



# Behaviour Policy

## **ETHOS**

The Behaviour Policy for the Westwood College is a statement of good practice that covers all aspects of the schools that contribute to the development and maintenance of good behaviour and a positive and inclusive ethos. All members of the schools are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

## **AIMS**

1. To support effective learning and teaching
2. To encourage adherence to an agreed set of principles of behaviour by students
3. To contribute to high levels of self-discipline and mutual respect
4. To gain the agreement and support of teachers, non-teaching staff, governors and the community

## **IMPLEMENTATION**

- The behaviour policy has been introduced following consultation with teaching and non-teaching staff, ancillary staff (including midday supervisors), parents and governors;
- A copy of the code will be sent home and parents asked to sign it as an indication of support;
- The Code of Conduct will be displayed in classrooms and other parts of the schools as appropriate;
- The basic code is designed to be brief and easy to learn. It will include only those rules, which our schools will enforce. The reason for each rule will be obvious;
- The basic code will be capable of application to an infinite variety of situations and is designed to encourage students to develop responsibility for their own behaviour;
- All rules and their examples will be expressed in constructive terms;
- An elaborated version of The Code of Conduct will be available and similarly displayed so that examples of appropriate behaviour can be clearly seen and act as an aid to consistency;
- The schools web sites will contain a link to the policy.

## **THE BASIC CODE OF CONDUCT**

1. Attend
2. Be punctual
3. Work hard and always do your best
4. Act sensibly
5. Treat everyone and everything with respect
6. Come prepared with correct equipment and materials

**MAKE IT EASY FOR EVERYONE TO LEARN AND FOR THE TEACHER TO TEACH**

This includes:

- Attend every lesson
- Arrive on time
- Bring all the equipment you need in a suitable bag
- Put bags and coats away
- Begin and end the lesson in a polite and orderly way
- Listen carefully
- Follow instructions
- Work hard and always do your best
- Ask for help when you need it
- Help each other when it is appropriate but don't distract or annoy anyone
- Answer questions in a manner acceptable to the class
- Be sensible at all times
- Do your homework as well as you can and hand it in on time
- Finish eating before coming into a classroom
- Think ahead in terms of toilet visits and filling water bottles
- Mobile phones must be switched off and not used in any classroom situation
- Music players must not be used in lessons

**SPEAK POLITELY TO EVERYONE**

This includes:

- Using a quiet / calm voice – as shouting can be rude
- Using language which is neither abusive or offensive (in whichever language you are speaking)
- Offering to help others
- Being polite to visitors

**LISTEN TO OTHERS AND EXPECT TO BE LISTENED TO**

This can include:

- Trying to understand other people's point of view
- Not interrupting anybody or being interrupted by others
- Being silent when required
- Not answering back

**KEEP THE SCHOOL CLEAN AND TIDY SO THAT IT IS ALWAYS A WELCOMING PLACE, WHICH WE CAN BE PROUD OF**

This includes:

- Taking great care of our displays
- Keeping the walls and furniture clean and unmarked
- Putting all litter in bins (even if this means carrying it until you find a bin)
- Wear the correct uniform at all times
- Respecting other people's property and equipment
- Reporting any damage you see to a teacher
- Using toilets and showers in an acceptable way

**MOBILE COMMUNICATION TECHNOLOGIES (inc. mobile phones and wireless technologies)**

See Mobile Phones Policy

**STATEMENT**

Members of staff employed by the Trust have the statutory authority to apply sanctions to students whose behaviour is unacceptable, students who do not comply with the code of conduct or who fail to follow a reasonable instruction. This applies to all paid staff with responsibility for students, including teaching assistants and lunchtime supervisors. This authority applies at any time the student is present in school or in any of the following circumstances:

If a student is;

- taking part in any school-organised or school-related activity
- travelling to or from school, including on school buses
- wearing school uniform

- in some other way identifiable as a student at the school

Or if their behaviour;

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school and its community.

