



Behaviour Policy

September 2021

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Associated documents:
Uniform Code Mobile Phone Procedure The 'Westbourne Way'
Links to:
<ul style="list-style-type: none">• Safeguarding Policy• E-Safety Policy• Anti-Bullying Policy• Social Media Policy• Curriculum Policy• Reasonable Force Policy• Code of Conduct• Home-Academy Agreement• Data Protection Policy

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'Westbourne Way'.

1 Legal framework and definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

2 Scope of this policy

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

3 Academy curriculum

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

4 Roles and responsibilities

4.1 Staff members will

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

4.2 Pupils will

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

4.3 Parents/carers will

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

5 Classroom behaviour

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

6 Pupils' conduct outside of the classroom

6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.

6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when

- pupils are taking part in any academy- organised or academy related activity
- pupils are travelling to or from our academies
- pupils are wearing academy uniform
- pupils are in some way identifiable as a pupil at one of our academies
- pupils' behaviour could have repercussions on the orderly running of our academies
- pupils' behaviour poses a threat to another pupil or member of the public
- pupils' behaviour could adversely affect the reputation of our academies.

7 Sanctions for poor behaviour

7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

7.2 Sanctions are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.

7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is

- made by a paid member of staff, or a member of staff authorised to do so by the Principal
- made on the academy premises or whilst the pupil is under the charge of a member of staff
- reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

We recognise our legal duty to prevent pupils with a protected characteristic from being disadvantaged. Our special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs which are currently not being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify and support special educational needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the pupil. We will work with parents and carers throughout the process and co-create the plan and review it on a regular basis.

7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.

7.5 Sanctions

- relate to a specific task or action and will be applied clearly

- are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
 - reinforce **our** core values and ethos
 - do not focus repeatedly on the same issue without progress
 - do not have a negative effect upon others.
- 7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.
- 7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:
- a) an assessment to establish a clear analysis of the pupil's needs, which may include referrals to other agencies or specialists
 - b) a plan setting out how the pupil will be supported, which will include consultation with parents/carers
 - c) the required action to provide the support
 - d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 7.9 We consider a pupil's special educational needs when dealing with their behaviours.
- 7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.
- 7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

8 Use of suspensions (fixed period exclusion) and permanent exclusions

- 8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.
- 8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as
 "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- 8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

- 8.4 The decision to exclude a pupil is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**
 - if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.
- 8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.
- 8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of "prohibited items" listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.
- 8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - allow the pupil to give their version of events
 - consider if the pupil has special educational needs (SEN) in accordance with the SEN Code of Practice.
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education's latest [statutory guidance](#) to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

9 Use of detention

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.
- 9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered

essential. We therefore aim to notify parents by **text or phone**. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

10 Confiscation of Inappropriate Items

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely by either Mr Bouckley or Mrs Cook.

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned parents/carers via the Academy reception at the end of the academy day in accordance with 10.5

10.5 A log is kept to record all confiscated items (see Appendix C).

11 Power to use reasonable force and right to search pupils

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

- 11.2 Members of staff can seek pupil consent to search for fizzy and energy drinks, cigarette lighters, legal highs and aerosols. Force cannot be used to search for these items.
- 11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.
- 11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.
- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

12 Seclusion, isolation and calm rooms

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our ReSTART and Inclusion room. We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.
- 12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.
- 12.5 Pupils with SEND or who are being assessed for additional support or an EHCP need to be supported where they are accessing a different pathway of support, which could include the use of a calm room. A calm room **must not** be used for the purpose of a sanction. Please see Appendix D for approach and procedures to the setting up and establishment of a calm room or space.

13 Bullying

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

14 Drugs, tobacco, alcohol and illegal substances

- 14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.
- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.
- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

15 Weapons

- 15.1 The law recognises three categories of offensive weapon:
- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
 - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
 - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.

- 15.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 15.7 Parents are informed of their child's involvement in any activity related to weapons.

16 Mobile phones

- 16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.
- 16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17 Child protection and safeguarding

- 17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

18 Outside agencies

- 18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

19 Staff training and support

- 19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.
- 19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

20 Record keeping and data protection

- 20.1 We keep a record of incidents of misbehaviour and positive behaviour.
- 20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by
- Gender
 - Ethnicity
 - EAL
 - Pupil premium
 - SEND
 - Disability

- Age
- Religion
- Sexuality
- Children Looked After.

20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.

20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.

Appendix A Procedure for Rewards

Westbourne Academy encourages a praise culture.

Studies show justified praise and recognition promotes learning, expectations, motivation and aspirations.

All outstanding academies have praise cultures both within and outside of the classroom and at Westbourne Academy students all receive praise on a continuous basis, which is:

- justified
- personalised, in that it is based on knowledge and understanding of individual students
- delivered sensitively in ways which the individual student prefers
- backed up by communicating this to parent/carers and family at every opportunity

Students are praised appropriately for good work, leadership, behaviour, community or charity work, extracurricular involvement or attendance and for other appropriate actions.

