THE WESTLEIGH SCHOOL
Aspiring & Achieving Together

Behaviour policy and statement of behaviour principles

Approved by:	P Lamoury	**Date:** September 2023
Last reviewed on:	September 2023	
Next review due by:	July 2024	

1. **Aims and purpose**

   This policy aims to create a culture at The Westleigh School that is one where we:

   - **are a family who work together to ensure everyone has a positive experience each and every day**, and where we actively promote fundamental British Values throughout all aspects of school life.

   - promote positive behaviour and attitudes which are **based on mutual respect** between all members of the school community.

   - develop in our students; **self-discipline, personal responsibility, high self-esteem and a pride** in our school**.**

   - provide a **consistent approach** to behaviour management.

   - outline **how students 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. **Rationale**

   At The Westleigh School, we believe that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning:

   - Every student has the right to learn in class.
   - Every student has the right to move around school without fear of physical danger, bullying or interference with his or her property.
   - Every teacher has the right to be able to teach in a calm and ordered environment; to expect co-operation of students and the support of colleagues, parents and all stakeholders in delivering that curriculum.
   - Every teacher has a responsibility to provide effective Quality First Teaching, appropriate to the needs of the students in each class.

Students are expected to behave in a manner consistent with the expectations listed above. Positive behaviour reflects well on students, their parents and the school. This promotes a positive image of the school community and creates a pleasant and successful learning environment for all which will ensure that effective teaching and learning can take place.

3. **Legislation and statutory requirements**

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Our Overarching Principle

'We are Westleigh and this is how we do it here'

Our 3 Core School Expectations:

Ready, Respectful, Safe – these expectations should be cited by all staff when challenging unexpected behaviours in students and also when praising expected behaviours.

Core Expectation 1 - Students will be ready to learn:

- Be in in full school uniform
- Phone switched off and out of sight
- With correct equipment
- No jewellery
- On time to school
- On time to lesson
- Listening to instructions
- Attempt all classwork and homework

Core Expectation 2 – Students will be respectful at all times:

- To each other
- To adults they come into contact with.
- To their environment
- To their local community
- Follow instructions first time of asking
- Not prevent others from learning
- Not act in any way that would cause physical, mental or emotional upset to others
- Not use derogatory language
- Not bully others
- Show understanding of others individuality

Core Expectation 3 – Students will keep themselves and others, safe at all times:

- Behaving in a safe and sensible manner at all times
- Keeping themselves safe out of school
- Keeping themselves safe online
- Keeping others safe

5. Our 5 Character values

As staff, we should promote opportunities for raising awareness and demonstrating the 5 character values of a good citizen.

1. *Honesty*
2. *Resilience*
3. *Kindness*
4. *Loyalty*
5. *Pride*

6. Roles and responsibilities

All staff will promote the 3 core expectations and the 5 character values at all times. We all have a role within the pastoral structure at The Westleigh School.

At The Westleigh School we agree that every adult will follow the behaviour for learning foci based on the 5 pillars, these are:

1. Consistent, calm adult behaviour.
2. First attention to best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative conversations.

Behaviour Foci

1. Staff consistently link unexpected and expected behaviours back to the Core expectations of RRS and the 5-character values.
2. Staff meet & greet in a welcoming and positive manner; every lesson is a fresh start.
3. Subject teachers prioritise the start to learning whilst ensuring uniform standards are maintained.
4. Staff model calm, respectful language and behaviours.
5. Students must be positively encouraged to make right choices, allowing take up time to avoid sanctions.
6. Staff should check students understanding of expected behaviours.
7. Staff give first attention to best conduct and find opportunities to PIP (praise in public) all students.
8. Staff should RIP (reprimand in private) with restorative conversations taking place in a timely manner.

9. The lesson ends with a tidy classroom environment, students are stood and dismissed from behind their chairs with praise given to those awarded an ATL 4 & 5.

10. Teachers must ensure lesson ATL's are reviewed and are an accurate reflection by 3.30pm.

6.1 The Academy Council

The Academy Council is responsible for:

- Reviewing and approving the written statement of behaviour principles.

- Reviewing this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

- The Academy council may also be requested to support with behaviour panels for students whose behaviour isn't meeting the expectations of this policy.

