



## WHOLE SCHOOL BEHAVIOUR MANAGEMENT

The culture at The Westleigh School is one where we are a family and we work together to ensure everyone has a positive experience each and every day. We actively promote Fundamental British Values throughout all aspects of school life.

The underlying principles for behaviour at the Westleigh School comes from two key messages:

- ***'This is how we do things around here, and these are the values we hold'***
- ***'Students may forget what we taught them, but they will never forget how we made them feel'***

**Fundamental expectation: REPRESENT YOURSELF AT YOUR BEST AT ALL TIMES.**

We have 3 school values which all behaviours are underpinned by:

**Ready, Respectful, Safe** – these core values should be cited by all staff when challenging unwanted behaviours in students and also when praising wanted behaviours.

**Guiding Principles** – Staff will promote the highest standards of behaviour and challenge unwanted behaviours. Listed below are some guiding principles to follow, but staff should adopt a common sense approach with behaviour management.

**Core Value 1 - We should be ready to learn:**

- We will be in in full school uniform
- We will put our mobile phones in our bags turned off during the school day
- We will bring the correct equipment (a bag, planner, PE kit, food ingredients, pen and pencil)
- We will conform to regulations in respect of jewellery and makeup
- We will maintain a good standard of personal presentation.
- We will be on time and punctual to school and each lesson
- We will have completed any pre-lesson work e.g. Homework
- We will listen to the teacher, settle to work quickly and maintain concentration in lessons.

**Core Value 2 – We should be respectful at all times: *'you will represent yourself as a student at their best at all times'***

- We will respect ourselves by aspiring to “be the best I can be each and every day”
- We will treat everyone respectfully and expect this in return
- We will not to prevent others from learning by talking out of turn or distracting others
- We will not tolerate racist, sexist, homophobic, emotional or physical bullying or behaviour which puts any person’s health and safety at risk
- We will promote individuality and support diversity in our community
- We will work from the basic premise that all human beings respond better to praise
- We will employ restorative practices and work towards restorative solutions when relationships break down (we refer to this as **repair** and **rebuild**)
- We will respect the environment.

**Core Value 3 – We should keep ourselves safe at all times:**

- We will behave in a safe and sensible manner at all times
- We will promote healthy lifestyles at all times, including never smoking on the school site
- We will keep ourselves safe out of school
- We will keep ourselves safe online

Consistency is key with behaviour at Westleigh – We have a set of '**Visible Consistencies**' which we expect **EVERY** member of staff to follow at all times throughout each and every day. These visible consistencies are reviewed and refreshed throughout the school year as required.

**It is expected staff will personally follow up instances of student misbehaviour or poor effort, (with the support of line managers where needed). We refer to this as 'picking up your own tab'.**

Staff should always seek to resolve issues and restore relationships with students as the basis for future improved behaviour for learning. Regular parental contact is highly valued and plays a key role at every stage of our rewards and sanctions system to maintain a successful three way working relationship.

To support teaching and learning, there is a middle or senior leader on patrol every lesson. They will actively patrol the school promoting good behaviour. Staff can call for support during lessons by ringing through to the pastoral administrative officer in the Pastoral Hub or by sending another student to the pastoral Hub. Support should only be requested once all other strategies have been exhausted including moving a child seat and sending them to another classroom for some time out. The member of staff offering support will try to refocus the student and get them; if possible, back into lesson learning, however, it remains the responsibility of the class teacher to sanction the student as appropriate.

## SANCTIONS

**Sanctioning unwanted behaviour:** The school has a structured system of sanctions and support systems for dealing with unwanted behaviour. In the first instance, staff will endeavour to encourage good behaviour for learning by using a range of strategies including restorative approaches.

A structured system of consequence (See Appendix A) is in place to act as a clear guide for staff when dealing with students not demonstrating the school core values. This system is to be used as a guide and the list of behaviours/sanctions is not exhaustive. There may be circumstances where an alternative approach is deemed more suitable by both parties for a suitably restorative outcome. We refer to a common sense approach at all times.