Praise is given in a variety of ways:

- Feedback given on written work
- Celebration Assemblies
- A letter from the Principal
- Academy Awards evening
- Curriculum letters / post cards / emails / phone calls home
- Subject badges through the LORIC student leadership system
- PIPS at Key Stage 3
- The Westbourne Academy Progress Board
- Year 11 Reward trip to Thorpe Park
- Year 11 Golden tickets
- Reward trip invites
- Being nominated for the role of prefect
- Westbourne Academy Newsletters
- House Recognition

Rewards System

STAR ethos

At Westbourne, STAR is the fundamental ethos, which forms the basis of our expectations for all students and staff.

- Be Safe
- Be Thoughtful
- Be Accountable
- Be Respectful



STAR is widely promoted to staff through briefings, and students through every assembly, displays around the academy, student notices and through discussions during student voice groups. It is also a prominent feature of our home academy agreement and in the extensive work with year 6 students through our transition process.

LORIC points

At Westbourne Academy students can achieve tangible rewards through LORIC Points. This scheme is designed to reward students for various successes at the academy in line with the praise culture. The scheme is based on gaining LORIC points for

- Leadership
- Organisation
- Resilience
- Initiative
- Communication



LORIC Points are available in a range of different areas, which include; service to the academy community, supporting others, excellent lesson participation, showing leadership, extra-curricular participation, excellent attitude to learning and academic achievement. The LORIC traits are also taught through the Enrichment curriculum.

LORIC points are recorded in SIMS and can be seen by students in weekly tutor time discussions, through their Contour login and by parents through the My Ed app.

Fortnightly and half-termly analysis is completed through automated reports to show the breakdown of rewards across the academy, subjects and individual student groups. This information is used to guide leaders and staff in ensuring that praise and rewards are being used consistently and appropriately as well as helping to inform areas that need further attention or promotion.

LORIC Badges

Each subject area has developed criteria for LORIC badges. These badges are handed out to students when they have met the criteria over a sustained period of time. Badges are then worn on the lapel of student blazers.

The LORIC character qualities that the subject criteria is derived from are shown in the table below.

Leadership	Organisation	Resilience	Initiative	Communication
Compassion	Pride	Discipline	Volunteering	Cooperation
Risk awareness	Planning	Loyalty	Self-regulation	Writing
Versatile	Time management	Persistence	Independence	Debating
Inspire	Delegate	Determination	Motivation	Presentation
Strategy	Punctual	Stamina	Aspiration	Equality
Ambition	Problem solving	Tenacity		Comprehension
Role model		Growth mindset		Empathy
Achieve		Reflective		
			Flexibility	

PIPS

At the end of each year, students are able to earn STAR PIPS for meeting the following criteria:

- Excellent attendance (97% or better)
- Excellent behaviour in lessons and around the academy
- Consistently handing in home learning on time
- Head of House recognition of significant improvement throughout the academic year

Reward Trips

At the end of each academic year, students who have earned their PIPS get the opportunity to sign up for a subsidised reward trip the venues for which is decided in consultation with student voice. Year 11 are able to attend the annual subsidised Thorpe Park trip if they have met set criteria and been approved by certain subject teachers.

Golden Tickets

The Westbourne Golden ticket is for students in year 11 who have shown outstanding dedication to their studies. They are nominated by their subject teacher and as a result are entered into a weekly draw for a free PROM ticket or leavers hoodie.

Reward Assemblies

At the end of each term, each house recognises the achievements of its students through a rewards assembly. Furthermore, at the end of the autumn and summer terms, students are recognised for their efforts in a range of areas including attendance and reading and are also awarded their PIPS.

Appendix B – Procedures for Sanctions

The aim of issuing sanctions is to correct the behaviour.

Work follows to enhance progress, prevent recurring issues and ensure students understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.

Alongside the sanctions detailed below there are complementary and supportive steps of screening and interventions. Some of the interventions are detailed on the Behaviour Intervention Flow Diagram on page 4, the list is not exhaustive and there are additional interventions available from the Pastoral and EAL teams to identify potential underlying issues or barriers and to change behaviours and improve outcomes for all.

