



# **Behaviour Policy**

**2020-2021**

## **Introduction**

The purpose of this policy is to give an outline of our expectations of pupil conduct to parents, pupils and staff and to aid the development of positive conduct around the academy. At Westfield Academy, we believe that the positive conduct of pupils and staff will enable a calm and positive environment for all pupils to learn and to achieve the best possible outcomes and this behaviour policy will reinforce the importance of all pupils feeling respected, safe and equally valued. We believe that all students should be inspired and driven to achieve their potential regardless of their circumstances and that staff should challenge all pupils to maintain the highest of standards. We believe in everyone being treated with self-worth, respect and dignity.

### **1. Aims of the policy**

At Westfield Academy, we believe that our Behaviour Policy promotes our core values and ensures that good behaviour is encouraged inside and outside of school. The purpose of this policy is to:

- i. Provide a consistent approach to behaviour management
- ii. Define what we consider to be unacceptable behaviour, including bullying
- iii. Outline how pupils are expected to behave
- iv. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- v. 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:

- i. "Behaviour and discipline in schools - advice for headteachers and school staff", January 2016
- ii. "Behaviour and discipline in schools - guidance for governing bodies"
- iii. "Use of reasonable force - advice for headteachers, staff and governing bodies", July 2013 "Searching, screening and confiscation - advice for headteachers, school staff and governing bodies", February 2014
- iv. "DfE and ACPO advice for schools - advice for local authorities, headteachers, school staff and governing bodies", September 2012
- v. Sexual violence and sexual harassment between children in schools and colleges - advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads", May 2018
- vi. "Exclusion from Maintained School, Academies and Pupil Referral Units - statutory guidance for those with legal responsibilities in relation to exclusion", September 2017
- vii. HCC's "Exclusions guidance supplement, September 2017"

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

### 3. Code of conduct

We believe that having set routines is the key to having a consistent approach to behaviour management so we have developed the Westfield Way and our Code of Conduct to reflect this and we expect all pupils to follow them.

#### i. Westfield Code of Conduct

- I will follow instructions
- I will wear the correct uniform
- I will line up and stand behind my chair quietly, until the teacher is ready
- I will sit in the correct seat and stay there unless asked to move
- I will use appropriate language
- I will respect other people and the school environment
- I will be on time to all lessons and ready to learn
- I will only eat at break time and lunchtime
- I will complete all of my work to the best of my ability
- I will allow adults to resolve any issues
- I will not use any electronic devices in school

#### ii. The Westfield Way

**Meet and Greet.** Our staff will meet and greet students at the door in a friendly and respectful manner. This ensures students enter classrooms calmly and positively.

**Seating Plan.** We use seating plans to ensure that students are sat in the best place to achieve their potential. Each teacher will expect students to sit in their allocated seat.

**Standing behind chairs with the correct equipment out.** At the start of each lesson, students are expected to get out their equipment for the lesson and quietly stand behind their chairs until the teacher asks them to sit down.

**Learning objectives and outcomes.** At the start of each lesson, teachers will explain to the students what the learning objectives and outcomes are for that lesson to ensure they know the lesson direction. Pupils write the objective into their books at the start of each lessons.

**Well prepared lessons.** Our staff put every effort into ensuring that lessons are well planned using the latest resources and technology. For students who need support, they will ensure that differentiated resources are provided to meet their needs.

**Students standing when a member of staff walks in.** As a sign of respect, we expect students to stand up when a member of staff enter the classroom.

**Homework.** Towards the end of a lesson, the teacher will set homework (if it is the homework day). Students are expected to record homework using their student planner.

**Calm exit.** Teachers will dismiss students a group/row at a time after they have all packed up and are stood behind their chairs. Staff will be stood at the door to monitor the exit and the corridors. For lessons at the start of a break/lunch, staff will ensure their corridor is clear.

### 4. Recognition and rewards

The role of awards at Westfield Academy is to promote positive conduct in school, promote and recognise pupil's efforts and to celebrate academic success. The policy for rewards and recognition is outlined below:

**i. Daily rewards**

Verbal praise by staff to recognise an achievement or a good level of effort.

Positive referrals by staff recorded on Go 4 Schools rewarded for:

- Excellent effort (+5 points)
- Neat presentation (+5 points)
- Excellent homework (+5 points)
- Attendance at an extra-curricular club (+10 points)
- Representing the academy (+10 points)

Raffle tickets given out by staff for pupils who have made a concerted effort to go above and beyond what is expected in school.