**Logging unwanted behaviour:**

Not all unwanted behaviours require a sanction and we ask that a common sense approach be adopted, however we ask that all unwanted behaviours are logged on classcharts. Unwanted behaviours which do not require a specific sanction can be added to classcharts via the 'incident log' tab. All other behaviours are logged under the appropriate behaviour tab on classchart. Teachers should assign an appropriate sanction (see Appendix A) and a brief description of the incident should be added in the notes tab.

## DETENTION SYSTEM

**All detentions will be logged centrally on Classcharts. Students will be reminded in morning registration and by class teachers throughout the day that they have a detention after school. Failure to attend detentions will instigate an escalation and further sanctions.**

**Subject teacher detentions (20 minutes):**

This will be imposed when students do not complete classwork or homework satisfactorily or by the deadline set. If a student displays poor conduct in lesson and does not follow the classroom Code of Conduct (see Appendix B).

**Faculty detention:**

This will be imposed if students repeatedly fail to complete homework; fail to attend a subject teacher detention 2 or more times; leave a lesson without the permission of their teacher. They will also be imposed if a student fails to settle to work after being removed from a lesson following the Code of Conduct procedure.

### **SLT behaviour detention:**

A student can be placed in the SLT behaviour detention on a Friday after school for 60 minutes and can only be put on SLT detention of SLT/Appropriate Pastoral Staff.

## **REWARDS**

**REWARDS – we give first attention to wanted behaviour and positively reinforce this with praise and rewards. We ask that staff to work on the basis that we aim to reward 5 positive behaviours for each negative.**

We use the following rewards to promote wanted behaviours.

### **Achiever of the Month**

This is awarded by each faculty to the student in each year group who has shown the most achievement.

### **Rewards Points and Headteacher's Rewards**

Every student who has worked well, behaved well and arrived on time to school and lessons, and received no negative logs will be rewarded with 6 positive points each day. Students can save these points and cash them in for prizes using the Classcharts App or making order via their form tutor.

If a student is logged for negative behaviour they will lose their 6 points for that day, however there is still the opportunity to gain additional points as outlined below. This will incentivise students to work harder and more resiliently as they work towards their chosen rewards.

Points can also be awarded for:-

Excellent classwork (to be allocated when work is assessed):	3 points
Good questioning	2 points
Random acts of kindness	5 points
Excellent reading	3 points
Good citizenship	5 points
100% attendance	3 points (100 points for the whole year)
Attendance at extra-curricular teams and clubs	2 points
Representing the school at events	3 points
Excellent progress each half-term	10 points
Excellent effort in lessons	3 points
Leave conflicts outside the classroom	2 points
Good focus throughout the lessons	1 point (maximum of 3 per lesson)

Additionally we will engender positive competition between registration groups to accrue the most points collectively for an additional reward. (See Appendix C for list of rewards available to students).

### **Headteacher's rewards:**

Students are rewarded for going 'above and beyond' and demonstrating wanted positive behaviours towards their academic studies by either:-

- **Headteacher's Praise Pod** – students are personally rewarded for their hard work by the Headteacher; who will present them with a certificate outlining the reason for the nomination and a Headteacher's Award badge. Any member of staff can refer a student for Headteacher's praise pod and they should do this by informing the Headteacher's PA.

- **Afternoon Tea with the Headteacher** – students who consistently demonstrate the core values of RRS are invited to an afternoon tea with the Headteacher. Heads of Year and members of the SLT will recommend students for this reward; however any teacher can recommend a student for this reward by referring to the students appropriate Head of Year.

## **ATTENDANCE AND PUNCTUALITY**

### **Attendance Rewards – attendance is key at Westleigh**

- (Termly) 100% certificate and badges will be awarded
- (Termly) Toast and refreshments with the Headteacher to celebrate 100% attendance
- (Weekly) The most improved form will be recognised with early lunch passes
- (Weekly) Classchart point awarded to any form that has 100% attendance
- (Weekly) The best form attendance will have their success publically celebrated on the attendance board
- (Annual) Prize draw at the end of the year for all students who have had 100% for the academic year
- (Annual) Classchart reward points added for 100% attendance over the academic year

### **Punctuality and Late Detentions:**

Students who are late will be placed on the “Lates” detention list and these pupils will receive a detention each day that they are late. **Please note: that the school has legal powers to impose detention and parental consent is not required.**

If a student is late for morning registration they will receive a 20 minute detention to be served that same day. If the student arrives late to school after 8.45am they will receive a 30 minute detention to be served that same day.

