WESTBURY SCHOOL

BEHAVIOUR POLICY

Ethos and Value

At Westbury we aim to provide an educational and social experience which meets the learning and emotional needs of our pupils. This experience is provided within the framework of a caring, supportive and structured environment. Pupils will be helped to develop their individual potential for growth and self-worth. To enable pupils to function in society as positive role models it is essential that staff and school structures model and reinforce behaviour that is appropriate. So pupils will be given clear and consistent guidance on appropriate behaviour both inside school and in the outside world. They will be encouraged to develop self control and to take responsibility for their behaviour. The school motto, "CHOICE AND RESPONSIBILITY", is something pupils, particularly older pupils, are often asked to think about when making decisions about their behaviour.

Aim

The aim of our behaviour policy is to encourage all pupils within the school to:

- Develop an understanding of the ways their behaviour affects other people.

- Respect the reasonable needs, wishes and feelings of others.

- Take control of their own behaviour and take responsibility for their own behaviour.

- Develop a responsible, supportive and caring attitude towards other people.

- Develop a respect for property and for their environment.

- Consider the impact that their behaviour has upon learning for themselves and others

- Understand that a partnership between home and school exists in order to promote acceptable behaviour in school.

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Appropriate and Inappropriate Behaviour

In order to help our pupils to understand what is or is not acceptable behaviour guidance is given in this policy.

The guidance is grouped into four target areas:

1. Respect for people
2. Respect for property
3. Engaging in all curriculum tasks
4. Remaining in appropriate curriculum area.

The school code of conduct, available throughout the school supports this guidance.

Showing Respect for Other People

This would include behaviours such as:

- Speaking to adults and young people politely and without saying anything which could offend or upset them.

- Understanding what might upset and offend other people and taking care to respect their views and opinions. Any comments which put people down, upset them, are offensive, racist or sexist, or threaten them in any way are not acceptable.

- Showing respect for other people's personal space by not touching, hitting, bullying or intimidating them. Any threat or action which might physically harm, hurt or frighten another person is not acceptable.

- Understanding that people have tasks and work to do and allowing them to get on with their work without disturbing them. It is not acceptable to interfere with another person's learning or teaching.

- Showing concern and support for other people, especially when they are having difficulties. Co-operating with other people and understanding that this involves considering their views. It is not acceptable to join in and/or encourage another person when they are having a difficulty.

Showing Respect for Property

This would include behaviour such as:

- Respecting other people's property and work and not damaging it. It is never acceptable to interfere with somebody else's work.

- Respecting and contributing to displays around the school. These are a celebration of our success as a school and community.

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- Looking after the school equipment that we use.

- Looking after the building, its furniture and furnishings and the environment. Damage to property makes our environment less attractive and is not acceptable.

Working in Lessons

This would include behaviour such as:

- Listening to teachers' instructions and explanations about the lesson – doing the task asked of you as well as you are able.

- Asking for help when it is needed.

Refusing to take part in a lesson or causing disruption to classes prevents other people from learning and is not acceptable.

Keeping to the Routines of the School

This would include behaviour such as:

- Going to the right place for lessons and activities during the school day. Wandering away from a designated area is unacceptable because it wastes people's time, can be dangerous and prevents learning from taking place.

- Keeping away from places where access is not allowed either because they are private or dangerous. This would include people's offices, stock rooms, staff rooms, the roof and the boiler house.

- Ensuring that all aspects of the School's Non-Smoking Policy are adhered to at all times.

- Handing in any personal items not appropriate to the school environment, including hats, personal stereos, cigarettes, mobile telephones, etc. Any young person found to be in possessions of a knife, or other offensive item, will be reported immediately to the Police by the Headteacher.

- Behaving in ways that are safe and therefore do not put other people at risk. Everyone in the school has a responsibility to use safely the equipment that is available so that they do not endanger or harm themselves or anybody else.

- Exhibiting or engaging in any behaviour that is socially unacceptable. Spitting is unacceptable and will be cleaned by that person. Spitting at other people may result in exclusion. Pupils who engage in any inappropriate behaviour will face consequences that reflect the severity of

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the misdemeanour and the appropriate behaviour will be explained or demonstrated.

Encouraging Appropriate Behaviour

To encourage pupils to develop an awareness of their own behaviour and its effects on others and to help them develop mature and thoughtful self-control, we use a variety of strategies based on the following beliefs:

- Appropriate and supportive behaviour should always be acknowledged, valued and rewarded.

- Young people's self-esteem should be enhanced.

- Inappropriate behaviour will be challenged.

The principle strategy that we use to value and regard appropriate and supportive behaviour are our Behaviour Management systems. These are used to provide structure to the pupils' day and enable them and staff to monitor behaviour, work ethic and attitude. The underlying principles of this system which apply to all Key stages are:

- Pupils are given feedback on their behaviour, work ethic and attitude at the end of each lesson.

- Pupils work towards both short term and long term rewards.