#### **AUTHORITY TO SEARCH AND CONFISCATE**

Members of staff have a specific legal power to confiscate, retain or dispose of a student's property if deemed necessary. They have the power to search without consent for items including;

- knives and other weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and e-cigarettes
- fireworks
- pornographic images
- Any article that has been or is likely to be used to commit an offense, cause personal injury or damage to property
- any item banned under the code of conduct, which has been identified as an item which can be searched for.

If an item is confiscated the school retains the right to make a decision about whether that item should be returned to the pupil, their parent/carer or not at all. Certain objects such as: weapons, knives, illegal drugs or child pornography, will be handed over to the police.

#### **REASONABLE FORCE**

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom.

The use of reasonable force may be applied when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that could be used to commit an offence or cause harm.

### **OUT OF CLASS**

#### **MOVE QUIETLY AND SENSIBLY ABOUT SCHOOL**

This includes:

- Lining up sensibly outside classrooms when required and it is safe to do so
- Walking to lessons rather than running, pushing or barging past others
- Being ready to help by opening doors
- Being ready to help by offering to carry things
- Please move safely when moving around crowded corridors and on stairways
- This pattern of behaviour should also apply outside school

### **REWARDS**

#### **STATEMENT**

We consider it is important that praise and rewards should have a considerable emphasis within the Schools and students will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the code of conduct. The attention of our schools should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the rewards system.

#### **AIMS**

To develop a consistent pattern of rewards, which are known, understood and agreed to by all.

To support the code of conduct.

## **IMPLEMENTATION**

This may be achieved in the following ways:

1. To distinguish between **informal** rewards (such as giving praise for appropriate behaviour in and outside the classroom) and **formal** rewards such as the giving of merits, for further agreed aspects of school life.
2. Examples of situations and circumstances in which formal rewards (such as merits, certificates, good conduct slips) may be awarded will be reviewed, drawn up and agreed upon in consultation with staff as and when appropriate. Departments may wish to consider whether or not rewards need to be differentiated for different age groups. (You may also wish to consult and gain the agreement of students).
3. A list of rewards, both formal and informal, may be drawn up in consultation with students, in order to support the development of consistency and encourage student democracy.

Examples of informal rewards which staff are encouraged to use for achievement, appropriate behaviour and outstanding effort include:

- General praise and encouragement in lessons, which should be used as much as possible
- The Executive Principal, Headteacher or other appropriate members of the school leadership teams to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- Recognition to be given to success of differing kinds in assemblies or in tutor time. (Current practice to be reviewed and any modifications to be agreed upon and incorporated into this document)
- Students' work to be displayed as much as possible in order to give recognition to it.
- Communication with parents to be used more frequently covering a wide variety of academic and non-academic achievements

**STATEMENT**

Students have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Therefore, it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate students.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equal Opportunities Policy and these sanctions also have a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

**AIMS**

To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the School community.

To support the code of conduct.

**CURRENT PRACTICE**

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to Subject Leaders. The third line of referral is to the Tutor or the Head of Year.

The present policy has the following types and levels of sanctions currently available to:

**A Individual members of staff**

1. Detentions (either 30 minutes at lunch-time without notice or 1 hour after school with 24 hours' notice)
2. Punishments 'to fit the crime' e.g. clearing up litter and removing graffiti (appropriate Health and Safety equipment will be provided)
3. Referral to the Subject Leader who, after consultation with the Head of Year, may wish to contact parents.
4. Referral letter to the Head of Year for further sanction i.e. a letter to be sent home
5. Sending students to the Head of Year by prior arrangement
6. In an emergency situation, a senior member of staff may be called for

**B Heads of Year / Senior Leadership Team**

1. Putting students on report
2. Sending letters home
3. Arranging meetings with parents
4. Removal from lessons to complete supervised work

**C Headteachers / Executive Principal**

1. Fixed-term exclusions
2. Permanent exclusions

**ADOPTED BY THE GOVERNORS ON: June 2021**

**POLICY REVIEW DATE: June 2023**