- Additionally, Academy Councillors will also be involved in formal discipline panels as outlined in section 5 of the Exclusions Policy.

6.2 The Teachers

Form Time is an important part of the school day therefore, teachers will:

- Start registration on time.

- Ensure every student is in full uniform and wearing uniform correctly. Where students do not have the correct uniform, form tutors must issue them with a 'out-of-class' pass and send students to student reception for the correct uniform. Trainer passes must only be issued to students by medical officer when a medical note is given or by student reception where no shoes are available.

- Ensure every student is following the expectations regarding the wearing of jewellery. Confiscate any jewellery being worn, placed into a sealed named envelope and hand into student reception.

- Ensure every student removes coats and bags.

- Ensure every student is engaged in recommended activities, following the form time rota including; reading, personal development themes and vocabulary.

- Ensure every student has the correct equipment. Where students do not have the basic equipment for the day; black pen and green pen, these should be given to the students by the form tutors and must be recorded on Synergy. Where this becomes a pattern, form tutors must make contact home and request that parents provide students with the equipment.

- Review attendance data and set clear targets for improvement (see Attendance Policy).

- ATL scores will be reviewed daily to **encourage** and **motivate** students to have a fresh start and a more **positive** week.

- Review behaviour data (Synergy logs & ATL data) to discuss as appropriate with students.

- Liaise with parents/carers regarding positive and negative behaviour logs when necessary.

- Issue report cards and review progress towards targets.

(b) In lessons, teachers will:

- Ensure the register is taken at the start of the lesson.
- Ensure every student removes coats and bags.
- Implement the behaviour foci as outlined above in the various roles and responsibilities.
- Deploy stage 1 behaviour intervention strategies to promote positive behaviours for learning and to re-engage students in learning (see appendix 1).
- Not allow students out of class unless it is deemed urgent. In which case students will be issued with an 'Out-of-class Pass' that will be clearly visible and can be shown to any adults they pass on the corridor.
- Re-adjust the ATL scores to accurately reflect the attitude to learning for each student.
- Complete Report Cards for individual students on report.

6.3 HEADS OF FACULTY and HEADS OF YEAR

(a)Heads of Faculty will:

- Monitor the behaviour of students with their teams using the class average ATLs as per the FLMA schedule
- Ensure all teachers have a faculty buddy if students require time out of lesson
- Ensure all teachers are following stage 1 strategies in their classrooms before being referred to the head of faculty
- Deploy stage 2 strategies alongside the stage 1 strategies being deployed by the classroom teacher, involving parents if and when required (see appendix 1)
- Refer the member of staff on call, if all other strategies fail
- Discuss with HoYs and SLT line manager those student with persistent behavioural problems
- Place students on faculty report if and when required (HoY/SLT to be informed)
- Ensure that work is set by the classroom teacher and accessible for students who are isolated/excluded

(b)   Heads of Year will:

- Tour their form groups during registration and lesson time wherever possible
- Monitor the behaviour of students in their year group.
- Respond to and investigate behaviour management issues and gather information
- Work proactively to provide early intervention for students with emerging behavioural issue and implement appropriate targeted support.
- Set up and monitor Pastoral Support Plans/Early Help Plans
- Work with HoFs and SLT proactively to reduce behavioural incidents and improve the ATL data
- Work to reduce the number of incidents occurring in unstructured time
- Improve communication with parents regarding both positive and negative behaviour logs.

- Oversee the progress of their year group across the curriculum
- Have a target group of students who they will monitor closely to ensure they make good progress
- Monitor and actively contribute to Early Help / Student in Need and Student Protection conferences providing reports and coordinating provision as agreed.
- Maintain a visible presence in school during the school day and look for opportunities to reward and praise students.
- Meet with parents when dealing with behaviour related matters
- Work in conjunction with Senior Leaders and all other staff to maintain the good order of the school
- Maintain a presence outside of school at the start and end of the school day
- Be the first point of contact for the local community with regard to student behaviour outside of school

6.4 THE INTERNAL EXCLUSION MANAGER

The Internal Exclusion Manager will:

