



# Westbourne School

Educating girls and boys for life

## Westbourne Senior School Behaviour and Discipline Policy

### 1 Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**1.2** The fundamental rules and expectations of pupils in the Senior School are printed in every pupil's planner. In this way, every child in the school knows the standard of behaviour that is expected of them.

**1.3** The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**1.4** All children are treated fairly and this behaviour policy is applied in a consistent way.

**1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### 2 Rewards and punishments

#### 2.1 Rewards

Good behaviour and work patterns are reinforced by the general ethos of the school. The emphasis is on the positive, praising good behaviour and limiting bad. Staff exercise foresight in giving early attention to situations which would not allow a pleasant atmosphere to prevail. We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children often, both personally and in the hearing of their peers
- teachers give children visible rewards for good and/or improved work and/or behaviour
- each member of staff sends at least one postcard home each term to celebrate and share good and/or improved work and/or behaviour
- credits are given for good work or exemplary behaviour by all staff, and recorded in the pupil planner
- the Headmaster will often acknowledge a “citizen of the week” in his weekly assembly, in reference to positive behaviour demonstrated outside of the classroom environment

As well as a termly prize and an annual reward trip for pupils accruing the most credits, every 5 credits in Years 9-11 may be converted into an early lunch pass as an immediate reward.

Pupils receiving no strikes (see below) in any given half term will also automatically receive 5 credits.

The school seeks to acknowledge all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in certificates etc from their out of school interests to show their teachers and class or to be presented in assemblies.

#### **Privileges and responsibilities for Year 11 pupils**

Pupils in year 11 are entitled to use of the Ashdell House Common Room during all breaks in the school day, and to go into Broomhill for lunch subject to parental permission being given in writing. Abuse of either of these privileges by individuals (eg by bringing food back into school from Broomhill or damaging the common room) results in withdrawal of the privilege from all members of Year 11 for a period of time at the Deputy Head’s discretion.

Year 11 pupils are also expected to undertake a weekly supervisory duty within school in exchange for the privileges they are offered.

Overall individual achievement and endeavour are rewarded in the annual prize giving in July.

## **2.2 Punishments**

### **The class teacher discusses the school rules with each class.**

The school believes that pupils should learn that if they stray outside the bounds of acceptable behaviour, either inside or outside the classroom, there will be sanctions. If there are incidents of anti-social behaviour, the class teacher will usually discuss these with the whole class.

In the working classroom, pupils who do not comply with expectations may be encouraged to the norm by a variety of procedures, eg:

- Brought to work closer to the teacher

- Sent to work individually for a limited period (e.g. in an isolated part of the classroom, in another member of staff's lesson [by arrangement] or in the library). All staff are asked to be supportive if asked to accommodate a miscreant for part of a lesson at short notice.
- There is discussion between teacher and pupil to ensure that he or she understands why the particular procedure is being employed. Continued unacceptable behaviour may warrant discussion with other staff in the Senior School and the parents, if this has not already taken place.  
Where there is good home/school communication and support, a pupil's misbehaviour/poor attitude is rarely expected to continue.
- An aim of the whole school is that the pupils should be enabled to become self disciplined, rather than to view discipline as something which is imposed from above. This is part of the general idea that we all want to work in an environment which is happy, industrious, secure and takes account of others. The teacher is expected to exercise discipline in order that all pupils may work and play together comfortably and might make progress according to their individual ability and social inclination.

### **2.3 Hierarchy of Senior School Sanctions**

Sanctions throughout the Senior School are to be employed in order to help a pupil recognise and take responsibility for his or her own behaviour.

- Usual classroom sanctions in lessons. If these do not bring about appropriate behaviour, then a hierarchy of sanctions will be employed depending on the severity of the misdemeanour.
- If any child in SS fails to adhere to the standards expected they will receive a strike.

Strikes will be issued for

- Lateness
- Disruption in lessons
- Uniform infringements
- Standards of homework or missed/late/incomplete homework
- Movement around school
- Equipment in lessons
- Behaviour in the yard
- Not doing as asked
- Impoliteness
- Behaviour in cloakrooms
- Other low level misdemeanours

Strikes are recorded in the child's homework diary with staff initials, and on a central spreadsheet monitored by the Deputy Head and Head of Pastoral Care.

Three strikes will lead to a lunchtime detention in the first instance, with further detentions held after school if needed. Detentions may also be issued directly by the Deputy Head and Head of Pastoral Care for more serious offences. Strikes are wiped clean every half term and any child not receiving any strikes during a half term will be rewarded with 5 credits.

#### **Detentions – incurred from 3 strikes**

- Held in the History room, supervised by the Deputy Head or Head of Pastoral Care
- A reflection activity is completed and passed to the Headmaster as well as filed.
- Parents are informed in advance with reasons given
- Recorded on PASS

The Deputy Head and Head of Pastoral Care will always discuss pupils to be placed in detention between themselves and with appropriate staff to ensure that sanctions are being used appropriately and with a strong chance of modifying pupils' behaviour.

Some serious misbehaviour may need to be dealt with without reference to these stages.

**Throughout school corporal punishment is not used or threatened.**

All slates will usually be wiped clean at the end of each term. The above exercises are expected to be necessary extremely rarely at Westbourne, as our emphasis on good behaviour and rewards is proactive in securing a happy working environment.

## **2.4 Child Safety**

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher will follow this up and the offending child will be punished in an appropriate way and parents may be informed. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. These sorts of situations are always discussed between staff and usually with the Head of Pastoral Care before contacting parents

The school does not tolerate bullying of any kind. There is an assertive anti bullying policy in place to ensure that as far as possible and within our knowledge, all children may attend school free from fear. See anti bullying policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **3 The role of the class teacher**

**3.1** It is the responsibility of the class teacher to ensure that this policy is managed with his or her classes.

**3.2** All teachers in our school have high expectations of the children in terms of behaviour during lessons and at play and they strive to ensure that all children work and play to the best of their ability and with regard to others.

All teachers treat all children with respect and understanding.

**3.4** The class teacher reports to parents about the progress of each child they teach, in line with the whole-school policy.

### **4 The role of the headteacher**

**4.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

**4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**4.3** The headteacher keeps records of all reported serious incidents of misbehaviour.

**4.4** The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **5 The role of parents**

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school rules in the school prospectus and the pupil planner, and we expect parents to read these and support them.
- 5.3** We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

## **6 Fixed-term and permanent exclusions**

- 6.1** Only the headteacher has the power to exclude a pupil from school and he will keep the governors appraised of any such situation.
- 6.2** If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion.

## **7 Monitoring**

- 7.1** The Deputy Head and Head of Pastoral Care, teaching staff and the Headteacher monitor the effectiveness of this policy on a regular basis and will update it as necessary.
- 7.2** The school records incidents and detentions and updates pupil records on PASS. The Head of Pastoral Care records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give oral or written details to the appropriate class teacher.
- 7.3** The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

**Signed: P Birbeck**

*P Birbeck*

**Date: January 2013**