



Westbourne School

Educating girls and boys for life

Westbourne Senior School Behaviour Policy

Rationale

Westbourne School offers a caring and nurturing environment, where children can flourish and be their best selves. Growing up, especially going through adolescence, is not always straightforward, and along the way there are challenges which all young people will face - it is not always easy to make the right decisions. Our Behaviour Policy is a useful tool to remind everyone of the basic expectations of all, and to outline the reward and sanction procedures we have in school.

Aims

1. To support and uphold the schools key values of **excellence**, **inclusion**, **respect** and **resilience**;
2. To provide clarity of behaviour-related procedures.

Expectations

In order to ensure our key values are displayed by all, we expect the following:

That all pupils will

- work to the best of their ability in all areas of their education;
- complete, on time, any homework which is set;
- be welcoming and friendly towards all members of our school community, and any visitors;
- always try to show an appreciation that everyone is different, and that all are equal in their dignity and value as people;
- communicate with others in a respectful manner;
- trust that their teachers and the school will put the best interests of the children first in any decision that is made;
- take responsibility for their own behaviour in school;
- learn from any mistakes, and use them as an opportunity to reflect and make better choices moving forwards.

It goes without saying that the pupils will meet these expectations if they are reinforced regularly at home. Where school and home can work together to nurture our 4 key values in all pupils, we will feel confident that we are educating children for life.

A brief note on compliance

This policy is to be read in conjunction with our attendance policy, anti-bullying policy and our safeguarding and related policies. Our parental code of conduct is also a useful document for explaining to parents how they can support the school on matters related to behaviour. It has been revised and rewritten to reflect the new guidance from the DfE's September 2019 version of Keeping Children Safe in Education, and includes a link to [DfE Guidance on Behaviour and Discipline in Schools](#).

Key People

All members of staff have a role to play in terms of supporting our pupils to develop responsible, respectful and positive attitudes towards themselves and others. In all cases, swift management and intervention by the member of staff who is witness to any incidents will have the best outcomes. However, in some circumstances, staff will need to report incidents to members of the pastoral team who will be able to look into any matters further.

The form tutor is the first port-of-call when exploring any pastoral or behavioural incidents. They see their tutees every day and are able to discuss matters with them and help them to reflect.

Mrs Loasby, as Head of Year 7, helps pupils to make the transition from Year 6 to Senior School (regardless of whether pupils are coming from Westbourne Junior School or from another Primary School). Mrs Loasby supports the Year 7 form tutors and is the key member of the Pastoral Team who will get involved if there are any issues within the year group which requires further intervention than that of the form tutor.

Mrs Mirfin and Mr Glover are in charge of Pastoral Care for girls and boys respectively. They undertake the same role as Mrs Loasby but for Years 8-11. Mrs Mirfin does not work on Mondays, so in her absence Mrs Loasby undertakes her role on this day.

In her role as Assistant Head of Senior School, Mrs Day has overall responsibility for pastoral care across Senior School, and is the team's representative on the Senior Management Team. Mrs Day supports the rest of the team to undertake their daily roles and responsibilities, and chairs weekly meetings of the pastoral team.

As SENCos, Mrs Lillywhite (Years 7 and 8) and Mrs Day (Years 9 to 11) will also at times be involved in the discussion and resolving of pastoral matters if such matters involve pupils with SEND.

As Head of PSHEE, Mrs Wilcox engages regularly with the pastoral team, to keep abreast of any issues which may need particular highlighting in classes. Her input at a strategic level helps us to refine the curriculum to meet the needs of all our children.

In the case of serious incidents, Mr Hicks will be made aware and will be involved in discussions about sanctions and outcomes. As Headmaster, he has the final say regarding such matters. At times, it will also be appropriate to seek consultation with other members of the school staff (such as the Senior Management Team) regarding specific behavioural incidents, to ensure a decision is reached which is agreed by all.

Please see **Appendix A** for our pastoral flowchart. This has been shared with parents and discussed with pupils so they are aware of the roles of staff within the team.

Rewards and Sanctions

In the spirit of aiming to ensure all pupils leave Westbourne with a good understanding of how the world works, we teach them that responsible behaviour leads to the granting of specific privileges or rewards. We also make it clear to pupils that collective responsibility is of vital importance - we are a small community so in many respects it is easier for us to recognise when and if things are going wrong. Our pupils are encouraged to look out for one another, and to speak up if they are worried about anything at all.

Good work/effort, good behaviour and good citizenship are rewarded with credits. Members of staff are encouraged to issue up to 2 credits at a time for any action which they feel is worthy of reward. These credits are recorded in the pupils' planners, and are counted-up on a termly basis, with pupils earning prizes for the number of credits accrued. Any pupil who has been given a credit at any point within a term is also put into a 'draw' at the end of each term where they have the opportunity of winning a prize too. The credits system is applicable to all year groups.

