



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. Please see Appendix D for a full list of behavioural expectations linked to our school values.

A brief note on compliance

This policy is to be read in conjunction with our attendance and punctuality policy, anti-bullying / peer abuse policy and our safeguarding and child protection policy. 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. This policy complies with current guidance from the DfE's September 2021 publication 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. The form tutor is also in a good position to model and highlight desired behaviours on a daily basis, with older tutees being placed in a position of responsibility, and acting as good role models to the younger pupils in their form groups (we follow a vertical tutor group system at Westbourne).

Mrs Loasby, as Transition Lead, 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 Mirfin and Mr Glover are in charge of Pastoral Care for all pupils from Years 7 to 11.

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 Fagbohun (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.

Dr Twitty works closely with the pastoral team to provide an additional layer of pastoral care and oversight for our Year 11 pupils. She particularly supports the prefects and Head Students to be the best they can be in their roles, and assists Year 11s with important matters such as revision.

In the case of serious behavioural incidents, Mr Hicks will be made aware and will be involved in discussions about sanctions and outcomes. As Headteacher, 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 well-prepared for life, we teach them that good behaviour and conduct is an important expectation both within the world of work and in our social relationships. At Westbourne, responsible behaviour leads to the granting of specific privileges or rewards, but we also ensure we simply praise good behaviour and actions where we see it. 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 or behaviour 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. Where pupils have worked particularly hard and / or have been their best selves, we offer 360 degree praise - this takes the form of a formal email of recognition, which is sent to the pupil, their parent(s)/carer(s), their form tutor and at least one member of the Senior Management Team. Such emails are retained as evidence of the pupil's good conduct or effort.

In Year 11, pupils are given an increased degree of privilege and responsibility. Pupils are given weekly duties and are allowed to go to Broomhill for their lunch and for lunch break, rather than remain on the premises. This extra privilege is a 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.

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. Pupils working towards their Duke of Edinburgh qualification will be able to record this as an example of volunteer work, therefore helping them to progress on the course.

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 incidents 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 2021. [Reasonable Force, Searching & Screening](#). (See Appendix C for more information regarding the use of reasonable force in school).

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. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Please refer to our Safeguarding and Child Protection Policy for any further information regarding links between behaviour and child protection. Please also refer to our Anti-Bullying / Peer Abuse policy for information regarding these matters.

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 place 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 Headteacher 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). The member of staff must be present to supervise such use of mobile phones, and permission must be granted on each separate occasion (i.e. staff cannot issue individual pupils or groups with 'blanket permission' to use their phones). 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.

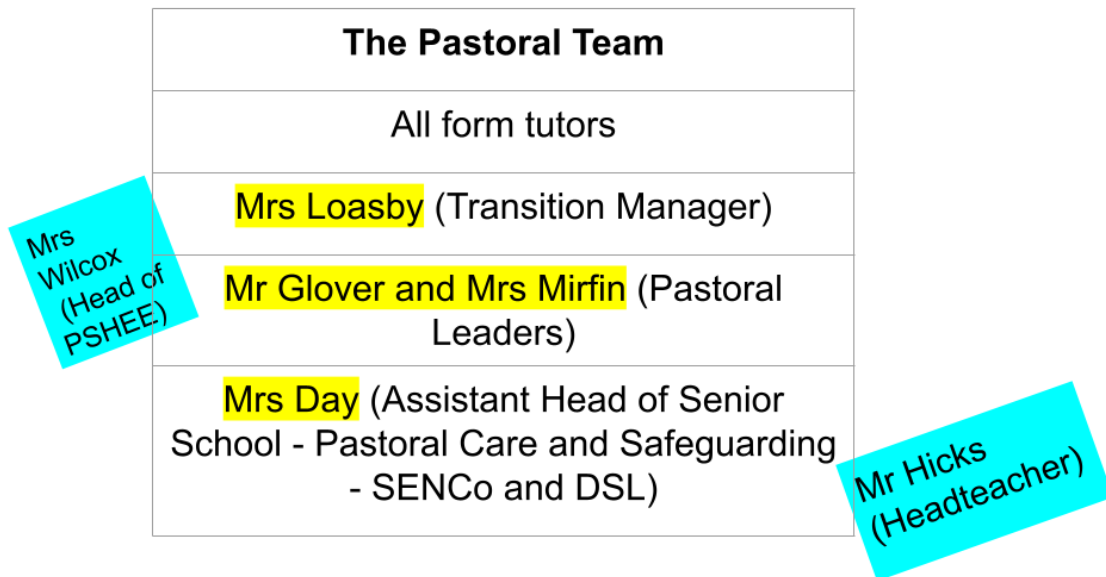
The role of parents

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.

