

Westfield School

Behaviour for Learning Procedure

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Westfield School

Chorus Education Trust

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1. Rationale

The Behaviour for Learning Procedure is a system that seeks to promote high expectations of all students in order to achieve the vision of 'Outstanding Achievement for All'.

Our approaches to supporting students to develop exceptional behaviour and Attitudes to Learning are central to our ethos of high expectations, and our belief that with the right support and hard work, all of our students are capable of achieving incredible things.

2. Aim

The aim of our Behaviour for Learning Procedure, which sits alongside our Trust-wide Behaviour Policy, is to support our students to self-manage their behaviour, taking responsibility for their choices. To support our students in this aim we recognise the importance of a consistent and thoughtful application of policy to ensure an equitable and inclusive experience for all students. We wish to provide a calm and purposeful environment where students are mutually respectful, supportive of each other and achieve. We will actively target and tackle any type of behaviour that impacts on the wellbeing and success of students or which leads to inequality within our school community.

Celebrating success:

Our tracking of behaviour and Attitudes to Learning proves that the large majority of our students behave very well and show a positive attitude every day. It is for this reason that we aim to take a celebratory approach to supporting students to be self-managing.

This procedure establishes the process and practices for celebrating students' successes and ensuring behaviour that impacts on the learning of others is dealt with effectively and in a timely manner. It was created in consultation with staff at all levels and students, and is regularly reviewed.

Factors that may impact on student behaviour, including Special Educational Needs and Safeguarding Concerns, do not form part of this procedure. The individual needs of these students, and thereby individualised interventions undertaken, are recorded on the relevant areas of the students' file within school. (Linked policies: SEND Information Report, Safeguarding)

3. Our approach requires

- Teachers to reflect on assessment and plan lessons which respond to the needs of all learners.
- Consistent routines and expectations established in all classrooms.

- Consistency in how we celebrate success and sanction unwanted behaviours.
- Staff to be welcoming, supportive and positive at all times.
- A focus on the wellbeing of the students.
- Close liaison by all stakeholders, including staff and parents.
- Staff to feel supported by the behaviour processes and systems in order to teach effective lessons.

4. Establishing outstanding behaviour for learning

Praise, positive relationships and engagement and meaningful learning experiences are the best methods for ensuring good learning behaviours. Students respond well to consistency, routines and relationships. When poor behaviour does occur this must be dealt with consistently by all teachers with equity of sanction. It should be challenged and the appropriate response and outcome issued.

The principles of effective classroom management are: **high expectations; acknowledgment of positive behaviour; setting clear boundaries which are communicated; and providing appropriate feedback and responses.**

Classroom management strategies

The purpose of this procedure is not to direct teachers how best to manage the behaviour of students. Teachers are highly skilled and trusted members of the school community. Their professional judgement and the need to individualise classroom management means a prescriptive list of techniques within this procedure would be inappropriate. Staff are encouraged to share techniques that work and develop their own practice through the Teaching and Learning mechanisms within the school. This procedure is to establish the processes and routines that support staff in ensuring consistency of expectation and outcomes to support positive behaviour for learning in all classrooms.

5. Expectations

Westfield School expectations

At Westfield School we aim to establish the same high expectations of all students. Our expectations are:

Be ready to learn:

- Be on time.
- Wearing the correct uniform.
- Sit in your seating plan.
- Have your planner (open to the correct page_ and pencil case on the desk.

Respectful:

- Polite and kind to all.
- Follow instructions first time every time.
- Listen to the person who is meant to be talking.
- Keep hands, feet and unkind words to yourself.

Behaviour around school:

- Respect the environment and the school.
- Always put litter in the bin.
- Look after the school building and resources.
- Move quietly, sensibly and directly to lessons.

6. Punctuality

Arriving on time and being prepared to learn are essential for success at Westfield School and beyond. They encourage an important lifelong skill for the individual and ensure an orderly start to learning for all students. (Linked policy: Attendance and Punctuality)

Meet and greet

Students will be welcomed into school via 'Meet and Greet' in a morning and for each lesson.

