



## **BEHAVIOUR AND REWARDS POLICY**

This policy should be read in conjunction with the school's Safeguarding Policy and Anti-Bullying Policy

### **OVERALL AIMS**

- To foster among pupils, staff and parents a sense of belonging to an orderly school community, whose members understand the difference between right and wrong, are polite and show respect for one another, for property and for the truth
- To create an environment in which pupils can feel safe, valued, confident of success and in which their attitudes and actions contribute to effective learning in the classroom
- To help pupils to live in a climate of harmony and co-operation with fellow members of the school community and the wider world, concerned as to how their actions might affect others
- To foster the development of self-discipline, self-motivation, responsibility, initiative and the ability to make reasoned, informed judgements on moral issues
- To apply consistently standards of conduct designed to fulfil the aims and objectives set out in this policy
- This policy applies to the whole school including the Early Years Foundation Stage

### **MAIN OBJECTIVES**

- To encourage respect for, and courtesy towards, other people and tolerance of other people's lifestyles
- To project positive images of all social groups (eg ethnic, religious, gender, age and disability) in displays, literature and verbal and electronic communication
- To encourage pupils to take an active part in developing and following the Code of Conduct appropriate to their age group
- To develop an active partnership with parents
- To ensure that the school environment is well maintained, pleasant and fitting for the activities of the pupils
- To recognise pupils' achievements and provide opportunities to record and reward these, so giving pupils a sense of achievement and of their own worth and developing their self confidence
- To have a clear structure for dealing with anti-social behaviour which is understood by all staff and pupils
- To encourage all members of the school community to set a good example and provide positive role models
- To recognise and reinforce good behaviour with praise
- To involve all members of staff in reviewing the policy and its effectiveness on a regular basis

### **PRINCIPLES**

- All members of staff share a responsibility for maintaining good behaviour in the classroom and elsewhere. They must be consistent in their approach
- Good communication is essential between teachers, ancillary staff, home and school. Relevant information should be shared, and potential problems discussed with all the staff concerned
- Pupils should know what is expected of them in terms of behaviour
- Staff should listen to pupils
- Staff must avoid making judgements about home background or comparisons with other pupils
- Staff should make professional responses to pupils displaying anti-social behaviour
- The behaviour of a pupil should be considered separate from the individual. When unacceptable behaviour occurs, it is the behaviour and not the pupil that is unacceptable

### **THE CURRICULUM**

The Curriculum should offer opportunities for pupils:

- To explore interactions in a calm, considered way and for situations to be considered in wider contexts
- For co-operative working
- For the expression of opinions and the exploration of feelings in a climate of acceptance
- To clarify values and develop positive attitudes
- To encourage tolerance and the valuing of others with different attitudes, beliefs or abilities
- To develop a positive image of themselves

## **CORPORAL PUNISHMENT**

The school rejects the use of any form of any corporal punishment. This includes the administration of corporal punishment to a pupil during any activity, whether within, or outside of, the school premises. The prohibition applies to all members of staff. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of a person, including the child'.

## **APPENDIX 1**

### **DISCIPLINE AND BEHAVIOUR PROCEDURES IN SENIOR HOUSE**

#### **The Discipline System**

Staff will record any offence on SIMS, our school information management system. This will be a penalty point.

Staff will enter penalty points using SIMS following the codes below. Additional notes can be made and attached to the penalty point if required. Staff should issue a consequence for pupils in addition to the penalty point for homework offences, disruption and repeated breaches

#### **Disobeying general school rules**

Late = Late to registration or class (without good reason)

Uniform = Uniform/Jewellery /Make Up (Max. 1 per day)

Equipment = Equipment/books/homework diary missing or "lost"

Homework = Homework not completed or to an unsatisfactory standard

Disruption = Behaviour or low-level disruption

O = Other

Where other is selected in SIMS staff must provide a supplementary explanation

Any pupil with three penalty points will, at the discretion of Senior Staff, serve a one-hour detention after school, supervised by a member of the Senior Leadership Team. Parents will be informed. Penalty points will be 'wiped clean' at the end of every half term or after a detention has been completed. Form Tutors are encouraged to discuss any penalty points issued during the day and take appropriate action.

#### **The Rewards System**

##### **House Points**

House points may be awarded for a variety of reasons at staff discretion. Staff should award House points regularly in lessons and record each House point on the Stretch and Challenge website. The student with the highest number of House points for each House each term will receive a reward at the success assemblies and at Prize Giving.

Dr Corbin and the House Captains will provide updated information regarding House points weekly in assembly. Form tutors can also access the information to discuss with members of their forms. This information can, and should, be shared with parents.

##### **Celebration of Learning Postcards**

All staff will send home postcards for exceptional work/effort by a student. Staff should send approximately two postcards per week to different pupils. Staff may choose to email the commendations to parents or older pupils. For Challenge Activities specific postcards are available to be sent home and nominations are made for 'Rising Stars' and excellence to Dr. Corbin.