If a student accrues more than **7 lates** within a half term HOY will arrange a meeting with parents to address any underlying issues and seek a remedy.

### **Truancy**

Students found to be truanting from school will be internally excluded and expected to catch up time missed. (See Appendix A)

# REPORT SYSTEM

## Reporting System:

Students whose behaviour is causing concern are placed on report. Report stages are as follows:

- Stage A Form Tutor
- Stage B HOY
- Stage C PSP Report - Senior staff/SENCo/Pastoral Manager
- Stage D Headteacher Report

Report cards are used to monitor and support students to improve their behaviour and attitude. Parents **MUST** be informed if their son or daughter is placed on report. Failure to report properly will result in a further sanction and possible internal exclusion if the problem persists.

### **Stage A – Form Tutor**

Where a student is accruing repeat offences for unacceptable behaviour on classcharts and sanctions are not remedying the problem or where a student hits trigger 4, they should be placed on a Stage A report card to their form tutor. This should be for an initial period of 3 weeks.

Parents **MUST** be informed immediately and a review meeting set. If measurable improvements are seen and the number of negative Classcharts logs become negligible the student may be taken off report. However, if the problem persists you may choose to either amend the targets and issue a warning of escalation to the HoY or escalate immediately (dependent on severity of behaviours). The HoY should be kept fully updated re progress and should track also using Classcharts.

### **Stage B - HoY**

If a student is escalated to Stage B, parent/carer should again be invited into school to meet with the HoY to discuss behaviour and how this is impacting on progress. At this stage it should be considered if an Early Help is needed and if referral was made to SEN how this has progressed. The monitoring period for early help is 6 weeks, however if behaviour deteriorates further quickly we can escalate to PSP stage more rapidly.

Regular communication should be maintained between HOY and the pastoral team who will triangulate all parties involved and ensure the plan is tight and intervention is targeted suitably. It is imperative at this point that any outside agencies already involved with the student are invited to any meetings. When a student moves up through the stages targets should be reviewed and amended if appropriate. There should be clear incentives and sanctions outlined and parents should be reminded about their role in monitoring behaviour.

### **Stage C – SLT/Pastoral Manager**

At this stage a student will be on a PSP and seriously at risk of exclusion from the school. They will remain on report for the duration of the PSP. External agencies will be considered and engaged as appropriate as will internal intervention and specific QFT strategies. The pastoral team will liaise closely with the SEN team to ensure barriers to learning are removed.

### **Stage D – Headteacher**

Where students do not respond to systems in place and face exclusion/supported transfer they may be placed on report to the Headteacher as a final measure to encourage a positive response to school systems.

## Faculty Report Card / SENCo

Heads of Faculties **should** use internal faculty report cards to monitor the behaviour work/attitude of students in their subject area where there is cause for concern and poor behavior attitude is persistent. As part of 'picking up your own tab' with behavior, staff should refer to the HoF for support with behavior before they refer to the appropriate HOY or SLT link.

**All staff will promote the core values of Ready, Respectful and Safe at all times – We all have a role within the pastoral structure.**

The pastoral structure: - a detailed breakdown of pastoral staff can be found in Appendix D.

## **TEACHERS**

**(a) In form time is an important part of the school day therefore, teachers will:**

- Start registration on time
- Ensure every child has reading material on them, and spends a minimum of 15minutes reading.
- Ensure every child is in full uniform and wearing uniform correctly
- Ensure every child is subscribing to the jeweler policy
- Ensure every child removes coats and bags
- Ensure every child is engaged in recommended activities
- Ensure every child has the correct equipment
- Inform Head of Year of any issues with personal presentation and regular equipment concerns
- Review behaviour and attendance data and discuss as appropriate with students
- Issue report cards and review progress towards targets
- Promote and reinforce key SMSC message
- Celebrate success and rewards
- Monitor positive Classcharts logs

**(b) In lessons, teachers will:**

- Follow the Classroom Expectation Policy\* to ensure students are maximizing learning time and low level disruption is eradicated.