Punctuality to school

Students will enter Westfield School through the 'Ready Gate'. They will be welcomed into school, by senior members of staff between 08.00 and 08.30. To support our safeguarding procedures, our school gate remained locked until 08.00 and from 08.30 until the end of the main school day for Years 7 – 10 at 14.40.

The Ready Gate:

- Provides a welcome to the day and set the tone for positive and supportive relationships with staff
- Encourages punctuality and ensure students are 'Ready to Learn' through planner, equipment and uniform checks at the 'Ready Gate'.

Students arriving not in correct uniform or without their planner/equipment will be directed to our 'Ready Room' to be provided with spare equipment or uniform.

Punctuality to lessons

All staff will 'Meet and Greet' students at their classroom door. This will provide a positive welcome, a check of being 'Ready to Learn' and will encourage other students off the corridor and into classrooms to begin learning. It also provides support for colleagues who are not present at their

classroom, due to teaching or other commitments across the school site, and supervision for students who are awaiting the arrival of their teacher.

On-call staff, (On-call is a timetabled hour each period where a member of staff supports colleagues if requested) with support from SLT and Key Stage teams where possible, will staff corridors for the first 10 minutes of each lesson period. Students will be recorded as late to lesson if they arrive 5 or more minutes after the start of lesson.

7. Celebrating success

We are proud that at our school celebration of student success is at the forefront of our approach to supporting exceptional behaviour and attitudes to learning. We celebrate the successes of our students in a range of ways, and are committed to working closely with our student leaders to ensure the ways that we celebrate success are meaningful to our students.

Our celebration of student success includes, but is not limited to, the following:

- Verbal praise.
- 'Stamps' in planners.
- Positive feedback in books.
- Certificates .
- Positive contact with home.
- Public display of work.
- Acknowledgement through assembly.
- Acknowledgement through corridor/classroom display (e.g. 'Star of the Week').
- Invitation to our 'Celebration Evening'.

Stamps

All Westfield staff carry with them a 'Stamp' that can be used to acknowledge students who have shown a great attitude to learning/school in or out of the classroom. Each student carries a planner with them each day in which stamps are issued. Stamps are central to our 'Positive Discipline' approach to supporting exceptional behaviour and link to rewards students can earn. We are committed to working closely with our student leaders to ensure students view rewards linked to stamps as meaningful.

8. Behaviour in lessons

We support and expect all our students to adhere to the Westfield School Expectations (see section 5).

When students do not meet the Westfield School Expectations staff at Westfield School have a clear shared approach to supporting improvement or, if this is not effective, sanctioning unwanted behaviour to minimise any disruption to learning.

Student planners play a central role in our approach to managing behaviour. As well as being used for recording stamps they are also used for comments relating to behavioural or procedural issues.

Procedural comments

At Westfield School we make a distinction between behavioural and procedural issues that require addressing. Comments can be given for procedural issues such as:

- Non completion of home learning (H)
- Being late to lessons (L)
- Using mobile phones/ear phones in school (M)
- Not have a planner or the correct equipment (E)
- Chewing (C)
- Not having the correct uniform (U)

Comments for procedural issues are distinguished from comments for poor behaviour as they do not disrupt the learning of others. If students accrue 5 or more comments in a week they are sanctioned with a lunchtime detention. 10 or more comments can result in seclusion.

Behaviour comments

Behaviour comments (B) are issued by teachers for behaviours that are disruptive to learning. We operate a staged system when issuing comments for behaviour, taking the following approach:

'Stage 0'

A proactive stage where teachers ensure they have a welcoming approach that proactively gets students learning. Teachers do this through good planning, clear expectations, routines, and knowing their students well.

'Stage 1'

This stage is a verbal warning to a student who behaves unacceptably and disrupts their own and others' learning. If a teacher judges that a student warrants a verbal warning they will take that student's planner as a visual reminder of the need to change behaviours.

'Stage 2'

A teacher would move a student to 'stage 2' if they continued to behave unacceptably despite having been issued with a verbal warning at 'stage 1'. At this point the teacher would write a behaviour comment into the student's planner and record a behaviour point on SIMS.

