



WESTHOLME SCHOOL

Unrivalled Holistic Excellence

BEHAVIOUR MANAGEMENT, REWARDS and SANCTIONS POLICY (BMRS)

Reviewed: January 2023
Date of next review: January 2024
Produced by: Principal

Other policies that work in conjunction with this:

Safeguarding Policy
First Aid Policy
Anti-bullying Policy
Educational Visits Policy
EYFS Documents
Health & Safety Policy
Online Safety Policy
Acceptable Use Policy
SEND Policy
Equal Opportunities Policy
RSE Policy

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

1. Policy Aims

1.1 This is the BMRS Policy of Westholme School and it aims to promote:

- the warm, kind, community ethos of Westholme;
- courteousness, good behaviour, self-discipline and respect;
- positive relationships and reduce negative and derogatory exchanges, in person or online;
- excellent conduct and decorum from all students and deter bullying-like behaviour;
- a calm, purposeful and happy atmosphere within school;
- positive, caring attitudes towards everyone where achievements at all levels are valued;
- increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- clear sanction guidelines to be used as a learning tool;
- clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- children, staff and parents sharing feeling of common purpose.

2. Overview

- 2.1 At Westholme, all students are encouraged to strive for excellence. The school recognises that individual students will have different strengths and skills, which the school will encourage. It also recognises that students will make mistakes from time to time and need to be encouraged to learn from these mistakes. Unfortunately, there may be times when students step over the boundary of acceptable behaviour. The school will not tolerate any disruption in lessons or poor standards of behaviour and as such, age appropriate rewards and sanctions are in place across the school.
- 2.2 We believe that rewards and sanctions should be clear to all the students and should be carried out fairly and consistently. Their main purpose is to encourage a positive working ethos in school and to promote self-discipline and a strong foundation for a safe working environment, where teachers are able to help students to flourish. We encourage involvement from the students in establishing the rules, as this will give the students a shared sense of ownership and equip them with greater independence.
- 2.3 It has long been known that positive recognition has a desirable influence on the behaviour of students of all ages. By praising and rewarding positive behaviour, it will be reinforced and others will be encouraged to act similarly. However there is also a place for sanctions as a clear consequence for misconduct and poor behaviour. When implementing sanctions at Westholme, the school is seeking to demonstrate to the student that a change must take place and they are to learn from their poor behaviour. Sanctions are not cyclical, they are cumulative, and there is a clear sanctions ladder for repeated poor behaviour. The same sanction will not be issued twice, the next appropriate sanction will be administered for repeated poor behaviour and the school reserves the right to ask a student to leave if they feel that they are having a detrimental effect on pupils' right to learn. It is the school's intention to promote excellent standards of decorum and behaviour through our rewards and sanctions.

3. Scope, application and availability

- 3.1 This policy (together with the Westholme's Code of Conduct, School Rules and all School policies on behaviour, rewards and sanctions provided in them) apply to all pupils at the School and at all times when a pupil is:
- in or at School (to include any period of home learning);
 - representing the School or wearing School uniform;
 - travelling to or from School;
 - on School-organised trips; or
 - associated with the School at any time.
- 3.2 This policy shall apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:
- affect the health, safety or welfare of a member or members of the School community or a member of the public;
 - have repercussions for the orderly running of the School; or
 - bring the School into disrepute.
- 3.3 This policy is published on the School website and is available in hard copy on request. A copy of the policy is available for inspection from the Senior Deputy Head during the School day. This policy and the School Rules can be made available in large print or other accessible format if required.
- 3.4 This policy has been prepared to meet the School's responsibilities under:
- Education (Independent School Standards) Regulations 2014;
 - Education and Skills Act 2008;
 - Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR); and
 - Equality Act 2010
- 3.5 This policy has regard to the following guidance and advice:
- Keeping children safe in education 2022 (DfE, updated September 2022) (KCSIE);
 - Working together to safeguard children 2018 (DfE, updated in December 2020);
 - Information sharing advice for safeguarding practitioners (HM Government, July 2018);
 - Behaviour and discipline in schools (DfE, January 2016);
 - Use of reasonable force (DfE, July 2013);
 - Searching, screening and confiscation: advice for schools (DfE, January 2018);
 - Sexual violence and sexual harassment between children in schools and colleges (DfE, September 2021);
 - Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020);
 - Mental health and behaviour in schools (DfE, November 2018); and
 - Relationships education, relationships and sex education and health education (DfE, June 2019).

3.6 EYFS and Lower Prep

Praise begins with frequent use of encouraging language and gestures, indoors, outdoors, during free play and during more formal lessons, so that desired behaviour is instantly recognised and positively rewarded. This is done in school in many ways such as:

- Positive communications to parents/carers (verbally, written informally in the reading record or and school diary);
- Principal Awards, class awards and certificates which recognise positive contributions or specific achievements;
- Celebration assemblies;
- Special privileges;
- Prizes or, in the case of younger children, stickers;
- Showing/celebrating their successes with another member of staff and/or the Headteacher;
- House points awarded for academic, sporting or social success.
- Green Cards awarded for behaviour

We believe that all staff have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:

- Staff modelling the skills and abilities directly - setting correct standards of behaviour as adults
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Teaching the skills and abilities through weekly assemblies Effective use of form time and teaching of PSHE

Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.