Positive phone calls home by staff to notify parents of specific achievements or effort shown in lessons or around the Academy.

**ii. Weekly rewards**

The Top three pupils with the highest overall points in each year group receive a certificate from HOY with a small prize.

Positive postcards are filled out by staff and sent home to parents.

**iii. Fortnightly rewards**

The raffle will take place for pupils who have received a raffle ticket. This will take place in the fortnightly Head of Year assemblies. The winners can choose whether to receive a small prize or to be entered into the main prize draw at the end of the term.

**iv. Half-termly rewards**

Faculty staff nominate a pupil from each year group who has worked well in each half term and staff vote for the winner. The winner receives a certificate and a £10 into voucher.

The form group with the best attendance over the half term receive a breakfast in form time from their Head of Year.

**v. Termly rewards**

The 25 pupils with the most overall positive points in each year group will have access to an activity (i.e. movie afternoon in the hall) at the end of each term.

The main raffle prize will be drawn at the end of term. This is for students who have banked their raffle tickets over the course of the term and for pupils who have 100% attendance over the term. The winner will receive a £50 into voucher and the runner up will receive a £10 into voucher.

Pupils with the highest attainment grades in each year group across subjects will receive a certificate at the end of term awards assembly.

## **5. Sanctions**

Where pupils do not follow the Westfield Way or the Academy's Code of Conduct the following measures are used to support pupils to rectify their mistakes. All of the academy's sanctions are designed to help pupils to reflect upon and understand their mistakes to ensure that the Westfield Way and Code of Conduct are followed.

In deciding a sanction, the academy will make a decision based on evidence gathered and the decision will be based on the balance of probability. This is covered in paragraph 8 of the

DfE exclusion guidance in which it is stated that *"when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'* This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen." This means that a sanction could be given even if a pupil denies any involvement in an incident. The academy will always conduct an investigation, sometimes the investigations need to be thorough which could result in a sanction being decided upon a number of days after an incident has taken place, however the academy always endeavours to resolve incidents and issue a sanction in a timely manner. For serious incidents, previous behaviour may be taken into account when deciding upon a sanction. All decisions on sanctions are made by paid members of the school staff or those authorised by the Headteacher to make such decisions and are made on the school premises or while a pupil is under the charge of a member of staff. The sanctions set out by the academy and its members of staff do not breach any other legislation in respect of disability, SEN, race or other equalities and human rights. The academy will always take the needs and circumstances of individual pupils into account including the child's age and any special educational needs that might apply.

- i. **Consequence system.** Our consequence system is used in classrooms by staff to ensure that the Westfield Way and the Academy's Code of Conduct is followed during lessons. The table below is used as a guide by all staff and pupils and uses a clear, staged approach so that staff and pupils know when pupils are not meeting the Academy's expectations.

Behaviour	Stage	Guidelines for consequences/actions
<b>Low-level disruption</b> e.g. talking, inattentive, chewing, lack of work, misuse of equipment/environment, lack of respect, not following instructions, shouting out, inappropriate language, in wrong seat.	Warning issued by staff	Informal verbal warning
<b>Low-level disruption</b> e.g. continuation of above after being warned.	C1 issued by staff	Recorded as C1 on the board and on Go 4 Schools
<b>Persistent low level disruption</b> <ul style="list-style-type: none"> <li>• Continuation of low level disruption</li> <li>• Swearing</li> <li>• Moving around classroom</li> <li>• Throwing objects</li> <li>• Listening to music</li> </ul>	C2 issued by staff	Recorded as C2 on the board and on Go 4 Schools by teacher. Recorded as C2 on the board and on Go 4 Schools by teacher (Only record a C2, do not record a C1). Staff may find it useful to contact parents. Staff may find it useful to contact parents.
<b>Mid-level disruption</b> e.g. failure to respond to C2 action. Defiance to subject teacher.	C3 Faculty relocation issued by staff	Recorded as C3 on Go 4 Schools which generates an after school detention to be sat the following week (Only record a C3, do not record a C1 or C2). The pupil is sent

		to the faculty relocation room. Staff may find it useful to contact parents.
<b>High-level disruption</b> e.g. Defiance to Head of Faculty, continuation of low-level disruption having been sent to Head of faculty, verbal or physical abuse to pupil/staff.	On call issued by staff	Recorded as on call by staff. A member of the Senior Leadership Team will pick up the pupil and decide on any further sanctions, with the use of the isolation room considered.

ii. **Detentions.** The academy uses after school detentions.