**(c) At lesson changeover, staff will:**

- Be on the corridors to ensure children:
  - ✓ walk in an orderly and quiet fashion and keep to the left on corridors
  - ✓ get to their next lesson promptly in an orderly way
  - ✓ enter the classroom quickly and quietly

## **HEADS OF FACULTY and HEADS OF YEAR**

**(a) Heads of Faculty will:**

- Monitor the behaviour of children with their teams and implement CPD for staff as appropriate.
- Ensure that Quality First Teaching is taking place across the faculty and that appropriate assessments are administered to identify any difficulties and inform intervention
- Ensure all teachers have a faculty buddy if students require time out of lesson
- Refer to the emergency duty member of SLT, if child fails to calm down/settle to work
- Reinforce the restorative system where a student struggles to resolve issues independently.
- Contact parents/arrange with teacher for parent to be contacted where appropriate (HoY to be informed)
- Discuss with HoYs and SLT line manager those children with persistent behavioural problems.
- Place students on faculty report if they persistently disrupt their lesson (HoY/SLT to be informed)
- Ensure that a bank of work is available at KS3 and KS4 for students who are in the exclusion room/isolated

**(b) Heads of Year will:**

- Tour their form groups during registration and lesson time wherever possible
- Monitor the behaviour of students in their year group and implement CPD for staff as appropriate.
- Monitor the behaviour of students in their year group and implement targeted support appropriate.
- Work with HoFs and SLT proactively to reduce behavioural incidents
- Work to reduce the number of incidents occurring in informal situations
- Contact parents with good and bad news
- Make requests for LSC involvement via the SENCo
- Oversee the progress of their year group across the curriculum
- Have a target group of students who they will monitor closely to ensure they make good progress.
- Ensure close monitoring of behaviour incidents and work pro-actively to provide early intervention strategies are implemented.
- Monitor and actively contribute to Early Help / Child in Need and Child Protection conferences providing reports and coordinating provision as agreed.

**THE LEARNING SUPPORT CENTRE**

**The Learning Support Centre will:**

Follow the LSC Remit including:-

- Proactively work with the most acutely behaviourally challenging students as referred by HoYs/SLT/HoFs/Parents
- Provide and co-ordinate an alternative individualised curriculum for identified students
- Communicate with staff regularly on behavioural issues
- Liaise closely with HoYs on strategies to improve behaviour
- Support students on PSPs

**THE PASTORAL MANAGER**

***The Pastoral Manager will:***

- Work proactively to provide early intervention for students with emerging behavioural issues
- Maintain a visible presence in school during the school day
- Contact and meet with parents when dealing with behaviour related matters
- Set up and monitor Pastoral Support Plans/Early Help Plans
- Work in conjunction with Senior Leaders and all other staff to maintain good order in school
- Maintain a presence outside of school at the start and end of the school day
- Be the first point of contact for the local community with regard to student behaviour outside of school
- Oversee and manage staff duty to ensure good order during unstructured periods
- Liaise with external agencies and professional bodies to source and agree suitable provision for students with SEMH.

**THE INTERNAL EXCLUSION WORKER**

***The Internal Exclusion Worker will:***

- Respond to and investigate behaviour management issues and gather information
- Manage the day to day running of the exclusion room in accordance with the agreed protocols
- Oversee and manage the recording of data pertinent to internal exclusion
- Work pro-actively with students to improve their behaviour
- Telephone home to inform parents that a student has been placed in the exclusion room by arrangement with SLT/HoY/Discipline Officer
- Send home a letter/email to confirm a student has been placed in the Exclusion Room (if parents cannot be contacted by telephone)

- Ensure that a log is kept of any statements taken from students and that these are attached to the student's file in SIMS

## **THE LEAD PASTORAL SUPPORT MANAGER**

### ***The lead pastoral support manager will:***

- Oversee the Pastoral Hub daily
- Offer advice and support to other Heads of year / Pastoral support managers
- Keep an oversight of students with toilet and time out passes
- Oversee the pastoral support students require on a daily basis
- Implement targeted support for students in the pastoral hub