'Stage 3'

A teacher would move a student to 'stage 3' if their behaviour continued to be disruptive. At this point the teacher would write a second comment into the student's planner and contact 'On Call' to have the student removed from the lesson and taken to a lesson remove room. The purpose of this is to allow the class to continue to learn free from persistent disruption.

Students reaching 'Stage 3' are issued with a lunchtime detention for the following day.

Students who reach 'Stage 3' twice in a day spend the following day working in our Behaviour Support Room.

Seclusion – Behaviour support

If a student engages in persistently disruptive behaviour, including being removed from lesson on multiple occasions, they may be directed to work for a day in our Behaviour Support Room. This room is located in a quiet part of school away from mainstream lessons and provides students with an opportunity to reflect on the disruptive behaviours they have engaged in and an opportunity to re-set expectations prior to the student returning to lessons. Students arrive to begin working at 09.30 and finish their school day at 15.30. Students are asked to work quietly during the day and are also given an opportunity.

9. Escalation and support

At Westfield School we will support students to modify their behaviour and meet our expectations through positive support methods and via escalation of sanctions and reports. This support comes from: Form Tutors, Key Stage Teams, Inclusion & SEND Team and SLT.

Personal development time

Personal Development Time happens every morning between 08.30 and 09.00 and is an essential part of life at Westfield School. It provides a constant and first point of contact for students and an opportunity to support and guide students pastorally and academically.

Personal Development Time supports behaviour via the following:

- Expectations of students and the rationale for our rules and routines are reinforced through PDT at regular intervals.
- Tutors can check comments/behaviour points for previous day. This information is used for Behaviour Mentoring discussions with tutees and checking behaviour reports.
- Uniform is checked and any issues missed at the Ready Gate can be addressed.
- Check for basic equipment for the day (*Basic equipment – Pen, Pencil and Ruler*)

Key Stage teams

Key Stage Leaders and Pastoral Managers play an important role in supporting students and staff following a behaviour issue. They are responsible for:

- Celebrating student successes as described in section 7.
- Providing daily support, guidance and intervention concerning behaviour.
- Monitoring student behaviour, attendance, punctuality and ATL over time.
- Applying sanctions and liaison with parents/carers regarding sanctions.

- Monitoring and supporting students on 'report', for example positive report, PSP reports, punctuality reports.
- Supporting students at risk of permanent exclusion, with SLT, via PSP (Personal Support Plan) including: meeting with students, parents and SLT to discuss academic and pastoral progress, target setting, monitoring and reviewing progress and regular communication with parents / carers.
- Investigating and sanctioning serious incidents, in conjunction with SLT, staff and other pastoral team colleagues.

Inclusion and SEND team

The Inclusion and SEND team provide interventions with students concerning behaviour. These are individualised and formulated by the team and agreed at the Key Stage Intervention meetings in liaison with Key Stage Leaders, Pastoral Managers and Deputy Headteacher for Inclusion.

Where these interventions require parent/carers involvement or communication the relevant member of the team will inform parents.

SLT

SLT provide both strategic leadership and operational support with behaviour issues. This includes:

- Deputy Headteacher for Inclusion undertaking: policy review, behaviour strategy planning, behaviour strategy monitoring and Q&A, leadership of Key Stage Intervention process.
- Supporting On-call and Lesson Remove through timetabled periods for both.
- Day-to-day support of all colleagues as required.
- Supervision of students on corridors and around school at: lesson change over, before school, break-time, lunchtime and after school.
- Liaison and support for Key Stage Teams with reports, PSP and parental meetings where appropriate.
- Investigation and action following serious incidents.

Reports

Students may be placed 'on report' if monitoring of their behaviour, ATL or punctuality reveals that this is necessary. A number of different reports exist to monitor students in these areas:

- PSP (Pastoral Support Plan) reports are used to monitor student behaviour against agreed targets, usually for a period of four weeks or more.
- Positive Reports are used for students who may be disengaged in learning but respond well to positive feedback.
- Punctuality Reports are used to monitor the punctuality of students who have been persistently late to lesson.