After school detentions last for one hour and are given for the following:

- Failing a Pastoral Report Card
- Failing to attend a break or lunchtime detention
- Any out of lesson incident deemed serious enough to merit a detention
- Failure to complete homework
- Failure to complete homework to the required standard
- Receiving a C3 in a lesson
- Persistent lateness to school, form time or lessons
- Not bringing in PE kit
- Not bringing in a food container for Food Technology

After school detentions are sat the following week after the detention has been issued, this is so that the academy can give parents advanced warning of the detentions and to give parents enough time to re-organise any after school activities to enable the pupil to sit the detention. The academy will notify parents of an after school detention via Parent Mail.

iii. **Isolation room.** The use of the isolation room is used when it is deemed that a pupil has been involved in an incident that is a serious breach of the Code of Conduct, if the safety of other pupils is compromised or if pupils have behaved in a way that means we do not deem it fair for them to take part in normal lessons. The isolation room is a small classroom that is supervised by the academy's pastoral staff. Students will remain in isolation, and work until either the issue has been successfully investigated/resolved, or until the sanction has been successfully completed. The pastoral staff supervising the isolation room will ensure that any pupil who are undertaking this sanction reflects upon and understands why they have been issued with this sanction and will work with pupils to implement strategies to avoid any further time being spent in the isolation room.

iv. **Fixed term exclusions.** The decision to use Fixed Term Exclusions by Westfield Academy is not taken lightly. Fixed Term Exclusions are given for serious breaches of the Academy's Code of Conduct and will be based on the seriousness of the incident or for persistent misbehaviour. Only the headteacher has the authority to exclude a pupil. The following behaviours will usually result in a Fixed Term Exclusion:

- Physical assault against a pupil
- Physical assault against a member of staff
- Verbal or threatening behaviour towards a pupil
- Verbal or threatening behaviour towards a member of staff, including swearing at a member of staff

- Bullying
- Acts of behaviour that are deemed dangerous or deemed to be breaches of Health and Safety
- Possession or consumption of alcohol, illegal drugs, tobacco and nicotine products
- Persistent refusal to follow the academy Code of Conduct
- Possession of any prohibited item (see Prohibited items)
- Bringing the academy into disrepute
- Recording anti-social behaviour, including fighting, bullying, racist, homophobic, anti-religious or sexist comments
- Distributing or sharing videos of anti-social behaviour including fighting, bullying, racist, homophobic, anti-religious or sexist comments
- Theft from anyone or anything in the academy including pupils, staff, visitors and the canteen
- Refusal to follow instructions, complete work or persistent disruption whilst in the isolation room

Pupils who have received a Fixed Term Exclusion will be required to attend a reintegration meeting where the incident that led to the exclusion is reviewed, standards and expectations of behaviour are reinforced and the child properly readmitted back into the academy. A parent or carer is expected to attend this reintegration meeting and should make a concerted effort to attend in order to support their child and the academy. The procedures around Fixed Term Exclusions are detailed in the academy's Exclusion Policy.

- v. **Permanent exclusions.** A decision to exclude a pupil permanently will only be made if there is a serious breach of the academy's Code of Conduct and Behaviour Policy and where a pupil remaining in the academy would be detrimental to the welfare and safety of other pupils attending the academy. The following will usually lead to a permanent exclusion.
- Serious actual or threatened violence against a pupil, member of staff or member of the public.
  - Possession of an offensive weapon
  - Persistent bullying
  - Persistent disruption of lessons that is detrimental to the learning of others
  - Persistent defiance towards members of staff where a pupil is deemed out of the academy's control.
  - Sexual assault
  - Persistent behaviour that is racist, homophobic, anti-religious or sexist
  - Supplying an illegal drug
- vi. **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 safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 6. 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.

## 7. Roles and responsibilities

- i. **The governing board.** The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- ii. **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.
- iii. **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
 The senior leadership team will support staff in responding to behaviour incidents.
- iv. **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

## **8. Reports.**

In order to adequately support pupils who are continuing to not follow the academy's code of conduct, we have a tiered report system which are as follows:

- Form Tutor Report
- Head of Year Report
- SLT Report/Pastoral Support Plan

The following procedures are to be followed for reporting.