- Respond to and investigate behaviour management issues and gather information
- Manage the day to day running of the exclusion room in accordance with the agreed protocols.
- Oversee and manage the recording of data pertinent to internal exclusion
- Work pro-actively with students to improve their behaviour through targeted intervention and support.
- Telephone home to inform parents that a student has been placed in the exclusion room by arrangement with SLT/HoY.
- Send home a letter/email to confirm a student has been placed in the Exclusion Room (if parents cannot be contacted by phone)
- Ensure that a log is kept of any statements taken from students and that these are attached to the student's file in SIMs

6.5 SENIOR LEADERSHIP TEAM

The Senior Leadership Team will:

Be available throughout the day to:

- Support staff to achieve consistency on all aspects of behaviour management
- Assist HoFs and HoYs with major disciplinary issues
- Deploy stage 3 strategies in line with the, stage 2 and 1 strategies deployed by the HOF and class teacher (see appendix 1)
- Support HoYs in picking up issues related to their year group
- Be a visible presence around the school site
- Take decisions over students referred to the exclusion room
- Monitor the students on PSPs
- Manage the PSP processes
- Lead a weekly behaviour detention

7. Attitude to Learning (ATL) system

Students are awarded an ATL score every lesson. At the start of the lesson students present will receive an ATL 3, with students absent recorded as N. At the end of the lesson the ATL score will be adjusted to reflect individual students' ATL for that lesson.

Staff decide the ATL grade students receive based upon the ATL3 EXPECTED STANDARD description below:

- *At Westleigh, we are equipped, prepared to learn throughout the lesson and maintain a positive attitude to learning.*

- *At Westleigh, we speak and behave <u>mindfully</u>, taking others into consideration and follow instructions, so as to create a positive learning environment.*

- *At Westleigh, we act in a manner that never puts ourselves or others at risk and accept everyone's right to feel safe at school.*

ATL1 – WELL BELOW EXPECTED STANDARD

ATL2 – BELOW EXPECTED STANDARD

ATL3 – AT EXPECTED STANDARD

ATL4 – ABOVE EXPECTED STANDARD

ATL5 – WELL ABOVE EXPECTED STANDARD

Individual ATL 4 and ATL 5 scores will be rewarded through individual faculty reward systems.

For a student that has worked below the expected standard (ATL 1 or 2) the teacher should record the reason on Synergy as a comment.

ATL 2 – Teacher must right click and choose from the drop-down box. There is no expectation for a teacher to create an individual behaviour log for an ATL 2 unless it is ongoing and they deem it necessary to reflect this.

ATL 1 – Teacher must record a Synergy behaviour referral and select the relevant code to reflect the behaviour and attitude exhibited in the lesson.

ATL Averages can be used as a measure by all stakeholders, to identify areas of success and areas of improvement across individual subjects and all subjects. These average ATLs are then used to reward students or implement appropriate interventions to support improvements in a student's attitudes towards their learning. Average subject ATL scores are also reported to parents as part of the reporting process.

8. Bullying and Child-on-Child Abuse

Bullying of any kind is not tolerated at The Westleigh School.

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, up-skirting, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching
Prejudicial Abuse	Homophobic, transphobic, gender specific and religious abuse
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 strategy can be found in the schools Anti Bullying Policy.

9. Rewards

Faculties run their own individual reward systems as described in their Faculty Handbook.

As a school, we use the following rewards to celebrate good attitude to learning:

Positive ATL letters

Students who receive an Average ATL score above 3, will receive a positive letter home recognising this achievement at the end of each half term.

Head teachers rewards

Students are rewarded for going 'above and beyond' and demonstrating wanted positive behaviours towards their academic studies by either;

Head teachers praise pod – students are personally rewarded for their hard work by the Head teacher and parents are informed of their student's brilliance. Any member of staff can refer a student for head teachers praise pod by completing a referral form and giving it to the head teachers PA.

Afternoon Tea with the Head teacher – students who consistently demonstrate the core values of RRS are invited to an afternoon tea with the Head teacher. Heads of year and members of the SLT will recommend students for this reward, however, any teacher can recommend a student for this reward by referring to the students appropriate head of year.