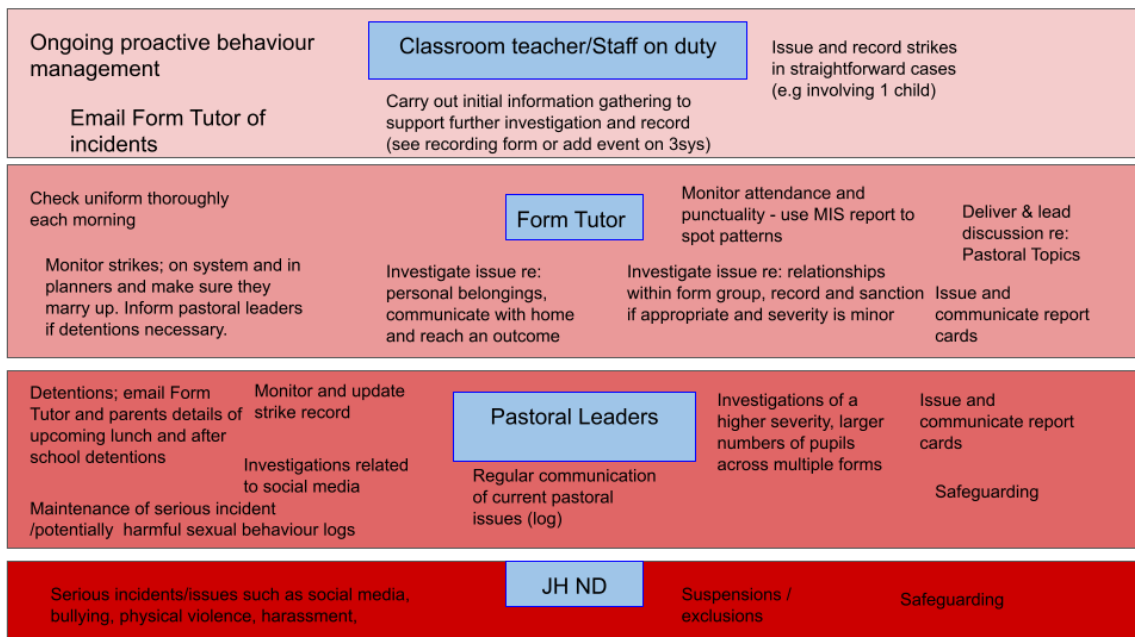
Signed: N. Day
To be reviewed by September 2022

Date: September 2021

Appendix A - Key People



Appendix B - Flow Diagram of Pastoral Responsibilities



Appendix C - The use of reasonable force in school (including searching)

Reasonable force describes actions that involve a degree of physical contact with pupils e.g.:

Control: passive or active physical contact

Restraint: hold physically or control

Reasonable in the circumstances: using no more force than needed

Staff should avoid acting in a way that might cause injury, but in extreme cases it may not be possible.

Who can use reasonable force?

- All staff have legal power to use reasonable force
- Anyone the Headteacher has temporarily put in charge of pupils e.g. volunteers or parents

Reasonable force can be used to prevent pupils:

- From hurting themselves or others
- From damaging property
- From causing disorder

The decision is the professional judgement of staff & based on the individual circumstances, e.g. to:

- remove disruptive children from the classroom
- prevent a pupil from disrupting an event, trip, visit
- prevent a pupil leaving class if this would risk safety or lead to disruptive behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves

Unacceptable techniques:

- seated double embrace: forcing pupil to sit & lean forward while monitoring breathing
- double-basket: holding arms across chest
- nose distraction: sharp upward jab under nose

It is unlawful for education settings to use force as a punishment.

Physical contact with pupils is sometimes appropriate e.g.:

- walking together at the setting or on a trip
- comforting a distressed pupil
- first aid
- when a pupil is being congratulated or praised
- demonstrating the use of e.g. musical instrument, exercise or PE/sports coaching

Westbourne School does NOT have a 'no contact' policy; staff have a duty of care to prevent pupils causing harm. Schools do not require parental consent to use force on a student.

Search & seize powers in education settings

Article 8, European Convention on Human Rights says:

- Pupils have the right to expect a reasonable level of personal privacy
- any interference with this right must be justified and proportionate

Power to search pupils:

- Staff can search pupils with their informed consent for any item
- Schools do not require formal written consent from the pupil, verbal agreement is sufficient
- If staff suspect a pupil has a banned item, they can instruct them to turn out their pockets or bag
- If a pupil refuses to co-operate school can apply an appropriate disciplinary penalty

Searching without consent:

The Headteacher & authorised staff have a statutory power to search pupils or their possessions without consent if they suspect they are carrying the following prohibited items:

- knives, weapons, fireworks
- alcohol & illegal drugs
- items stolen or used for offence, injury, damage
- tobacco and cigarette papers
- pornographic images

Who can search a pupil?