For instances of particularly impressive work/effort, behaviour or citizenship, members of staff may also send home a postcard of recognition, so that pupils have an increased degree of personal acknowledgement which can be celebrated and discussed at home as well as in school. Staff also regularly contact parents (usually via email) to informally recognise positive behaviours and actions observed in pupils.

In Year 11, pupils are given an increased degree of privilege and responsibility. All Year 11 have weekly duties in the Junior School, where they are asked to assist members of staff on duty, listen to younger pupils read, assist with play and games amongst other activities. Year 11 pupils are allowed to go to Broomhill for their lunch and for lunch break, rather than remain on the premises. This extra privilege is an reflection of the increased level of maturity we expect from our older pupils, and can be removed if pupils do not manage it in a way which reflects well on themselves or on the school.

All pupils in Senior School are also encouraged to take part in our Reading Mentor scheme, which involves older pupils going across to the Junior School during a break time or lunchtime once per week, and listening to younger pupils read. Because of this additional level of commitment and responsibility, any pupil engaging committedly with the Reading Mentor scheme is automatically awarded a Gold level for their contribution to the 'Community' aspect of their Westbourne Journey.

Having a positive approach to behaviour and expectations is beneficial to all. However, there will inevitably be times when actions or behaviours need to be sanctioned, and pupils will need to be given the opportunity to reflect on these moments in their school career, and learn lessons moving forwards. The school follows a robust procedure to ensure that these matters are dealt with fairly and consistently. Throughout school corporal punishment is not used or threatened.

For minor misdemeanors, such as forgetting to hand in homework, coming ill-equipped to lessons or for smaller behavioural incidents (this list is not exhaustive), pupils can expect to be given a strike by any member of staff. Similar to how the credits are recorded, the strike will be written into the pupil's planner (so that parents can see it later at home, and so the pupil can be aware of how many strikes they have been issued), with brief details regarding the nature of the incident and the initials of the member of staff issuing the strike. Strikes themselves are not a punishment, but rather a warning, and an early alert to an issue. As well as recording the strike in a pupil's planner, staff members also record it on our central system, so the form tutor and pastoral team can monitor the situation on a half-termly basis (strikes are 'wiped' from the system at the end of each half of term, allowing pupils a fresh start).

If a pupil earns three strikes per half-term, this will require reflection, especially if the strikes are all for the same type of event (e.g. missed homeworks). For three strikes in one half of term, pupils will be set a half hour reflection time with a member of the pastoral team, which will take place during a lunch time. Given the nature of the strikes, this may be recognised as a more formal detention, or it may be time spent with the team, working on agreeing a plan of action to support the child moving forward. Regardless of this, parents will be informed in writing of the event and of any relevant details.

If a pupil fails to turn up to this appointment, they are automatically issued with an after-school detention of one hour, regardless of what the initial reflection time was for. This is in order to impress upon pupils the importance of basic courtesy. After-school detentions will **always** be immediately issued if pupils are found to be chewing gum in school. A pupil can also expect to be given an after-school detention for one-off events of particularly poor behaviour. Parents will be informed of this in writing.

Internal suspension, external suspension and permanent exclusion from school will be issued in serious events. Where any incident is reported, it is always looked into fully by form tutors and the pastoral team, and where it is evident that a pupil has deliberately contravened our expectations in a serious way, the Headteacher and senior members of the pastoral team will discuss and agree appropriate sanctions. At this level, parents will be informed both in writing and verbally, and the pastoral team will meet with the pupil(s) in question to discuss a way forward. Should the pupil not be permanently excluded from school, close monitoring and support will take place once the pupil returns to school, to ensure a similar incident does not occur again. Given the fact that every child is different, and there are many and various types of incident which could lead to a serious sanction such as suspension or exclusion, it is impossible to write an

exhaustive list of such events. However, for guidance, some incidents which would be likely to result in suspension/exclusion are:

- Persistent bullying or peer-on-peer abuse;
- Sexual harassment or sexual violence;
- Serious physical threats or aggression;
- Consuming alcohol, drug-taking, smoking or vaping in school, on a school trip, or off site, if it impacts us at school;
- Incidents where online behaviour seriously impacts on the wellbeing or behaviour of pupils in school.

Parents and pupils are encouraged to speak to any member of the pastoral team or their PSHEE teacher to discuss these types of matters in more detail or if they ever feel they need to report something they are worried about. Indeed, all of these types of incident, and more, are covered thoroughly in our PSHEE curriculum.

Below, in italics, is some further information which is linked to and relevant to the bullet-points above:

All staff members are aware of how to use reasonable force in school, as per DfE guidance and guidance from Sheffield Children Safeguarding Partnership, which also makes reference to Keeping Children Safe in Education 2019 https://www.safeguardingsheffieldchildren.org/assets/1/reasonable_force_sept_19.pdf

The safeguarding team within school have had Prevent training, so are aware of how to respond to and report related incidents.