Celebration Assemblies will occur to reward students who make a positive contribution to school life and demonstrate the 5 character values. Students will also be rewarded by positive acknowledgement and through termly rewards assemblies and trips.

10. Sanctions

When the behaviour warrants it, staff can sanction students via a range of methods outlined below. Not all unwanted behaviour requires a sanction and we ask that a common-sense approach be adopted. Staff decide how they sanction unwanted behaviours. In the first instance, staff will endeavour to encourage good behaviour for learning by using a range of strategies including restorative approaches.

10.1 The following sanctions may be used for students who do not show positive behaviour for learning or positive attitudes to learning:

- Verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Letters or phone calls home to parents
- Restorative meetings at break, lunch or afterschool
- On report to a form tutor, head of year or senior leader
- Being 'buddied' to another lesson within the faculty
- Not being able to represent the school
- Ban from participation in extracurricular activities
- *Not allowed to go on trips or activities (includes Year 11 Prom)*
- *Removal of student leader status*
- *Time in I.E*
- *Time in an alternate education setting*
- *Suspensions*

Higher level sanctions to be issued by SLT and the Pastoral Team

These sanctions will be applied for any reported incidents of poor behaviour both within the school and in the community whilst students are in our uniform or representing our school.

Student behaviour logs are viewed daily by members of the pastoral team to ensure extreme poor behaviour is followed up thoroughly. When a member of staff logs a behaviour incident that they would like to highlight to HOY, need advice and support, or further they must contact the HOY (email, face to face).

10.2   Extreme behaviour e.g. verbal abuse of staff, serious health and safety issue, assault on another student or staff will result in a high tariff sanction. This type of incident will be fully investigated and will lead to further sanctions which could include, although not limited to: isolation, referral to I.E, referral to external I.E, suspension or for more persistent behaviours, a Respite, Managed Move or Permanent Exclusion.

The table of below provides suggested sanctions although subject to change based on evidence and individual students.

Types of Behaviour	Sanction
Smoking on site	Minimum I.E
Swearing at staff	Minimum I.E
Assault on staff	Minimum FTE
Assault on another student	Minimum IE
Fighting	Minimum I.E

Permanent exclusions
Permanent exclusion is typically a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a student for a 'one-off' offence, these include but are not limited to physical assault, being in possession of an illegal substance or weapons on site.

10.3   Detention system

Every detention must attempt to address or solve the problem it was issued for and should be given from a standpoint of care and concern for the student. Students should be clear on why the detention was issued and this should be reinforced during the restorative conversation or activity that takes place.

> *The current school detention system is under review and staff will be consulted on this should they wish to be involved in shaping a more suitable system.*

10.4 The daily debrief

A daily debrief is completed by the Pastoral Teams at the end of each day outlining the key behaviour issues and follow up / sanctions. All students who are placed in I.E the following day will be listed and work requested from their subject teachers in advance. A list of students who are currently on report will also be added, outlining the stage of report they are on.

The debrief will be shared with the Pastoral Team and SLT at the end of each day.

11. Punctuality

11.1 Punctuality to school

Any student arriving late to registration should be marked with an L by the Form Tutor and number of minutes late recorded via Synergy (right click – Add minutes late). Students are directed to attend a detention for being late. This detention will last a minimum of 30 minutes.

Students arriving through Student Reception will sign in late on Inventry and record the reason. A text message is sent home. These students will enter the whole school Lates detention system.

- Each day late = up to 30 minute lunchtime detention
- Three or more late in a week = will complete a 1 hour SLT detention / a letter sent home and phone contact made to ascertain the reasons for poor punctuality and to support student and family in overcoming the issues.
- Students with a regular pattern of poor punctuality – an action plan will be drawn up and they will be supported through form time mentoring and other interventions.

Any student arriving after the register closes without an authorised reason will receive a U code, which is classed as an unauthorised absence. U codes will be inputted by the attendance officer and monitored by the Year Team.

11.2 Punctuality to lessons

Students should arrive to lessons on time to ensure that learning is not wasted. When students arrive late, the student should receive a "present mark" but should have the number of minutes late, recorded in lesson monitor. On a Thursday, the report for minutes late will be run and students will be issued an afterschool detention.