10. Sanctions

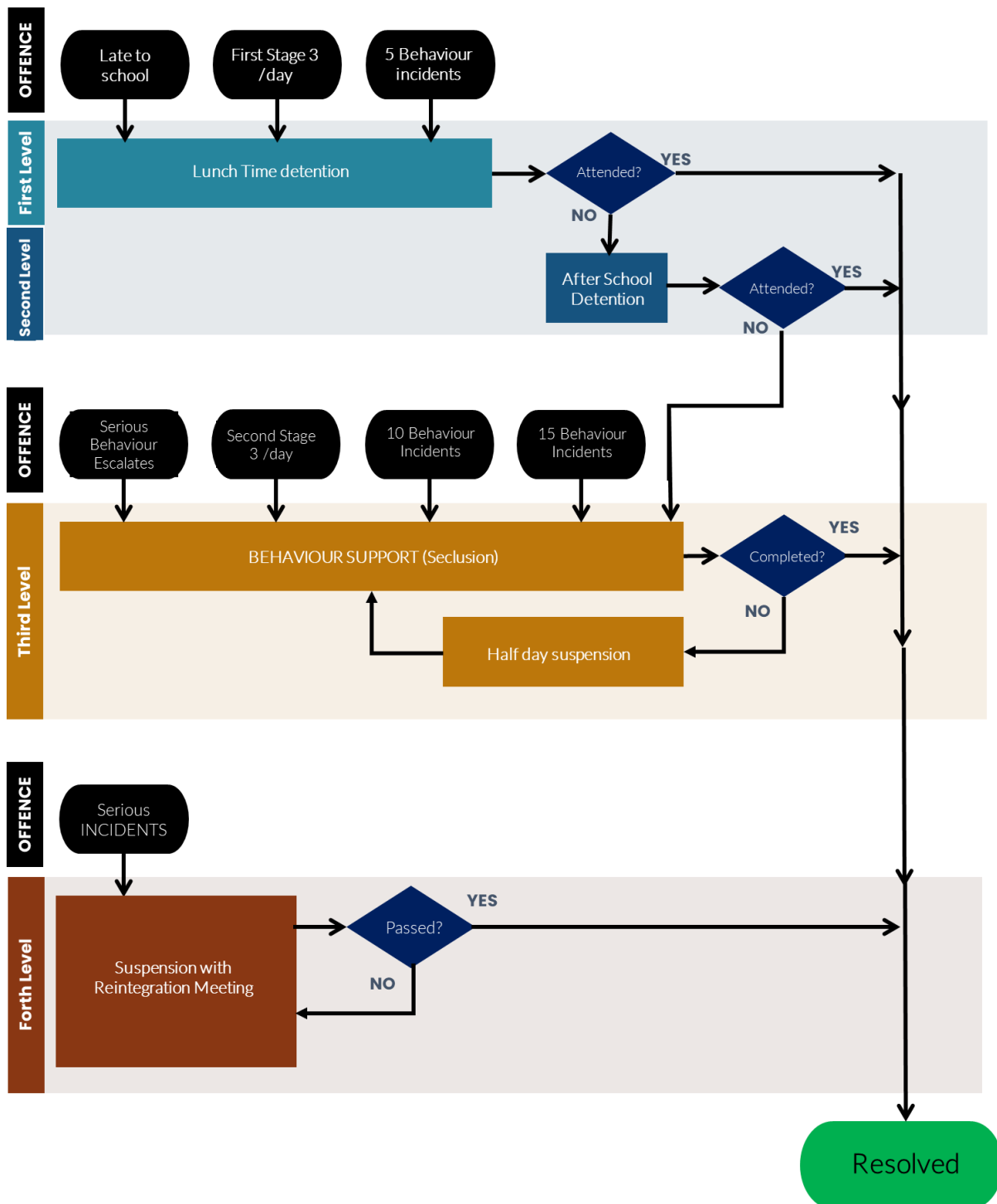
At Westfield School we believe that praise, positive relationships and engagement in meaningful learning experiences will minimise the number of students who will require a sanction. However, some students will require further intervention and support to ensure they make changes and improvements to their behaviour.