- i. Form Tutor Report
  - Tutor and Head of Year meet with parents. Student to go on report to Form Tutor for a minimum of six weeks
  - Targets agreed with parents and pupil
  - Form Tutor Report agreement to be signed by parents (Yellow booklet). This must be done before the report process begins
  - Number of crosses per week to be agreed to ensure a clear success measure for all, as time goes on this can be reduced once the student shows sign of improvement
  - Agree a review meeting date for 3 weeks time. Date and time of the review is set at the initial meeting
  - After three weeks the report is reviewed with the Form Tutor, Head of Year and Parent/Carer where the targets are reviewed and progress is discussed. Minutes from the meeting are taken and included part of the students conduct folder.
  - After six weeks the report is closed and will either be passed or failed. If the report is passed the pupils will be congratulated and removed from report. If the report is failed the pupil will progress onto a Head of Year report.
- ii. Head of Year Report
  - Head of Year meets with parents. Student to go on report to their Head of Year for a minimum of six weeks
  - Targets agreed with parents and pupil
  - Interventions should be discussed for example referrals to the School Counsellor, Chessbrook Outreach or other external agencies
  - Head of Year agreement to be signed by parents (Orange booklet). This must be done before the report process begins
  - Number of crosses per week to be agreed to ensure a clear success measure for all, as time goes on this can be reduced once the student shows sign of improvement
  - Agree a review meeting date for 3 weeks time. Date and time of the review is set at the initial meeting
  - After three weeks the report is reviewed with the Head of Year and Parent/Carer where the targets are reviewed and progress is discussed. Minutes from the meeting are taken and included part of the students conduct folder.
  - After six weeks the report is closed and will either be passed or failed. If the report is passed the pupils will be congratulated and removed from report. If the report is failed the pupil will progress onto a SLT report.
- iii. SLT Report/Pastoral Support Plan
  - Assistant Headteacher, Head of Year and any external agencies involved in support the pupil meet with parents. The PSP will run for 12-16 weeks depending

on the level of support needed and will be reviewed every 4 weeks. A Pastoral Support Plan can also be set up for pupils who are at risk of Permanent Exclusion.

- Clear targets are set with the pupil and parents. The targets for the PSP are measurable and achievable (e.g. to reduce the amount of negatives received in the following four weeks) in order to support the pupil in improving their conduct inside the academy. Targets for the SLT report are set in order to support pupils to meet their PSP targets.
- External support will be discussed and should be sought at this stage. If external support is already in place, additional support should be discussed and offered to the pupil.
- Clear rewards and sanctions will be set by the academy and rewards and sanctions at home should be discussed with parents.
- Reviews are carried out every four weeks with parents and the pupil. Targets will be reviewed and can be changed to support the pupil.
- After 12 weeks a review is held to decide whether the pupil still requires the support of the PSP or whether they have passed. A final review will then be held.
- At the end of the PSP, the PSP is closed and will either be passed or failed. If the PSP is passed the pupils will be congratulated and removed from the PSP. If the PSP is failed the pupil will be offered more support by the inclusion team.

## **9. Inclusion.**

At Westfield Academy we believe it is important to support pupils who may be at risk of being permanently excluded by tailoring their education to their strengths and offering further provisions. The pupil will now become the responsibility of the inclusion team who will oversee all behaviour, attendance, punctuality and achievement within lessons. This will be overseen and managed by the Inclusion Manager and supported by the Inclusion Mentors. The inclusion team's ethos is that students should remain in mainstream lessons and support will be deployed to the classroom. They aim to limit the number of withdrawal lessons to a minimum (No more than 4-5 per week) The inclusion team will run a 12-16 week programme which could include the following:

- Support and mentoring (daily) where feedback, advice and guidance are given
- Alternative provision where appropriate
- 1-1 sessions which focus on appropriate behaviours, relationships, social skills and attitudes to learning. (Behaviour for learning mentoring programme)
- Intervention and support from Chessbrook ESC staff (Advice, guidance and/or attendance at parent meetings)
- In class support from Inclusion Mentors where appropriate
- Detailed feedback/notes on behaviour, attitude to learning and progress from support lessons
- Regular lesson observations/learning walks and support during transition times
- Regular contact with parent/carers Advice and guidance for parent/carers around behaviours at home/within community
- Access to 1-1 or group extracurricular sessions
- Referrals to additional agencies where appropriate Liaison with additional agencies such as TYST, Thriving Families, Local Police and Chessbrook

## **10. Prohibited items.**

The following are prohibited items and are not allowed in the academy. Bringing a prohibited item into the academy or being in possession of a prohibited item is a serious breach of Health and Safety and is always taken extremely seriously.