If a student is late to lesson for a genuine reason, such as being with another member of staff, that member of staff must give the student a note indicating the time they left for the lesson, signed and dated.

11.3. Attendance

Attendance is a key focus for the school and you have a key role in the monitoring of this as a form tutor. To this end, please ensure that you follow the school attendance procedures.

The whole school target for attendance is 94%.

A student is now classed as being a persistent absentee if their attendance falls below 90%. As a school we will start to monitor students as soon as their attendance falls below 97%.

Please ensure that you go through with your form weekly what their attendance has been for the week. If any student in your form is absent without a reason, it is your responsibility as a form tutor to chase up letters to explain the absence on their return.

12. Recording information

All incidents are to be recorded by staff directly onto Synergy by 3:30pm on the same day (unless the incident happened out of school hours or intervention is taking place). This will result in all information on a student being held centrally in one place. It is important to remember to complete the Synergy log fully including details of the incident and any strategies or actions already carried out. The time, date and length of the restorative meeting should also be recorded.

Instructions on how to log behaviour can be viewed in Appendix 2.

13. Report system

Students whose behaviour is causing concern are placed on report using Synergy. Any student on report will be visible when the register is taken each lesson. The purpose of the report is to ensure there is constant monitoring of lesson by lesson behaviours over the week. This is a method of intervention and support for students. When a student is put on report, a contact with home needs to be made to inform guardians and ensure there is a triangulation of communication between home and school for the student. The report must be completed electronically at the end of each lesson.

All reports require classroom teachers to:
- confirm if the targets have been met, partially met or are unmet.
- add any additional comments they deem necessary.

Report stages are as follows:
- Stage 1 – Form Tutor
- Stage 2 – HOY
- Stage 3 – SLT Link
- Stage 4 – DHT / AHT Behaviour
- Stage 5 - Headteacher Report.

Stage A – Form Tutor
- Where a student is accruing a poor Av ATL score and sanctions are not remedying the problem, and/or receiving a number of negative behaviour logs at Stage 1 or 2 of the tiered behaviour structure, they should be placed on a Stage 1 report card to their form tutor.   - This should be for an initial period of 2-3 weeks.   - Parents MUST be informed immediately.   - If measurable improvements are seen in a student's ATL and the number of negative logs become negligible, the student may be taken off report.   - Where a form tutor feels the student is not responding to the report nor their approach they may request an escalation to stage 2.   - HOY should be kept fully updated and will track via Synergy.
Stage 2 - HOY

- If a student is escalated to Stage 2 parents should be made aware by the HOY, with an explanation of why, to ensure the triangulation of communication is there.
- The period of time is to be determined by the HOY until the students is responding well or the report needs further escalation.
- Where a student is not responding, the HOY should explore any further support needed eg; Early Help referrals, referrals to SEN.
- The HOY may want to complete a "round robin" to gain additional insight into the behaviours and attitudes of the student.

Stage 3 – SLT Link

- If a student is escalated to Stage 3 parents should be made aware by the SLT Link, with an explanation of why, to ensure the triangulation of communication is there.
- The period of time is to be determined by the SLT Link, until the students is responding well, or the report needs further escalation.
- By this stage students should have an Early Help or PSP to support them positively with their behaviour and needs.
- Where students are not responding positively to the SLT Link, both student and guardian should be made aware that they are at risk of been escalated from the SLT report to the Deputy Headteacher, or AHT Behaviour.

Stage 4 – DHTs/AHT Behaviour

- Where escalation to the DHT is made, guardians should be invited into school for a formal meeting and made aware of possible consequences if improvement is not made.
- Only the DHTs may refer students to the head teacher report, stage 5.

Stage 5 – Headteacher

- Where students do not respond to systems in place and face suspension/managed move/respite they may be placed on report to the Headteacher as a final measure to encourage a positive response to school systems.

13. Isolation, Respite, Managed Moves and Suspensions

13. 1 Isolation:
Isolating students from their timetable of lessons is a serious sanction. Students will still have access to learning but will complete this in the isolation room or isolation with their FT, HOY, SLT link.