The sanctions and processes within the procedure are summarised below:

Sanctions

Sanction	Description
Lunchtime detention	<p>Issued for:</p> <ul style="list-style-type: none"> • Being late to school • Reaching 'Stage 3' in a lesson • 5 behaviour incidents in each week
After school detention	<p>Issued for:</p> <ul style="list-style-type: none"> • Not attending lunchtime detentions
Behaviour Support (seclusion)	<p>Issued by Key Stage Teams/SLT for:</p> <ul style="list-style-type: none"> • Persistent disruption to learning (reaching 'Stage 3' on multiple occasions in the previous day) or refusing reasonable requests. • 10/15 behaviour points in each week • Serious incidents (see appendix) that fall short of warranting a suspension. <p>Parents/carers will be notified of this sanction by a member of the Key Stage team or SLT. Students should arrive for 09.20 and their day finishes at 15.30.</p>
Suspension	<p>Issued by the Head of School/Deputy Headteachers for:</p> <ul style="list-style-type: none"> • Serious incidents (see appendix). • Persistent disruptive behaviour or persistently refusing reasonable requests. <p>Parents/carers will be notified of this sanction by a member of the Key Stage team or SLT. Suspended students will be provided with work to do at home via <i>Teams</i> or in a work pack. Parents/carers and the student will be invited to a 'Reintegration Meeting' before returning to the classroom.</p>

	(See linked policy: Exclusions)
Permanent Exclusion	<p>Issued by the Head of School for:</p> <ul style="list-style-type: none"> • Serious incidents. • Persistent disruptive behaviour. <p>Linked Policy: Exclusions</p>



11. Recording behaviour incidents

All staff have a responsibility to record behaviour incidents via SIMS. Staff will record the following:

- Behaviour Points (all staff)
- Detentions (logged by Lesson Remove co-ordinator or attendance team)

- Stage 3 on-call (logged by Lesson Remove co-ordinator)
- Seclusion (logged by Behaviour Support co-ordinator or Key Stage team)
- Suspensions (logged by Key Stage team)
- Permanent Exclusion (logged by PA to Head of School)

Note: Bullying incidents should be logged on CPOMS. Staff will carefully consider whether behaviour incidents also require a CPOMS log, for example incidents of discriminatory behaviour.

12. Confiscation and searching

Westfield school follows [Department for Education guidance](#) with regard to confiscation and searching.

Mobile phones

Students may bring a mobile phone to school with them, but are asked that it neither seen nor heard during the school day. The use of mobile phones in school can be disruptive to learning and create safeguarding risks. In addition, we recognise the impact that persistent use of phones and social media can have on our students' mental health.

As mobile phones should not be seen or heard in school, if students are seen or heard using their mobile phones the phone will be confiscated. Confiscated phones will be stored safely and returned to students at the end of the school day.

Items of non-uniform

Students are expected to wear full school uniform when at school (see our uniform policy). Any student attending school not in uniform will be able to borrow spare items from our 'Ready Room', and, where there is not a valid reason for not being in uniform, may receive procedural comments accordingly. If a student persistently chooses to wear items of non-uniform, for example non-uniform jumpers or hoodies, these will be confiscated and returned to students at the end of the school day.

Banned items

Students found in possession of banned items (see appendix) will have them confiscated. In most instances banned items brought into school will be disposed of either by school or, in the case of illegal items, by the police.

Searching students

Department for Education guidance states that 'Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff' and that 'Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item'.

Any student who is searched will be informed of the reason for and nature of the search beforehand to allow them to make an informed agreement to be searched. Students who refuse to be searched may be sanctioned.

Appendix and Glossary

Within this procedure key terms, processes and procedures are referred to. These are, for the most part, specific to Westfield School. These key terms, processes and procedures are defined and explained below.