## **SENIOR LEADERSHIP TEAM**

### ***The Senior Leadership Team will:***

- Be available throughout the day to:
  - a) Support staff to achieve consistency on all aspects of behaviour management
  - b) Assist HoFs and HoYs with major disciplinary issues
- Support HoYs in picking up issues related to their year group
- Assist staff at lesson changeover and at the start and conclusion of am/pm sessions
- Take decisions over students referred to the exclusion room
- Monitor the students on PSPs
- Manage the PSP process
- Lead a weekly behaviour detention

## **GUIDELINES FOR THE INTERNAL EXCLUSION ROOM**

All HoFs are required to provide a differentiated bank of work for each year group which can be accessed and used when students are in the exclusion room. This can be placed in the **J:Drive** in the **Exclusion Room** folder. A selection of text books/worksheets should also be made available.

Staff will be emailed with a list of students who will be in the exclusion room at the end of the school day, for the next day. All teaching staff are required to provide suitable work for any students they would have been teaching. This should be emailed to [vickycoard@westleigh.wigan.sch.uk](mailto:vickycoard@westleigh.wigan.sch.uk) or placed in Vicky's tray at the beginning of the school day.

### **Guidelines for IE:**

- Students should only be placed in the exclusion room if their behaviour would warrant a FTE.
- No students taken to the exclusion room during the day, except via the Headteacher/ Deputy Headteacher i/c Character and Culture.
- The Duty Officer takes the student to the HoF if necessary, if a problem arises in lesson time.
- If a problem arises for the HoF the student is taken to HoY or SLT.
- If an event occurs at break or lunch, the student is taken to HoY/Form Tutor for the day.
- If staff refer an incident which happens in their lesson, they should ensure that they contact parents.
- SLT/Pastoral Team will assess each case and decide suitable sanction.
- The duration of stay is determined at this time. A clear number of days a pupil is to spend in the exclusion room is to be explicit from the outset wherever possible to enable reparation discussions to take place just before they return to normal classes.
- Students not to be put into the exclusion room at breaks or lunchtimes.
- No HoF/HoY/SLT should have more than one person in isolation. If an event involved more than 1 student, students to be separated between HoF, HoY, Form Tutor, or SLT.

- No students to go into the exclusion room to write statements. Investigations to be done in Pastoral Hub or Pastoral Manager's Office.
- Pupils to have lunch in the exclusion room. Lunch (1.05pm – 1.45pm) - Choice of sandwich/panini and drink.
- One Behaviour Worker to remain in the room at all times.
- A letter to be sent home each time (to back up the telephone call).
- Parents to be invited into school by SLT/HoY/Pastoral Manager if their son/daughter hits behaviour triggers to highlight the severity of the situation and discuss possible solutions.
- Students placed in the exclusion room will have a different school day starting at 11.00am and will remain in the exclusion room until 4.00pm. Any students not settling in the exclusion room will have their day extended at the discretion of SLT.

## HOME SCHOOL AGREEMENT

This is an agreement between the School, parents and students which sets out the standards to be maintained and values to be upheld. The word parent involves all those who have parental responsibility for students at the Westleigh School.

The School expects new parents and their children to sign the Home-School Agreement as evidence of their support. It also expects existing parents and their sons and daughters to re-sign the Home-School Agreement on an annual basis as reaffirmation of their commitment to the School and its guiding principles. The Home-School Agreement is revised annually.

A copy is included in this policy document (Appendix E).

<b>Adopted by the Board of Governors and recorded in the Minutes of the meeting held on:</b>	26 September 2018
<b>Review due to be Completed on:</b>	September 2019
<b>Headteacher</b>	

## Appendix A: Behaviour and Sanction Chart

This document should act as a guide and the list of behaviours/sanctions is not exhaustive. **There may be circumstances where an alternative approach is deemed more suitable by both parties for a suitably restorative outcome.**