- Pupils start with no points and earn points throughout the lesson for positive and appropriate behaviour.

Expectations:

The Behaviour Management system encourages the following behaviours:

- Participating fully in all aspects of the lesson
- Remaining on task
- Producing high quality outcomes
- Attempting extension tasks
- Treating others and equipment with respect
- Being in the right place throughout the lesson

Keystage 2 (Years 3/4/5)

Pupils are able to earn up to five 'Smilies' in any lesson for meeting the above expectations. Pupils acquiring Smilies will enable pupils to 'buy' onto end of term trips. Pupils require 300 Smilies per term in order to access each trip.

From September a class based system will be introduced. The staff will identify a behaviour which causes each pupil difficulties within lessons. Not

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displaying these behaviours in a lesson will earn pupils up to 10 minutes towards Golden Time on Friday Afternoon.

Keystage 2 (Years 5/6)

Staff use an online system based on a lesson score of 25 points to monitor the above expectations. This system is displayed on the class Whiteboard and is marked with pupil engagement at the end of each lesson.

Pupils earn points towards an enrichment lesson during Lesson 6 each day. Pupils need a minimum of 130 out of 150 points to access the lesson. Pupils not making 130 points are required to complete Learning Recovery Tasks during the enrichment lesson.

Class Dojo (an online system) is used to record extra points which can be used to 'buy' onto termly trips.

Keystage 3

In Keystage 3 pupils are encouraged to take responsibility for their own behaviour by carrying a card which they need to have marked by the teacher who was teaching them during the lesson, Tutor Time or Reading Challenge Time.

It is based on a lesson score of 20 points to monitor the above expectations. 10 points are available for completing tasks during Tutor Time and for reading quietly or completing a reading challenge at the beginning of the afternoon session.

Cards should be marked with pupil engagement at the end of each lesson.

Pupils earn points towards an enrichment lesson during Lesson 6 each day. Pupils need a minimum of 100 out of 120 points to access the lesson.

Pupils not making 100 points are required to complete Learning Recovery Tasks during the enrichment lesson.

Points over the 100 required to make the Enrichment Lesson are 'banked' towards a range of trips.

Staff can award pupils Bonus Points for achievement, effort or attitude within a lesson. These points are also banked towards the Reward Trips.

Keystage 4

Keystage 4 expectations are based on 'Employability Skills'. Pupils are marked out of 25 in each lesson. Gaining points means pupils can access a range of 'Privileges' the next day:

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100 – 109 points	-	Hot Drink and Biscuit during Break 2
110 – 119 points	-	Access to laptop at breaktimes
120 – 124 points	-	Access to phone or Playstation at Lunch time
125	-	£1 paid into the pupils' bank

There is a bonus available for gaining 125 every day for a week of £2.50. Pupils are informed of their weekly achievements via a payslip on a Friday Morning.

Reward Trips

Each class will have a maximum yearly budget of £500, the equivalent of 50,000 Bonus Points for the pupils in their class to earn and spend on trips / Rewards.

So each Keystage has a system tailored to their needs which reflects the maturity and experiences of the pupils. Points/Smilies totalled during each day go towards providing either Golden Time on Friday Afternoon, an enrichment lesson at the end of the day, or 'Privileges' the next day. Points collected during the term can be used for trips arranged as rewards often taken at the end of term. These rewards in the past have included such things as:

- Go-kart racing
- Ice skating
- Trips to Theme Parks
- The cinema
- Watermeadows

The school regularly uses informal rewards to acknowledge the value of appropriate positive behaviour and these include:

- Verbal praise from staff
- Certificates
- Praise letters sent home to parents and carers
- Phone calls to parents and carers
- Specific individual praise from the staff in assemblies
- Informal rewards – additional bonus points
- Recognition of achievements through displays.

Discouraging Unacceptable Behaviour

We recognise the need to challenge inappropriate behaviour within an understanding, caring, supportive context. We equally recognise that at times the acting-out behaviours of the pupils with whom we work can be so extreme that the challenge needs to be very structured and very direct.

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Staff are encouraged to use a range of strategies depending upon individual circumstances. We aim to ensure that these strategies are supportive and helpful to the young person, in enabling them to recognise the gravity of the difficulties that their unacceptable behaviours present in order that they should develop an understanding as to why their behaviour may well be viewed as inappropriate.

Strategies in order to achieve this might include:

- Verbal challenge and reprimand from staff.

- Failing to gain full points in a lesson

- Loss of break

- Isolation

- Learning recovery

- Discussion of incidents with a senior member of staff.

- The recording of the incident on the School Incident Sheets.

- Discussion of the difficulty with individual parents and carers.

- Detention

- Deducting bonus points in order to pay for deliberate damage.

School Isolation and Learning Recovery/Detention Policy

Detention is used within the school and the concept of learning recovery (catch-up) is always discussed with parents at the initial induction meeting. At the time, agreement in principle to delay a pupil's return home following difficulties at the school, is agreed. Learning recovery and detentions will always occur on the same day, so that the next day is a fresh start. With regards to loss of learning pupils will remain until the work is completed to ensure a consistency of expectation and to emphasise the importance of education.