On call and seclusion procedures

On Call

- On-call is used to support staff whilst they are teaching – with pastoral, behavioural and serious incidents.
- Students should not be sent directly to Lesson Remove. Where behaviour has escalated beyond an Stage 2 comment or staff require support, On-call should be sent for via telephone (2122).
- On-call staff should respond as quickly as possible to the request. On attending a classroom/teaching space an action should be agreed with the emphasis on getting the student back into a classroom wherever this is appropriate (not appropriate at Stage 3). If the student is compliant and the issue can be resolved, the student could be allowed to return to the lesson or placed in a Lesson Remove room.
- If the situation has moved past this stage and the student remains uncooperative, defiant or aggressive a decision on further action will be taken, including the possibility of time-out with a colleague from the Key Stage team/SLT, or as a last resort suspension.

Lesson remove room procedures

- A number of spaces (offices/classrooms) are staffed at any given period to accommodate students removed from lessons. When students attend a Lesson Remove room they will be provided with work by the supervising teacher/pastoral manager, and will be expected to work quietly before returning to their next timetabled lesson.
- Senior leaders will monitor the use of Lesson Remove to help them understand any classes/groups/times of day where there are persistent issues.
- Senior and middle leaders should be aware of any patterns, for example the same students being repeatedly removed or frequent removal from one subject or teacher and will follow up patterns that raise concerns.
- If a student refuses to go to the Lesson Remove room this is considered refusing a reasonable request.

Behaviour support room procedures

- The Behaviour Support co-ordinator will be aware of the students booked into BSR and plan appropriate work. Parents/carers of students in BSR will be contacted on

the previous day to make them aware of arrangements, including the later start and earlier finish time.

- The student will be expected to comply with Westfield School Expectations and the Behaviour Support Room Expectations.
- The student will work as directed and complete work set.
- In order to ensure a calm, learning-focused climate within the Behaviour Support Room, students will not be placed into the Behaviour Support Room for any incidents that occur during the school day.
- The Behaviour Support Co-ordinator will report on how well the student complies with expectations whilst in BSR.
- If the student becomes disruptive, defiant or aggressive whilst in the 'BSR', a member of the Senior Leadership Team should be contacted immediately.

Banned items

The following items are banned in school:

- Animals
- Alcohol
- Chewing gum
- Cigarettes, E –Cigarettes & vapes
- Fireworks and bangers
- Laser Pens
- Illegal substances - drugs, drugs paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs
- Weapons (incl knives, BB guns, sharp objects)
- Any item brought into school with the intention of causing harm or disruption to learning

Serious incidents

- Repeated breaches of the school rules
- Any form of bullying/aggressive behaviour
- Assault
- Being in possession of banned items in school
- Bullying (Physical, Emotional, Cyber)
- Damage to property / vandalism
- Dangerous behaviour
- Disability related incident including discrimination or prejudice
- Drugs

- Fighting
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature such as-
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Theft
- Smoking
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour – written, verbal or physical.
- This includes prejudice based and discriminatory behaviour including, (the list below is not exhaustive and is a guide. It will change as circumstances dictate):
 - Racial
 - Faith-based
 - Gendered(sexist)
 - Homophobic/biphobic
 - Transphobic
 - Disability based
- Unacceptable use of technology
- Vandalism
- Verbal abuse

Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information, at:

www.westfield-chorustrust.org/policies

Zero-tolerance discriminatory and prejudiced behaviour

The school will ensure that all incidents of discriminatory and prejudiced behaviour are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Dismissing intolerant attitudes as 'banter' or 'jokes' is indirectly, subtly and silently reinforcing issues. Staff will intervene and escalate all situations where discrimination and prejudice has taken place.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

Internal seclusions

See the Chorus Education Trust Suspension and Permanent Exclusion Policy on the Chorus website at:
<https://www.chorustrust.org/policies>

Suspensions and Permanent Exclusions

See the Chorus Education Trust Suspension and Permanent Exclusion Policy on the Chorus website at:
<https://www.chorustrust.org/policies>

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious Allegations

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this procedure.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.