Category	Example of behaviour	Sanction and consequence
C1	<ul style="list-style-type: none"> <li>Failure to complete classwork</li> <li>Failure to complete homework.</li> <li>Rudeness to staff</li> </ul>	Subject teacher detention (20 mins after school or break and lunchtime) At this detention students should be completing work relevant to subject. (Failure to attend 1 <sup>st</sup> time will result in HOF issuing a reminder.)  <i>40 Mins Subject Teacher Detention</i> <i>Home school contact via phone call if pupil removed from lesson or referral issued.</i>
	<ul style="list-style-type: none"> <li>Poor conduct or behaviour in lesson leading to lesson removal →</li> </ul>	
C2	<ul style="list-style-type: none"> <li>Repeated failure to complete homework</li> <li>Failure to attend teacher detention twice.</li> <li>Leaving lesson without permission</li> </ul>	Faculty detention 40 minutes after school or break/lunchtime <b>(Referrals should be completed at this stage by class teacher or HOF)</b>  HOF reserves right to issue 60 minute detention if behaviour does not improve when removed from classroom  HOY detention (30 minutes)
	<ul style="list-style-type: none"> <li>Poor behaviour following removal from classroom following code of conduct procedure →</li> <li>Repeated failure to comply with uniform standards. (5 incidents logged on SIMS)</li> </ul>	<i>Home school contact via telephone call subject teacher or HOF. Student informed of detention. Repeated incidents will also result in parents being invited into school and reporting system.</i>
C3	<ul style="list-style-type: none"> <li>Failure to attend faculty detention.</li> <li>Persistent poor behaviour in particular lesson.</li> <li>Refusing to be removed from lesson when code of conduct procedure has been followed.</li> <li>Walking away from a member of staff when being reprimanded.</li> <li>Persistent failure to meet uniform standards (3 incidents following HOY detention)</li> <li>Interrupting other lessons</li> <li>Aggressive behaviour towards others.</li> <li>Removal from classroom more than 4 times</li> <li>Repeated use of bad language witnessed by staff.</li> <li>3 or more times late during the week.</li> <li>Eating outside of designated areas or littering the school site.</li> <li>Truancy from lesson</li> </ul>	Behaviour detention 60 minutes served with SLT on Friday evening.  <i>Home school contact made when administering detention student should also be informed as part of initial conversation. Can be supported by HOY/SLT where appropriate</i>
C4	<ul style="list-style-type: none"> <li>Severe poor/verbally aggressive attitude towards teaching staff leading to referral →</li> </ul>	HOF or SLT Isolation  Student <b>must</b> be placed on Faculty Report to try to resolve issues in the first instance  <i>Home school contact made via phone by adult logging incident.</i>
C5	<ul style="list-style-type: none"> <li>More than 4 behaviour detentions in the space of a half term.</li> <li>Refusal to attend behaviour detention or poor behaviour in detention with SLT</li> <li>Persistent poor conduct leading to behaviour detentions/referrals.</li> <li>Refusal to comply with uniform policy</li> <li>Truancy off site</li> <li>Repeated removal from lessons</li> <li>Smoking or being in possession of smoking paraphernalia</li> </ul>	1 day internal exclusion/HOY/SLT isolation <b>(Referrals should be written the same day in order for sanctions to be imposed in a timely manner.)</b>  <i>Home school contact made by adult logging incident. Clarify what sanction will be using consequences grid. If unsure speak to pastoral team</i>
	<ul style="list-style-type: none"> <li>Swearing at a member of staff.</li> <li>Persistent refusal to comply with uniform policy</li> <li>Fighting</li> <li>Aggressive/dangerous behaviour</li> <li>Bullying</li> <li>Discriminatory abuse</li> </ul>	1-5 days internal exclusion  <b>(Referrals should be written the same day in order for sanctions to be imposed in a timely manner.)</b>