- Knives or weapons
  - Alcohol
  - Illegal Drugs
  - Stolen items
  - Tobacco, cigarette papers, lighters, e-cigarettes, vaping pens etc.
  - Fireworks
  - Pornographic material
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- i. **Electronic devices.** We advise all pupils to not bring in any electronic devices in to the academy and we do not accept responsibility for any lost, stolen or damaged devices. Mobile telephones, smart phones, tablets and headphones are allowed in the academy but must be switched off and not used during the school day. If parents need to contact pupils they can telephone the school reception and a message will be given to the pupil. If a pupil needs to use one of these electronic devices in a case of an emergency they can go to reception to use it there.

## 11. Searching, screening and confiscation.

- i. **How we search.** In accordance with the Department for Education's guidance on searching pupils, if the academy does need to carry out a search on a pupil, the search will be carried out by authorised personnel only and only the Headteacher has the power to authorise who can conduct a search. The academy will undertake a search with two members of staff present. One member of staff will carry out the search and the other member of staff will act as a witness. The member of staff carrying out the search will be of the same gender as the pupil being searched and, where possible, the witness will also be the same gender as the pupil. If the academy believes that there is a risk of serious harm if an immediate search is not carried out, then a search can be carried out without a witness or by a member of staff of the opposite gender to the pupil. Searches can only be carried out on school property or anywhere where staff members of the academy have lawful control over the pupils, for example, on school trips. The academy can search a locker if there is reasonable grounds to believe that the locker might contain an item from the prohibited list. If a search is carried out, parents will always be contacted by the academy to explain the reasons for the search.
- ii. **Searching with consent.** School staff can search a pupil or locker for any item if the pupil agrees.
- iii. **Searching without consent.** The academy can search pupils without consent if they have reasonable grounds to believe that a pupil is in possession of a prohibited item.
- iv. **Screening.** During specific times of the year, the academy can require pupils to be screened using hand-held metal detectors. This will usually be done during the exam period to ensure pupils do not enter the exam hall with electrical devices. This can be done without the consent of the pupil or the parent. If a pupil refuses to be screened in this way the academy has the authority to refuse to have the pupil on the premises

and the pupil's absence will be recorded as unauthorised. Screening can be done by any member of the academy's staff.

- v. **Confiscation.** The academy can confiscate any item from the prohibited item list. Items such as weapons or illegal items will be passed on to the police. Items such as alcohol, cigarettes, tobacco products and e-cigarettes will be disposed of by the academy. Electronic items such as smart phones and tablets will be confiscated if a member of the academy's staff can see or hear the device. The device will be returned on the Monday following the confiscation. If the academy suspect that an electronic device has been or could be used to commit an offence, cause injury to someone or damage to property, we may examine the device, view or delete files or hand the device to the police. If the academy suspect that an electronic device has been used for anything else that contravenes our code of conduct and behaviour policy, for example bullying, we may also examine the phone to view, delete or copy files as deemed necessary.

## **12. Reasonable force.**

Members of the academy's staff have the power to use reasonable force in the circumstances listed below:

- i. To prevent pupils from committing an offence
- ii. To prevent pupils from causing injury to themselves or others
- iii. To prevent pupils from damaging property
- iv. To ensure the safety of pupils or staff in a classroom
- v. To search pupils without consent if there is reason to believe they have an item from the prohibited list on their person.

If reasonable force has been used against a pupil, the academy will always record and keep a record of the force used. The use of reasonable force will never be used as a sanction against any pupil in the academy.

## **13. Incidents outside the academy.**

The academy can discipline and set sanctions for pupils in accordance with this policy for incidents that are outside the academy when the pupil is:

- i. Taking part in any school-organised or school-related activity
- ii. Travelling to and from school
- iii. Wearing school uniform
- iv. Identifiable as a pupil at the school

In some other circumstances, the academy can set sanctions for incidents outside of the academy, particularly when the behaviour:

- v. Could have repercussions for the orderly running of the academy
- vi. Poses a threat to another pupil or member of the public
- vii. Could adversely affect the reputation of the school