- Students will follow the timetable of the normal school day.
- Students spend their break and lunchtime in isolation.
- Students eat their lunch in isolation.
- Students have to hand in their mobile phones in at the start of the isolation, failure to do so will result in failure of isolation and further consequences will apply.
- Students who choose to display negative behaviour while isolated will have to re-do their day in isolation or at risk of suspension.

A list of students to be isolated the following day will be sent via email to all staff on the evening of the previous day. Work must be set on Google Classrooms by 8.30am on the day of the isolation and a note made on the I.E spreadsheet in Teams, to enable staff covering in I.E to track the work to be completed. This is to ensure all adults have an awareness of students isolated and to request work from teaching staff for timetabled lessons that day. The work can be paper based or set online via google classroom. Paper work needs to be sent to the student in the isolation room and work set on google classroom needs to be made visible to students. Any paper-based work completed will be placed in staff trays in the staff room at the end of the day.

In instances where students are put in IE throughout the day, the IE manager will request work from teachers but as this is late notice they may deem it necessary to set a task from spare work available within the room.

Instructions for students can be left in Google Classrooms or on the IE Teams spreadsheet.

The length of time in isolation will depend on the nature of the incident. This may be as a result of the serious incidents described above or a combination of lesser behaviours where leaders feel this sanction is required.

Guidelines for the running of IE by the IE manager can be found in the 'Guidelines for IE' document.

13. 2 Suspensions

Only the headteacher, or deputy headteacher (Behaviour and Standards), can exclude a student from school (See Exclusion Policy for further detail). The decision to exclude a student and the length of the suspension, will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others

Process
1. Information regarding the suspension (reason, length of suspension, date and time of re-integration meeting) must be communicated to Student Reception immediately (complete Suspension Pro-forma)
2. A letter will be drawn up – one copy will be posted home and one copy given to the student to take home
3. Parents / carers contacted by phone by the Year Team / Pastoral Team.
4. Permission to send a student home before the end of the school day must be sought.
5. If parents / carers can't be contacted the student must remain in school until the end of the school day (isolated with HoY or placed in I.E)

Following a fixed-term suspension, a re-integration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate.

The following measures should be implemented when a student returns from a fixed-term suspension:

- A restorative approach should be adopted and the student should be given the opportunity to reflect on what went wrong and what they have learnt from this suspension. It is important that the students voice is heard.
- Agreeing a behaviour contract, outlining actions to be taken, by who and by when, if appropriate a review meeting is set – parents are posted a copy of this contract, copies are given to student reception to attach to the students link documents.
- Putting a student 'on report' – parents are made explicitly aware of the expectations of this report.

13. 3 Respite

The purpose of a Respite is to offer a 'circuit break' to a student's pattern of behaviour, offering a different perspective and opportunity to reflect upon The Westleigh Way. During their time on a Respite, students become part of the 'receiving' school and are subject to their behaviour policy and consequences. A review will be held after three weeks and again at the end of their 6 weeks, before they return to school.

See **Appendix 3** for details of process for organising Respite and Managed Moves

13.4 Managed Moves

A Managed Move lasts twelve weeks and if successful, will usually result in the student becoming a student at the donor school. As with a Respite, a review will be held after 6 weeks and towards the end of the twelve-week cycle. Any student who commences a Managed Move will not return to The Westleigh School as part of the arrangement that is made.

14. Malicious allegations

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

Please refer to our Safeguarding Policy for procedures for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

15. Restraint

Physical restraint (more detail can be found in the Reasonable Force Policy).

In some circumstances, staff may use reasonable force to restrain a student 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 in the restraint log (Appendix 4) and reported to parents

16. Confiscation

(more detail can be found in the Searching, Screening and Confiscation Policy).