	<ul style="list-style-type: none"> <li>▪ Theft or vandalism of school or others' property</li> <li>▪ Bringing school into disrepute.</li> <li>▪ Repeated removal from lessons</li> </ul>	<p><i>Home school contact made by adult logging incident: followed up by exclusion manager when sanction confirmed.</i></p>
<b>C6</b>	<ul style="list-style-type: none"> <li>▪ Poor behaviour when internally excluded.</li> <li>▪ Refusal to be internally excluded</li> <li>▪ Persistent Disruptive Behaviour</li> <li>▪ Repeated removal from lessons</li> <li>▪ Extreme vandalism / Damage</li> <li>▪ Physical assault against pupil</li> <li>▪ Verbal abuse/threatening behaviour against adult</li> <li>▪ Bullying/ threatening behaviour against a pupil</li> <li>▪ Sexual Misconduct (C7- some more severe)</li> <li>▪ Theft</li> <li>▪ Malicious allegations made towards staff.</li> </ul>	<p>Fixed term exclusion  <b>Logs should be written the same day in order for sanctions to be imposed in a timely manner.</b></p>
		<p><i>Home school contact made via letter from Headteacher and meeting held upon return with member of SLT.</i></p>
<b>C7</b>	<ul style="list-style-type: none"> <li>▪ Unsuccessful PSP</li> <li>▪ Possession of offensive weapon</li> <li>▪ Serious theft</li> <li>▪ Possession of or intent to supply illegal drugs.</li> <li>▪ Violence towards a member of staff.</li> <li>▪ Seriously endangering the health and Safety of others.</li> </ul>	<p>Supported Transfer/permanent exclusion</p>
		<p><i>Home school contact made via letter from Headteacher/meeting with governors.</i></p>

## Appendix B:

# Classroom Code of Conduct

*'This is how we do things around here, and these are the values we hold'*

If a student is not adhering to this fundamental expectation and/or is disrupting the learning of others the code of conduct will be deployed.

- 1) Informal Warning/Reminder: Student informed that the numbers process will begin if behaviour does not improve.
- 2) Formal Warning: Initials and 1<sup>st</sup> number on board and student loses reward and is warned that further disruption will mean a seat move.
- 3) 2<sup>nd</sup> Number: Seat move within the classroom to act as a physical representation that the pupil is at risk of receiving a 20 minute subject teacher detention and faces possible removal from classroom.
- 4) If the student's behaviour improves, then no further sanctions are given;  
If the behaviour does not improve, the student will be sent to the faculty buddy **with a 40 minute detention** who will increase the detention to a **60 detention** if the student does not settle to work.

**When removed from the classroom students will be required to complete a reflective log which they should return to their class teacher along with an apology at the end of the lesson. Refusal to do this will lead to a 3 way discussion between HOF/ class teacher and student to resolve the issues.**

## Appendix C: Praise Points Purchase Chart

### Available rewards

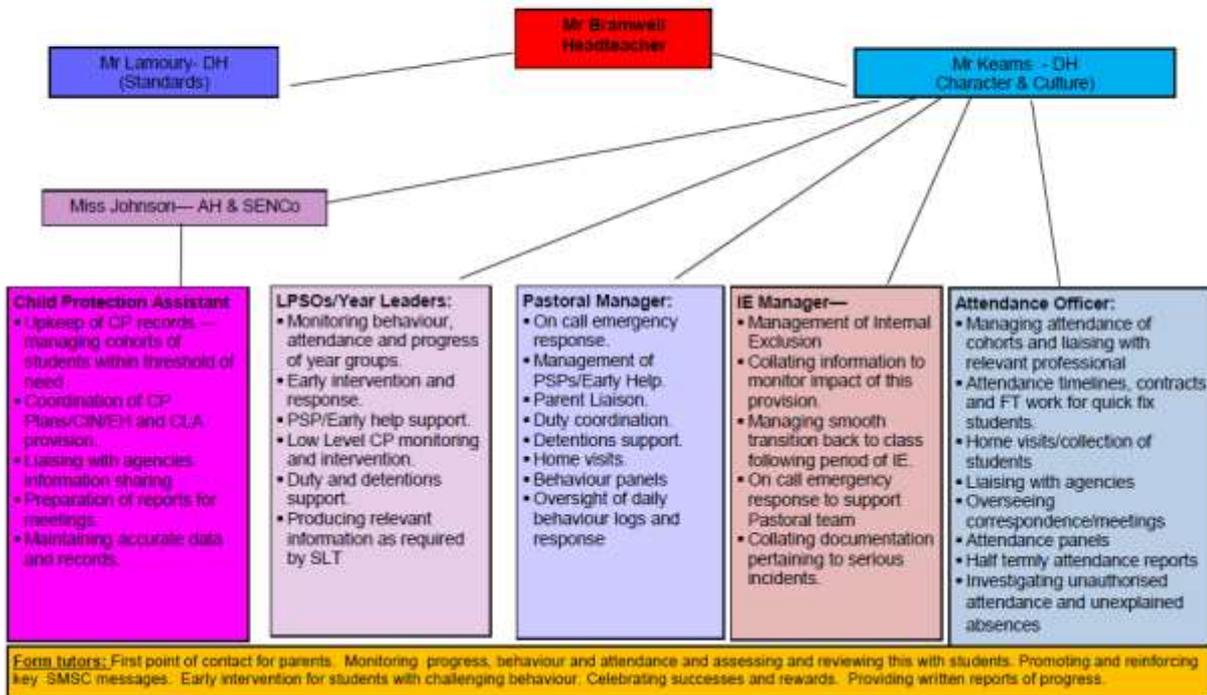
<b>Early Lunch Pass</b>	200 points
<b>1 Gb memory stick/pen</b>	300 points
<b>Elite Stationery Set</b>	350 points
<b>Free Lunch pass</b>	350 points
<b>Earphones</b>	400 points
<b>Rugby Ball</b>	500 points
<b>Football</b>	500 points
<b>Rubik's cube</b>	600 points
<b>Prom discount voucher</b>	800 points
<b>Outward Bound afternoon</b>	1000 points
<b>£10.00 Love to Shop Voucher</b>	1000 points