Loss to learning may occur through low level disruption within a lesson, serious disruption to a lesson, work refusal, or when a pupil has missed the lesson, for example, due to absconding or having been put in isolation and it is not practical to complete the set task for that lesson. When learning recovery needs to be used, parents will always be informed in order that they are aware of the individual circumstances. The pupil is expected to complete the task/s that they have refused or deliberately not completed due to their behaviour on the same evening so that they can start the next day afresh with

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no work 'hanging' over them. Also it reemphasises the importance that school place on education and the desire for them to become a success in the future.

A detention, used as a sanction, may be given for an incident which occurred outside of lesson time; fighting; bullying; damage; extreme rudeness to staff or smoking. This will normally be a fixed 30 minutes and a phone call home will be made. During the session pupils should be engaged in a relevant activity; writing a letter of apology; making reparation; restorative justice meeting between offender and victim or talking about their behaviour in order to demonstrate remorse.

The focus on sanctions should always be on learning recovery, with being kept after school a high-level sanction. This can be accomplished through:

- Being supported to complete the work in isolation

- Working through breaks and tutor times

- Taking work home (with support of parents/carers)

Isolation from the rest of the school population is a sanction used in response to incidents that may occur during the school day. This will generally take place in the Four Seasons room, the Blue room, or the Time Out room in the lower school, and will be used as a means of re-establishing acceptable standards of behaviour.

In some circumstances a pupil will require close supervision and should not be left unsupervised. In other circumstances, once a pupil has clearly settled and there is little likelihood of the pupil trying to abscond, it may be acceptable to leave a pupil working in isolation for a short period of time. Health and Safety will always be a key factor in such situations.

Serious Incidents

Behaviour of a serious or criminal nature, such as physical assaults on another person, major damage to property, or other matters that could be construed as criminal acts, may be reported to outside agencies, including the police.

Behaviours such as those highlighted may also result in pupils requiring physical intervention. We would hope that such incidents would be rare. However, when physical intervention does take place, every care will be taken to protect the well-being of both pupils and staff. Incidents will always be recorded and parents will be informed. If, through the recording of such incidents it becomes apparent that the management of a pupil's behaviour requires more than occasional physical intervention, then a Pupil Individual Handling Policy will be developed. The purpose of such a plan will be twofold:

- For the school to be proactive in planning for such an eventuality.

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- To demonstrate our commitment to pupil welfare by planning for them as individuals with individual needs.

There may be times, following a serious incident, when a period of exclusion from the school is felt to be appropriate.

Such a decision to exclude a young person from the school will never be taken lightly and will always be the result of an internal discussion which will review the circumstances of the incident, including the incident's antecedents, and will only be used in circumstances where serious issues have arisen as a result of the young person's inappropriate behaviour.

THE ROLE OF ON-CALL

Each lesson and break there will be a designated member of staff "On-Call". An On-Call rota will indicate which member of staff is On-Call at a particular time and where they might be located. Changes to the On-Call rota will be announced in the morning briefing. The member of staff on-call will automatically check classrooms during lesson time and be available to support both staff and pupils experiencing difficulties. During Breaks the member of staff will check each of the activity areas to ensure all pupils are where they should be and to provide support should it be needed. On-Call will have the option of relieving a member of SMT if there is a serious difficulty.

The role of the member of staff On-Call is essentially one of support. This might involve:

- Providing support for a pupil who is out of class.
- Helping to manage a pupil who is disrupting a lesson, refusing to co-operate or being aggressive or violent.
- Helping to manage a pupil who is out of class and causing a difficulty.
- Planned ignoring of a pupil who is out of class and seeking negative attention.
- Monitoring from a distance, a pupil who is out of class and seeking negative attention.

In supporting a difficult situation, the member of staff On-Call will offer advice and support as appropriate. They will seek to work with colleagues. Staff experiencing a difficulty with a pupil will try to inform the member of staff On-Call of the antecedent to a particular difficulty. It is not the role of the member of staff On-Call to simply take responsibility for any pupil causing a difficulty. The member of staff On-Call is there to support colleagues and as far as is possible to ensure staff do not have to manage the most extreme situations in isolation. In some circumstances however, the member of staff On-Call may offer to make arrangements for a pupil to work elsewhere.

Once the pupil is calm the last action of the On-Call person is to decide, in collaboration with the member of staff who sent the pupil out, if and when the pupil can return to the lesson. Once this occurs the On-Call member of staff

would then monitor again to ensure that the pupil has returned successfully back into the class environment.

Absconding

If staff are aware a pupil has absconded the office should be informed immediately and a phone call home made. Appropriate attempts should then be made to locate the pupil and return them to school. The age and vulnerability of the pupil will dictate the urgency and length of response, however, school's primary objective should be to ensure the safety of pupils in these situations.

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