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

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

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

17. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator will evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Searching, screening and confiscation policy
- Reasonable Force Policy
- Online E-safety policy
- Anti-bullying policy
- Attendance Policy

Appendix 1

Wave 1 behaviour Intervention strategies for use by all staff

Use of student passports to inform planning
Use non-verbal communications
Verbal warnings given and reinforcement of classroom expectation with rule reminders
Additional support for tasks given during lesson
Focus on praise, positive comments and rewards
Check the student understands the learning and how to complete it
Reinforce expectations (RRS) within the classroom
Language of choice and consequence used
First attention to best conduct
Review and change seating plan
Use of re-direction
Step by step instructions for the lesson printed out and on students desk
Review appropriateness of level of work, lesson planning and differentiation
Brief restorative conversation during lesson to explain concerns
Restorative conversation at the end of lesson to explain concerns
Use of student passports to inform planning for individuals
Phone call home to parents to share your concerns and the next steps
Allow 'take-up time' for students to follow requests
Use of Fogging techniques to distract from the core issue.
Use of target setting with the student, giving a chance to own changes in behaviour and a chance for praise when successful
Use of Praise Patrol where a student is completely undermining the good order of the classroom – persuade to make right choice and engage in learning – return to classroom environment
Seek advice from colleague where student is succeeding

If all strategies have been exhausted and no improvement in seen – Refer to HoF for Stage 2 Interventions

Wave 2 behaviour interventions strategies for use by middle leaders

Review of stage 1 strategies with the classroom teacher and revisit as necessary
Review of use of behaviour or SEN passport to inform planning with HOF / HOY / SENCo
Pre-planned, limited withdrawal from normal lesson to another class within the department or 'buddy' class (not extraction within the lesson)
Restorative conversation between student, teacher and HOF
Phone calls to parents to inform, review progress and seek support
Positive reinforcement of positive behaviour e.g. good phone call home, sticker, postcard, certificate etc
Parents invited in for a meeting
Departmental report to postholder – report to at end of each lesson
HOF to observe lesson to offer guidance and support
HOF / SENCo to support teacher with lesson planning or differentiation
Referral to SLT link for support for teacher with teaching and learning
Arrange an observation of a colleague with same group / student
Other [please state]

**If all strategies have been exhausted and no improvement in seen –
Refer to HoY/SLT Link for Stage 3 Interventions**

Wave 3 behaviour intervention strategies for use by HOY / SLT Link

Seen student for regular 'learning chats'
Behaviour Contracts
Logging behaviours and actions and analysing patterns
Supporting HOF(s) with meetings with the student
Supporting HOF(s) with meetings with the student and parent
Placed 'on report' to monitor behaviour and learning and follow escalation of sanctions
Reviewed student 'round robin' and discuss with parents at a meeting. Action plan created and reviewed
Isolated with YT and / or department
Referral to Internal Exclusion
Referred student to Orchard for bespoke intervention
Referred to SLT for a fixed term suspension
Discussed student with SENCo to check support / provision
Early Help completed and referred to BSS
Reviewed timetable and provision with SLT link
Completed PSP with parents and student
Ensure Behaviour passport set up if issues across various subjects
Other – please state

Appendix 2

	I.E / Step Out	Respite	Managed Move
1	Initial phone call / text / email to establish possibility of placement and prevent delay	Establish receiving school based upon RAG rating and capacity.	
2	Contact with parents to explain external arrangement and gain agreement to support.	Initial phone call / text / email to establish possibility of placement and prevent delay	
3	Paperwork sent including contact details and relevant information required to support student during placement.	Contact with parents to explain external arrangement and gain agreement to support.	
4	Work pack provided	Initial Meeting arranged between Donor and Receiving School, Parents and Student: Start / Review and End Date established	
5	Daily update if possible	Paperwork exchanged including contact details and relevant information required to support student during placement e.g timetable	
6		Pre-start date meeting set, at Receiving school, in order to provide uniform, set up lunch arrangements, discuss timetable / options (depending upon Year Group) and other 'housekeeping'.	
7		Regular liaison between Donor and Receiving School to establish outcome of first few days	
8		**Week 3** Mid-placement Review Meeting held between parents, student, Donor and Receiving School. Targets establishd for remainder of placement in order to ensure greatest chance of success.	**Week 6** Mid-placement Review Meeting held between parents, student, Donor and Receiving School. Targets establishd for remainder of placement in order to ensure greatest chance of success.
9		Continue regular liaison between Donor and Receiving School.	
10		Week 6 Final Review held to discuss outcome of Respite placement and return to Donor School or other possible outcomes.	Week 12 Final Review held to discuss outcome of Managed Move placement and integration into new school / or return to Donor school
11		Final Report completed (paperwork/email) to include in student file	