## Appendix D: Pastoral Structure 2018/19:



**THE WESTLEIGH SCHOOL**  
Aspiring & Achieving Together

### Pastoral Structure 2018-19



## Appendix E: Home School Agreement



**THE WESTLEIGH SCHOOL**  
Aspiring & Achieving Together

### HOME SCHOOL AGREEMENT

Our **Home-School Agreement** contains information on the aims and values of The Westleigh School and sets out what the school expects of all of its students. Students are more likely to achieve their potential when schools and parents work together, therefore this agreement will help us to establish and maintain strong relationships between parents, carers and the school.

Name of Student: \_\_\_\_\_  
(please write your son/or daughter's name here)

#### PARENT/CARER

##### **I / We will:**

- See that my son / daughter goes to school every day, on time, in full school uniform and properly equipped to work hard in lessons.
- Make the school aware of any concerns or problems that might affect my son/daughter's work or behaviour.
- Support the school's policies and guidelines for behaviour, attendance and uniform.
- Raise any concerns or complaints through the school's complaints procedures and will not bring the school into disrepute through any other media (social and journalistic).
- Track my child's progress and implement suitable rewards and sanctions as appropriate.
- Support my son/daughter in completing their homework and encourage all opportunities to engage in home and independent learning
- Attend **all** parents' evenings and discussions about my son/daughter's progress and communicate to the Form Tutor in the first instance any concerns or difficulties that affect their education.
- Talk to my child about their experiences at school, opening conversations about their learning journey.

Parent/Carer's Signature : \_\_\_\_\_

#### THE SCHOOL

##### **The school will:**

- Make your son/daughter's safety, happiness and educational achievement a priority.
- Challenge your son/daughter to achieve their full potential as a valued member of the school community.
- Provide a broad and balanced curriculum and meet the individual needs of your son/daughter.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and about your son/daughter's progress in particular.
- Be open and welcoming at all times and offer opportunities for you to become involved in the life of the school.
- Fulfil the aims of the school.

Signature : \_\_\_\_\_

**C Bramwell, Headteacher**

#### THE STUDENT

##### **I Will:**

- Attend school every day and on time.
- Bring all the equipment I need every day.
- Wear full school uniform correctly and be tidy in appearance.
- Abide by the fundamental school expectation and be ready to learn, respectful and safe.
- Complete all my classwork and homework to the best of my ability.
- Be polite, courteous and helpful to others.
- Keep the school free from litter and graffiti.
- Not bring the school into disrepute via social media or poor behaviour in the community.

Signature of Student: \_\_\_\_\_