout the process the teacher should use a calm reassuring manner in both verbal and non verbal communications, emphasising the caring aspect of the restraint;
- The teacher must always have their own feelings under control;
- There are certain methods of restraint that authorities would never consider appropriate. For example, headlocks and armlocks. Methods such as these will be seen as demeaning and they could potentially injure the child.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Reasonable force can be used to:
- Remove disruptive students from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight and restrain a student at risk of harming themselves through physical outbursts.

Staff engaging in physical restraint should consider the following:
- Were there grounds for believing that immediate action was necessary to prevent a student from significantly injuring himself or others damaging property?
- Did you consider alternative strategies, which could have de-escalated the situation, before resorting to physical restraint?
- Are you confident that you used only the minimum force necessary to prevent injury or damage to property?
- Was the form of restraint used appropriate to the student's age and circumstance?
- Did you relax the restraint as the student regained self control?
- Are you sure that what started as physical restraint did not become physical punishment?

Acceptable terms of restraint are:
- Physically interposing between students;
- Blocking a student's path;
- Holding;
- Pulling;
- Leading a student by the hand or arm;
- Shepherding a student away by placing a hand in the centre of the back;
- Or (in extreme circumstances) using more restrictive holds.

Unacceptable forms of restraint are:
- Holding a student around the neck, or by the collar, or in any way that might restrict the student's ability to breath;
- Slapping, punching or kicking a student;
- Twisting or forcing limbs against a joint;
- Tripping up a student; holding or pulling the hair or ear;
- Holding a student face down on the ground;
- Touching or holding a student in a way that might be considered indecent.

All incidents when restraint is used must be recorded as soon as possible and senior staff informed. The following information (as a minimum) should be detailed on an incident sheet or book together with written statements of witnesses:
- Names Of Students Involved
- The Time Of The Incident
- The Place Where The Incident Occurred
- The Names Of Staff Or Other Authorised Adults Involved.

Where the incident has been prolonged or where considerable force has been used, the following details should also be recorded:
- Names Of All Witnesses, Students And Adults
- Signed Witness Statements
- The Reason For Force Being Used
- A Description Of The Way In Which The Incident Developed
- The Student's Response
- Details Of The Outcomes Of The Incident Including Injuries And Damage

(DfE Use of Reasonable Force July 2013)

Appendix 11: Power to Search

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Searches are carried out at Westfield Academy by HOHs/HOyr11 and members of SLT and in most circumstances, there must always be 2 members of staff present, if possible, both the same sex as the student. Searches must not be carried out in front of a class, but should be done in private. A student's possessions can only be searched in the presence of the student and another member of staff, *except* where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Prohibited items are:

● knives or weapons

● alcohol

● illegal drugs and associated paraphernalia

● stolen items

● tobacco and any smoking paraphernalia

● fireworks

● pornographic images

● any article (including mobile phones) that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) or to cause reputational damage.

Extent of the search – clothes, possessions, electronic devices, lockers
● The member of staff conducting the search may not require the student to remove any clothing other than outer clothing.

● 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

● 'Possessions' means any goods over which the student has or appears to have control – this includes lockers, bags and electronic devices.

● If the member of staff conducting the search finds an electronic device, they may examine data or files if there is a good reason to do so. In determining a 'good reason', the staff member must reasonably suspect that the data or file on the device in question, has been or could be used to cause harm, disrupt teaching or break the school rules.

After the search
The search must be recorded on the student's behaviour log on SIMS and must include details of any items found. Parents must be informed if alcohol, drugs, pornographic images or weapons are found or if any inappropriate data or files are found on an electronic device. Items found such as alcohol, fireworks, tobacco, cigarette papers or lighters can be disposed of by the school but must not be returned to the student. Parents should be notified if 'e cigarettes' are found and parents asked to come in and collect. Controlled drugs, other substances, stolen items, weapons or electronic devices which are evidence of an offence must be handed over to the police. Pornographic images may be disposed of unless its possession constitutes a specific offence (extreme or child pornography). Any images found on mobile phones or other electronic devices should not be deleted by the member of staff carrying out the search.

(DfE Searching, screening and confiscation Feb 2014)

Appendix 12: 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 responsibilty 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 students 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. Once handed to the finance office, the parent/carer will be notified and asked to collect from the finance office by 3.45 pm on that day. If the parent/carer is not able to collect on the same day, they can contact the finance office to arrange collection.

On the third occasion, the above applies in terms of actions in the lesson and parents collecting. 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.