##### **Attendance Rewards**

Pupils who achieve 100% attendance will be rewarded termly in the End of Term assemblies.

## **APPENDIX 2**

### **GUIDELINES FOR JUNIOR HOUSE, INCLUDING EARLY YEARS**

Rewards may comprise of the following, according to the age and maturity of the child.

- Verbal praise in front of peers or larger groups
- Stickers or praise stamps can be used and a chart filled in on a class by class basis. On completion of the chart a certificate of achievement will be presented in a Junior House assembly.
- House points – these are recorded on a spreadsheet by staff and collated for Success Assemblies on a half termly basis. The House Point cup is awarded on a termly basis by the Headmaster
- The form class with the best attendance half termly receive the reward cup and other rewards
- Award certificates will be awarded in assemblies by class teachers

### **APPENDIX 3**

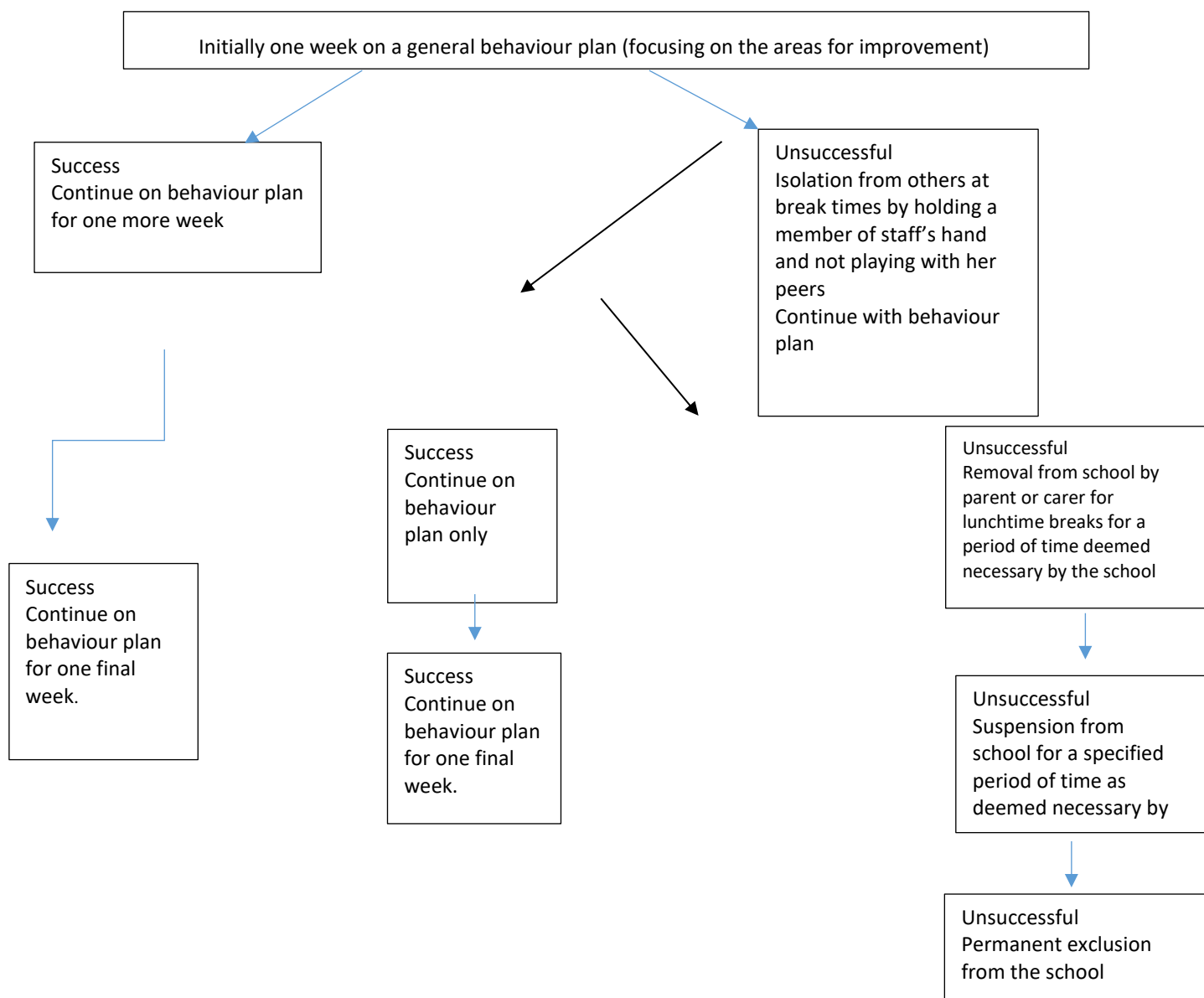
#### **SANCTIONS FOR WESTFIELD SCHOOL**

These may take the following form according to the age and maturity of the child. (The Junior House timeline can be found at the end of this policy):