All staff members are aware that serious behavioural incidents will sometimes be more complicated than they may appear on the surface. Very serious incidents may also alert us to safeguarding concerns. Behaviours linked to issues such as drug-taking, alcohol abuse, deliberately missing education and sexting put children in danger. These types of incidents should be reported immediately to the school's Designated Safeguarding Lead, Mrs Day, who is also the Pastoral Team's representative on the school's Senior Management Team.

We are all aware that safeguarding issues can also manifest themselves via peer-on-peer abuse. These may include: bullying (including cyber-bullying); physical abuse such as hitting, kicking, shaking, biting, hair-pulling, or otherwise causing physical harm; sexual harassment and/or sexual violence; sexting; initiation/hazing-type violence and rituals.

Please refer to our Safeguarding and Child Protection Policy for any further information regarding links between behaviour and child protection.

If it becomes clear that a pupil is beginning to make a series of poor choices on a regular basis, it may be appropriate for the pastoral team to put the pupil 'on report'. This helps to focus the pupil on a small number of key targets, which staff will report back on on a daily basis. This enables the pastoral team to monitor progress more

closely, and to implement any further support if necessary moving forward. If the report shows that a pupil is making inadequate progress, parents will be called in for a meeting to discuss the way forward. Ultimately, if a pupil's behaviour is so poor that it causes ongoing disruption to the learning of others, it may be appropriate for the Headmaster to ask parents to look for an alternative school for their child.

A note on mobile phones

The use of mobile phones is not permitted at any point within the school day or on the school premises, without the express permission of a member of staff (who may, on occasion, choose to allow pupils to use them at their discretion). It is expected that pupils' phones will be unseen for the entirety of the school day, and switched off. If a member of staff sees a pupil using their mobile phone in the school day *without permission from a staff member*, the phone will be confiscated and returned to the pupil 24 hours later. If confiscation occurs on a Friday, the pupil's phone will be confiscated for the remainder of that day, and returned to them at the end of the school day so they can have it for the weekend or holidays. However, the phone will then need to be handed back in to the school office on the next school day, and the pupil will be able to pick it back up *at the start of the following school day*. The phone will be kept in a secure place in the school office for the duration of its confiscation. In the event of a confiscation, parents will be informed by the school office.

Parents are asked to support school in this respect by not contacting their children on their mobile phone throughout the school day. Instead, parents should always contact the school office regarding any matters relating to their child. This will ensure our expectations are not undermined in any way, and so there is fairness for all children. We take great pride in the fact that our pupils are able to socialise with one another without the addition of mobile phones throughout the school day and on school trips. Being away from their phones for the entirety of the school day means pupils can fully focus on their schoolwork and on developing meaningful, face-to-face relationships and social skills.

Smart watches, and the unauthorised use of them in school, will be dealt with in the same way as mobile phones. Please see our parent handbook for more information.

The role of parents

At Westbourne, we value greatly our close links and collaboration with parents regarding all matters of children's education and development. Parents are expected to check their children's planners on a weekly basis, whereby they will notice if their child has been issued any strikes. Where strikes have been accrued leading to a detention being set for a child, or if a child has been set a detention for a different, 'one-off' matter, parents will always be informed by a member of the pastoral team in writing. Parents are encouraged to contact the relevant member of staff to discuss the events which have led to these sanctions being imposed, and where school has a growing concern about a child's behaviour, parents will be asked to attend a meeting to discuss these concerns and agree a supportive plan of action.

Signed: *N. Day*

Date: 5 March 2020

Appendix A - Key People

The Pastoral Team	
All form tutors	
Mrs Loasby (Head of Year 7)	
Mrs Wilcox (Head of PSHEE)	Mr Glover (Head of Boys Pastoral Care Y8-11)
	Mrs Mirfin (Head of Girls Pastoral Care Y8-11)
	Mrs Day (Assistant Head of Senior School - Pastoral Care and Safeguarding - SENCo and DSL)
	Mr Hicks (Headteacher)

Ongoing proactive behaviour management		Classroom teacher/Staff on duty	Issue and record strikes in straightforward cases (e.g involving 1 child)
Email FT of incidents	Carry out initial information gathering to support further investigation and record (see recording form or add event on 3sys)		
Check uniform thoroughly each morning	Form Tutor	Monitor attendance and punctuality - use PASS report to spot patterns	Deliver & lead discussion re: Pastoral Topics
Monitor strikes; on system and in planners and make sure they marry up. Inform PLT if detentions necessary.	Investigate issue re: personal belongings, communicate with home and reach an outcome	Investigate issue re: relationships within form group, record and sanction if appropriate and severity is minor	Issue and communicate report cards
Detentions; email FT and parents details of upcoming lunch and after school detentions	Monitor and update strike record	Pastoral Leader Team (DL/LM/SG)	Issue and communicate report cards
	Investigations related to social media	Regular communication of current pastoral issues (log)	Safeguarding
Serious incidents/issues such as social media, bullying, physical violence, harassment,	JH ND	Suspensions	Safeguarding