Disciplinary Action	By Whom	Further Detail
1 SIMS negative points	Any teacher or support staff	Where a student misses deadlines, fails to have the correct equipment etc., then SIMS negative points are recorded by the staff member. Negative points are also attributed alongside each sanction listed below.
2 Subject/Pastoral break or lunchtime detention	Any teacher	10 minute detention with the classroom teacher or Pastoral Lead for minor class or uniform issues.
3 Level 1: Verbal warning	Any teacher /tutor	Where a student does not meet the expectations for learning and conduct in the classroom, escalation can increase to Level 4.
		Warning displayed on the board.
4 Level 2: Send out	Any teacher	Students will be asked to stand outside the classroom for a short period of time to reflect on their actions before being invited back in by the teacher.
5 Level 3: Department isolation	Any teacher	The student is moved from the classroom to the Curriculum Leader/designated departmental support room.
6 Level 4: Student removal	On call staff	If the student fails to comply with 2 or 3 then the student is removed from the classroom by the on-call member of staff and taken to the ReSTART room.
7 Student removal – serious incident	Any teacher	This action will be taken for serious breaches of academy rules. Students will either be removed and placed in the ReSTART room for the remainder of the lesson, or the student is removed for some, or all of their lessons whilst any serious incident is investigated for further sanction. The length of removal would be at the discretion of the Principal.

8 ReSTART room	On call staff	Used for lesson removals where students are tasked to reflect on their actions. Length of time in room, up to 2 periods (where double lessons occur otherwise 1 period).
9 Pastoral/Leadership detentions:	Pastoral Lead, Head of House, Senior Leadership	
15 minute lunchtime and afterschool		Level 2 sanctions.
30 minute after school		Lateness to the Academy or missed home learning deadlines.
60 minute after school, Senior Leadership		2 x Level 2 sanctions in a day or failure to attend 30 minute detention.
120 minutes after school, Principal detention		2 x Level 3 sanctions in a day, or a Level 4, or failure to attend 60 minute detention. Although the procedure outlined above is followed in most cases, the Principal, Vice Principal or Assistant Principals may set a detention for other breaches of academy rules.
10 Report cards:	Assistant Principal	
Tier 1 - Form Tutor Behaviour Plan		Low level disruption, occasional Level 2's.
Tier 2 - Pastoral Behaviour Plan		More persistent lower level disruption resulting in Inclusion room visits.
Tier 3 - Senior Leadership Behaviour Plan		Periods in Inclusion Room.
Tier 4 - Suffolk Pupil Support Framework		Further periods in Inclusion Room. Ahead of a potential managed move. Although the procedure outlined above is followed in most cases, the Principal, Vice Principal or Assistant Principals may put a student on report where it is believed that it is in the best interests of the student.
11 Inclusion Room	Principal, Vice Principal, Assistant Principal	Students work in the Inclusion Room for a period of time determined by the Principal where: there has been a history of unacceptable behaviour; too many pastoral set detentions; or for a more serious offence that does not result in an external fixed term exclusion. Students follow their normal curriculum and engage in programmes of support, where necessary, to promote positive behaviour and attitude. Where appropriate, restorative conversations take place. The student attends the academy from 9am to 3.20 instead of the normal academy hours. There is a reintegration meeting with parents/carers at the end of the period with the Pastoral Lead and Head of House. Length of time in room usually 3-5 days or until the student has successfully completed their allotted

		days and/or reintegration meeting has taken place with parents/carers.
12 Managed Move	Principal, Vice Principal, Assistant Principal	The 'In Year Fair Access Panel' will be used to arrange a "fresh start" in a local school to prevent a permanent exclusion situation from arising.
13 Alternative Provision	Vice Principal or Assistant Principal	Students may spend time in alternative provision to modify behaviour and prevent permanent exclusion.
14 Contract	Principal or Vice Principal	A contract (verbal or written) is the final attempt to change behaviour before further exclusions. This will involve a parent/carer.
15 External Fixed Term Exclusion / Permanent Exclusion	Principal after consultation with Chair of Governors	Persistent disregard of school rules and expectations or for a single serious incident. In exceptional circumstances, it may be necessary to permanently exclude a student for a first or 'one off' offence if, in the Principal's judgement, it is appropriate. Exclusions for a "one off" or first "serious misbehaviour offence" may have involved either threatening verbal behaviour or physical actions towards students or staff and in instances when the student is found to be equipped to deal in illegal substances.

Appendix D

Calm rooms or spaces

A calm room is a participatory project that involves the children and young people we serve. It is not a sanction. When children have SEND or are being assessed for SEND, the use of a calm room as a sanction is not acceptable.

It should create and support a culture of empowerment, safety and wellbeing, rather than coercion.

The development of a calm room requires both leadership and agency wide commitment and a specific plan based on the needs of individuals we serve and the resources available

- to empower individuals to practice self-regulation
- to reduce tension and develop skills for maintaining self-control
- to provide a safe space for people to use self-help techniques to manage behaviour and emotions
- to develop practical skills that can be used to self soothe at any time
- a designated space that is designed to be calming to the senses
- a tool to teach calming techniques.

Key considerations

- If the child will not go voluntarily to the 'calm' room, will they be physically directed?
- Can the child leave the room of their own accord, or is the door locked in some way, including being held shut by staff?
- Is the room being used as a punishment, rather than a quiet place of refuge which is welcomed by the pupil?

If the answer is YES to any of these questions, then the room is inappropriate for a calm room and concerns could be raised.