- showing disapproval or disappointment with the child's behaviour.
- keeping the child in at break-times to complete or do extra work (supervised by staff).
- alteration of seating position within the classroom.
- organising for a pupil to work in silence in another classroom, though care must be taken with the extra work set to ensure that the subject matter does not become associated with the punishment. Staff should arrange this prior to the lesson
- organising for the pupil to see and work with the Headmaster or Deputy Head.
- asking for the replacement of lost or damaged books/equipment by arrangement with the child's parents.
- contacting the parents regarding the child's behaviour or lateness.
- putting a child on report, in which the child's behaviour in each lesson is recorded by the teacher concerned.
- having children do their homework and any extra work in the Quiet Room each night, by arrangement with the child's parents.
- Senior Leadership Team detention
- Temporary or permanent exclusion, as expressed in the parents' 'Acceptance Form'.

Teachers should keep a log of the behaviour of children if they find their behaviours to be disrupting learning and the environment. This can be kept using SIMS, CPOMS or a paper log. If difficulties persist, despite sanctions, the child's parents will be informed, and a meeting arranged.

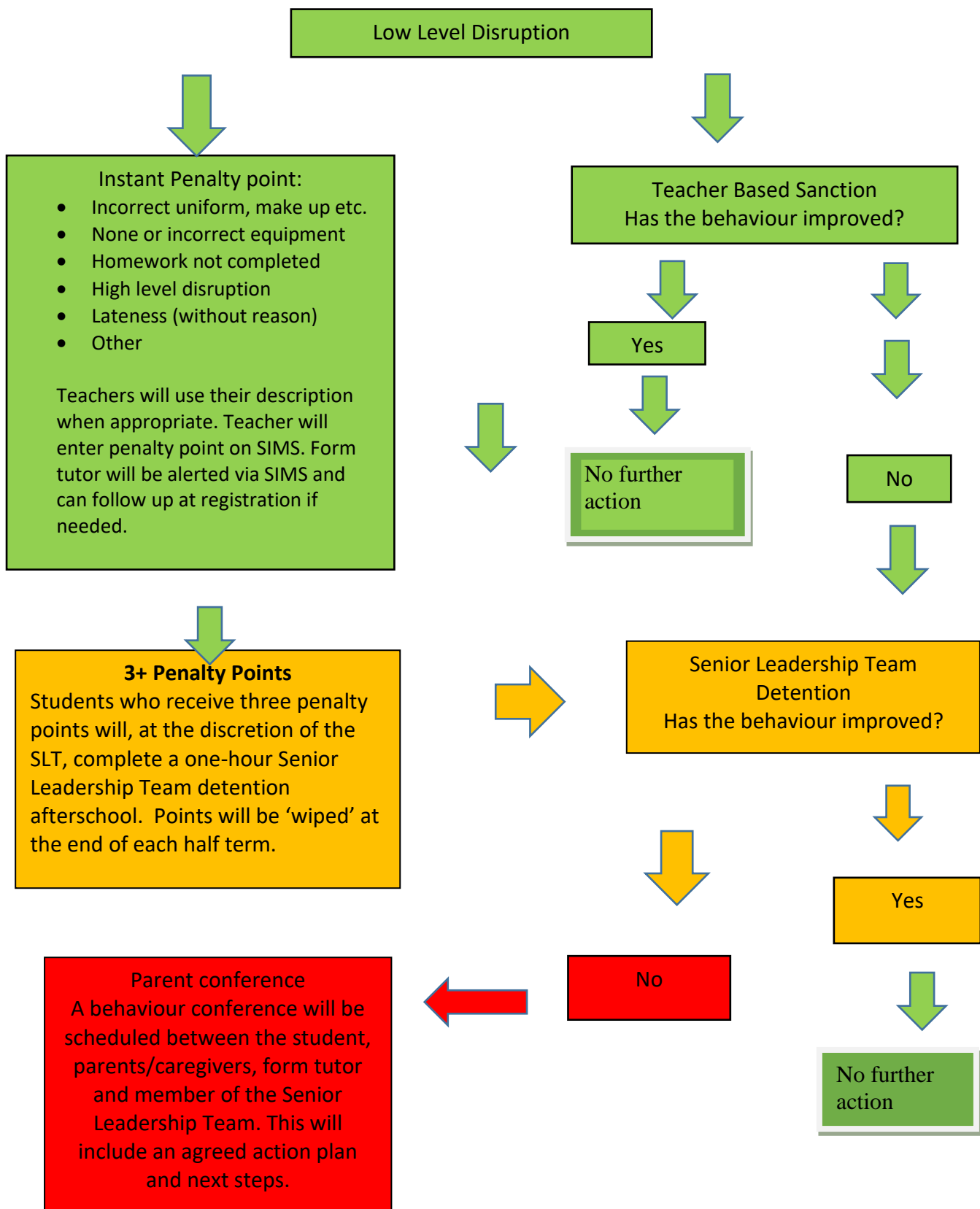
Westfield School Junior House  
Behaviour Plan Timeline



If there is a success and improved behaviour at the end of the week the previous sanction will be implemented and movement back through the sanction matrix, working at each level for a week at a time.