- staff & witnesses of the same sex as the pupil **unless** there is a risk of serious harm if you do not search immediately and it is not reasonable to summon other staff.

Who is authorised to search?

- The Headteacher must decide who to authorise & this does not have to be in writing
- Staff can be authorised to search for some items but not others
- No member of staff must be **required** to search a pupil

Authorised staff (without reasonable force) can:

- Only search for items banned in the rules
- Only search without consent on the premises or where they have lawful control of the pupil
- seize, confiscate, retain, and dispose of items considered harmful or detrimental to discipline

Confiscation:

Staff can seize any prohibited item found as a result of a search and seize any item they consider harmful or detrimental to school discipline. Offensive weapons, drugs, pornographic images & stolen items must be passed to the police. Staff who find an electronic device that is prohibited or has or could be used to commit an offence, cause personal injury, damage property, disrupt teaching or break the school rules can:

- Examine any data on the device
- Delete data unless giving it to the police
- Data relating to an offence should not be deleted

Force cannot be used to search for items banned under the school rules.

How incidents are recorded:

If a member of staff or a volunteer/parent has needed to use reasonable force, they are asked to make a written report of the account immediately afterwards, and also to inform the Designated Safeguarding Lead (DSL) of the incident. A copy of this report will be retained in the pupil's file, and the Headteacher will also be informed. It may be appropriate for the person who has used reasonable force to attend a follow-up discussion with the DSL and /or teacher. Parents / carers will also be informed if reasonable force has been used on their child.

Items banned under our rules

As explained in our parent handbook, the following items are not tolerated on the school premises or on school outings and expeditions:

- knives, weapons, fireworks
- alcohol & illegal drugs
- items stolen or used for offence, injury, damage
- tobacco and cigarette papers
- pornographic images

It is the school's legal duty to notify the police if it is made aware of anything that breaches the law. Legal action by the police does not affect any action that the school may take in addition to any legal action taken by the authorities but may be taken into account if the school perceives it can support the student and that this does not compromise the safety of other students or the wider reputation of the school. In certain circumstances it may be appropriate to offer advice. If illegal substances are brought onto the premises the student **will be permanently excluded** from Westbourne School.

Any student taking alcohol or tobacco on school grounds or bringing a dangerous weapon into school will be suspended (duration to be decided by the headmaster's discretion and any previous actions by the individual); any subsequent offence may lead to a further longer suspension or permanent exclusion from the school. This is also applied to school trips, residential or otherwise that are supervised by staff employed by Westbourne School and take place in the wider community.

APPENDIX D - Behavioural descriptors for our 4 school values

"We are Westbourne" - our core values

At Westbourne School we expect everyone to exhibit our four key values of **respect**, **resilience**, **excellence** and **inclusion**. These are the behaviours we will see every day and therefore reflect our whole-school ethos.

RESPECT

We expect you to:

- Listen with interest to what others have to say;
- Be smart, punctual, organised and actively engaged in school life;
- Respect yourself, others and your surroundings;
- Display kindness and gratitude;
- Not touch other people's property without permission;
- Not invade people's personal space;
- Allow others to have a different opinion, and show tolerance towards them.

RESILIENCE

We expect you to:

- Use mistakes as a learning opportunity rather than a reason to give up;
- Treat challenging work as an opportunity to start a learning conversation with your teacher or your peers;
- Focus on growing your strengths, and using these to become a real leader in those areas;
- Respond to challenges proactively, having faith that many challenges you face will help you to develop as a successful and confident person;
- Embrace rather than fear change.

EXCELLENCE

We expect you to:

- Believe that you are capable of great things;
- Strive towards being the best you can be;
- Complete all tasks set to the very best of your ability;
- Reflect on your work and behaviour in order to improve;
- Be inquisitive and strive to master knowledge in all areas;
- Value your own unique strengths and skills.

INCLUSION

We expect you to:

- Appreciate that everyone is different, and know that that is a good thing;
- Challenge others when you know their behaviour is not inclusive;
- Not use labels to identify people;
- Think about how our actions affect others;
- Embrace and champion diversity, and take active steps to engage in learning about the rich heritage and backgrounds of our whole community;
- Take active steps to ensure that everyone feels they play an equal role in this community;
- Listen to and engage with the voices of everyone - not just those who are the loudest or most confident.