

West Hill School



Behaviour Policy

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Next Review: Spring 2022

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

The school has classified the different type of unacceptable behaviour into a group related to their severity. They are classified as S1-S5. S1 behaviours are the least severe and S5 behaviours are the most severe.

In most cases, S1 & S2 behaviour will be resolved by the member of staff initially dealing with the incident. Where a student breaches the school behaviour expectation at S3, a sanction will generally be applied by a middle level leader (HoD/HoY).

Unacceptable behaviours classified as S4 and S5 **MUST** be reported immediately, or as soon as is practicable to a member of the Senior Leadership team. If the incident involves a safeguarding issue, the Designated Safeguarding Lead must be informed in the first instance.

Examples of S1-S2 misbehaviour:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Examples of S3 misbehaviour:

- Fighting
- Persistent disruption
- Bringing the school into disrepute
- Homophobic or racist language
- Any form of bullying

Examples of S4-S5 serious misconduct:

- Possession, or evidence to suggest the bringing onto school site, of any prohibited items; drugs, alcohol, weapons or articles with potential to cause harm, fireworks
- Serious violence towards another pupil
- Verbal abuse or threats of violence towards adults
- Violence towards staff
- Sexual abuse/assault of anyone in our school community

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The board of Trustees

The board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMS

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

As a school community, we believe that the personal attitudes, attributes and positive behaviours of "The West Hill Boy" are encapsulated by the value of respect, and the demonstration of behaviours which exemplify this.

Our expectations are simple, and can be summarised by the 3 R's:

Ready:

- Having the correct equipment for learning
 - Wearing full school uniform correctly
 - Being on time
- } Ready to learn

Respectful:

- Of staff
 - Of other pupils
 - Of our school site and facilities
- } Respectful of the West Hill way

Responsible:

- For your behaviour
- For your learning
- For your safety

} Responsible for your actions

7. Rewards and sanctions

At the heart of the West Hill School ethos is the celebration of success, achievement and of “doing the right thing”. A system of ‘Praise’ awards exists, that recognises positive behaviour on a weekly basis and then at particular key points in the academic year, such as: half-term, end of term, end of year etc.

7.1 List of rewards and sanctions

We *recognise* success through the following:

- Praise awards (see appendix 2)
- Achievement points on SIMS
- Letters/postcards or phone calls home to parents
- Awards assemblies

We *reward* success through the following:

- Special responsibilities/privileges
- A rewards trip for those pupils who have achieved the most HoY Praise awards in an academic year.

The school may use one or more of the following sanctions in response to S1-S3 unacceptable behaviour:

- A verbal reprimand
- Sending a pupil to an exit room
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil ‘on monitoring report’

Protecting Learning Detention:

The disruption of pupils’ learning by other students will not be tolerated. Where the behaviour of a boy disrupts the learning of others, he will receive a 15-minute detention from the class teacher. This will be logged in SIMS as ‘low level disruption’. Where the disruption does not improve and prevents the lesson from continuing effectively, the pupil will be removed from the lesson and will receive a 60-minute Protecting Learning Detention (PLD), which will normally run on the following Tuesday after school. Parents will be informed on the Monday prior to the PLD if their child has been placed in the detention.

Where pupils receive more than one ‘low level disruption’ in a week, they will have a 30 minute PLD. PLDs are mandatory.

Behavioural Support Unit (BSU):

We may use the BSU (internal/external) in response to breaches of this policy. Pupils may be sent to the BSU during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention(s) may also be sent to the BSU

Fixed-term exclusions:

We may issue fixed-term exclusions in response to serious or persistent breaches of this policy. In such an event, a pupil will not be allowed to attend school for a period of 1-10 days; if longer than 5 days, the pupil will be sent to a nearby school for alternative provision.

A reintegration meeting will take place with the headteacher and assistant headteacher for behaviour, to discuss the reasons for the exclusion. A pupil will not be allowed back into lessons until a formal reintegration meeting has taken place.

Where a pupil persistently fails to meet our expectations, an incremental increase in the duration of fixed term exclusion may apply, for example 1:3:5 days.

Alternative provision:

A number of interventions exist to ensure all pupils achieve their full potential. If a pupil fails to change their behaviour following a series of interventions, West Hill School reserves the right to place a student on alternative provision. A pupil will only be placed in alternative provision if the circumstances deem it to be an appropriate course of action, and funding allows it.

Permanent exclusion:

Permanent exclusion will be used for persistent breaches of the school's behaviour policy, or for a serious one-off incident.

7.2 Off-site behaviour

Our expectations of behaviour are the same whether boys are in school or travelling to and from school. West Hill boys are expected to behave sensibly and show respect to those around them at all times. Pupils failing to follow our expectations whilst travelling to and from school will be sanctioned accordingly.

West Hill School has the legal power to exclude pupils for bringing the school into disrepute, or for demonstrating behaviours towards others that we find unacceptable, even when travelling to and from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on responding to allegations of abuse.

8. Behaviour management

High standards of behaviour and uniform are highly compatible with a calm, positive, and relaxed school environment. At West Hill School, we believe that in order to achieve such an environment, the highest of expectations must exist, to facilitate excellent learning and achievement. We believe that good behaviour and routines matter, and to that end, we expect boys to adhere to our rules at all times.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display our core values of Ready, Respectful, Responsible within the classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition into Year 7, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to/from other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Board of Trustees every 2 years. At each review, the policy will be approved by the headteacher.12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying policy

APPENDIX 1

Written statement of behaviour principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