If at any point there is no improvement in the behaviour then the next level in the sanction matrix will be implemented.

### Senior House Behaviour Plan Timeline





## TEMPORARY AND PERMANENT EXCLUSION POLICY

This policy applies to the whole school, including Early Years.

Westfield prides itself on its high standards of behaviour and consideration for all members of the school community. To protect members of the community and to reinforce high standards, it may be necessary to consider the temporary exclusion of a pupil.

For serious offences or repeated misdemeanors, pupils may be excluded from classes for a period (internal exclusion) or excluded from school for a period (external exclusion).

The Headmaster or, in his absence, the Deputy Head, has the full disciplinary power over pupils in the school and can temporarily exclude a pupil from the school if deemed necessary.

Pupils may be excluded for a fixed or indefinite period whilst investigations are ongoing.

A pupil will be excluded from the school if, in the opinion of the Headmaster or the Deputy Head

- the pupil has committed a grave breach of discipline
- the exclusion is necessary for the protection of other pupils
- the exclusion is in the best interest of the school as a whole

The usual procedure in the case of external exclusion will be for the Headmaster or Deputy Head to contact parents requesting that they come to the school to meet with them and to collect their daughter as soon as possible. The reason for the exclusion will be explained over the telephone and confirmed in a letter which the parents will receive when collecting their daughter. In the letter the period of exclusion will be indicated, and parents will be invited to a further meeting on the day the pupil returns to school. During the re-entry meeting, the pupil is required to sign a 'Code of Conduct' contract which outlines the expectations of the school and how the pupil must behave in the future. The pupil is given a copy of this contract and a further copy is kept in the pupil's file. In Senior House the pupil will also be put on report for two weeks to monitor their return to school. This should be shown daily to the Deputy Head and parents.

### Permanent Exclusion

The decision to exclude students permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies which have been used without success. This would include persistent and defiant behaviour.
- The second is where students may be excluded for a one-off offence regardless of previous disciplinary history

These circumstances may include:

- An assault on another member of the school community
- Physical bullying
- Sexual assault
- Possession of an illegal drug
- Possession of offensive weapons

The school will not tolerate persistent and defiant behaviour over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

Making a decision to exclude:

Before deciding whether to permanently exclude a student, the school will:

- Ensure that an appropriate investigation has been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Code of Conduct and Equal Opportunities Policies
- Ask the student to give their version of events

The Headmaster must be satisfied on the balance of probabilities that the student was responsible for the behaviour in question.

### **Exercise of Discretion**

The Headmaster will always look at the particular circumstances of each case. In considering whether permanent exclusion is the most appropriate sanction, the Headmaster will consider:

- The gravity of the incident, or series of incidents and whether it constitutes a serious breach of the school's Behaviour Policy and Code of Conduct
- The effect that the student remaining in the school would have on the education and welfare of other members of the school community.

Students who breach the school's Behaviour Policy and the Code of Conduct whilst on school "business" such as trips and journeys, sports fixtures or a work experience placement will be dealt with in the same manner as if the incident had taken place at the school. For incidents that take place outside the school and not on school business, this policy will still have an effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school.

Fees paid or payable in respect of the pupil being excluded will not be refunded or remitted.

### **Appeal by Parents against Exclusion**

If a parent feels that punishment of exclusion, is not justified, or that there are mitigating circumstances arising out of the proper findings of the School, he or she may request, through the Headmaster, a meeting with the Chairman of the Governors.

A written request for an appeal should be made within two weeks of the decision of the Headmaster. A panel will meet within seven working days of the appeal being received to review the case.

The Chairman may invite one or more fellow governors to form an appeal panel and the parent(s) and the Headmaster will both be asked to put their case succinctly.

The procedure will be as follows:

- (1) A report from the Headmaster will be received as to the findings of fact
- (2) The parent(s) will be invited to confirm or deny that all relevant facts have been taken into account
- (3) The Headmaster will then state what punishment has been decided or recommended
- (4) The parent(s) will have a reasonable opportunity to state his, her or their reasons why the proposed punishment should not be confirmed and/or what punishment should instead be substituted.

The Governors may make their decision immediately or may postpone their decision for up to one week with or without condition. The decision of the Governors is final.