Parents' Responsibilities

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules.

Children's Responsibilities

- To do their best
- To contribute to their own learning
- To treat other people with respect
- To show consideration for others
- To consider the effects of their actions on others
- To treat their belongings and the environment with care and respect

4. Rewards/ Praise

4.1 EYFS, Lower and Upper Prep

Children should be encouraged to behave well and work hard and we use a number of rewards to do this.

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Comments on work
- Showing work to another teacher
- Displaying work
- Stickers and star charts
- House points – class tally, weekly totals in assembly, termly House cup. The aim of the House Point system is to provide a consistent reward system, which allows children to have clear guidelines of standards and expectations and be rewarded for their effort, progress, neat work and teamwork.
- Praise Pads – notes to parents from teachers
- A* Awards – certificates awarded by class teachers
- Principal's Award – certificates presented in Celebration Assembly
- Prizes – awarded annually at Prizegiving

It is essential that all children are able to receive positive encouragement and have a fair chance to enjoy positive rewards. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

4.2 Green Card

A child may receive a Green Card for the following:

- Being helpful/ polite
- Using good manners
- Looking after the environment
- Being kind
- Volunteering to complete tasks
- Looking after a friend
- Picking up litter

Green Cards are posted into the post box in the Prep corridor for displaying attributes of the Westholme spirit and every week during Celebration Assembly, a group of winners will be picked out and receive a prize. Class teachers will also keep a record and these can be discussed at parents' evenings and commented on when writing reports.

4.3 Seniors

Senior Students' Code of Conduct

In the Classroom

- | | |
|-------------------|---|
| • Be punctual | Arrive on time for School and lessons |
| • Be organised | Arrive fully equipped and correctly dressed |
| • Be co-operative | Follow classroom instructions immediately |
| • Be purposeful | Complete work in time to the best of your ability |
| • Be considerate | Do not distract, disturb or offend others |
| • Be careful | Take care of your environment |
| • Be sensible | Follow all safety rules |

Around school

- | | |
|------------------------------|--|
| • Speak considerately | Do not shout or use offensive language |
| • Move about orderly | Keep to the left and do not run |
| • Help others | Hold doors, let people pass and offer to carry things |
| • Respect your environment | Eat only in the Dining Hall and stay in designated areas at break and lunchtimes |
| • Use lockers and cloakrooms | We are a bag-free and coat-free school |
| • Wear correct uniform | Take pride in your appearance and adhere to the uniform policy |

- **Chewing Gum is banned from the School site**
- **Mobile Phones must be switched off and out of sight at all times during the school day. Year 11 and Sixth Form can use them at breaks and lunchtimes in designated areas.**

All students are expected to represent the school well; behaving with courtesy & consideration at all times.

4.4 Senior/INSPIRED Sixth Form

Good behaviour at Westholme is promoted in part due to the extensive system of rewards in operation at the school. Achievement and effort are both recognised and rewarded where possible. Here are some examples of the ways that this takes place:

- Certificates and medals for academic, behavioural or co-curricular success are presented in whole school assembly each week.
- At the school's annual Prizegiving ceremony, awards are presented to a large number of students for success in all areas of school life.
- Letters are sent home by Heads of Year in recognition of consistent effort.
- Postcards are sent home by Form Tutors in recognition of things like helpful or kind behaviour.

- Certificates are given at the end of the academic year in Final Assembly to students who have achieved 100% attendance.

In addition, it is recognised that giving extra responsibility to students is a way to recognise good behaviour as well as to provide good role models for other students. There are many opportunities for students to gain responsibility, some of which are:

- Form Captains and Deputy Form Captains for every form in the school are elected on a termly basis.
- Similarly, each form elects two students to join the Student Council and Sports Council on a termly basis.
- Captains of sports teams, music, dance and drama.
- Senior students have the opportunity to set up and run clubs and societies.
- At the end of Year 12, Student Executive positions are filled after a rigorous application process.
- Prefects for each subject and for Year 7 forms.
- The academic mentoring system.
- Digital Leaders scheme.
- Pastoral mentoring system.
- A 'buddy' system on the school coaches.
- Many LVI students work towards the Level 2 Community Sports Leadership qualification, which involves coaching younger students, helping out at fixtures and events etc.

Staff award House points for good work and positive contribution to school life. House points may also be awarded for a variety of reasons such as participation in school events, good progress or being helpful. Multiple House points may be awarded. House points are recorded on SIMS which is accessible to all staff. When the students reach thresholds, they will receive a certificate from their Head of House in their House Assembly.

Bronze award:	20 House points
Silver award:	50 House points
Gold:	100 House points
Platinum:	150 House points
Excellence:	200 House points – this will be awarded in a whole school assembly
Outstanding Achievement:	250 house points – this will be awarded in a whole school assembly

Heads of House, in the penultimate week of each term, collect the total for their House. At the end of each term, the Principal announces the number of points awarded to each House in final assembly (also including points awarded for other House events such as Sports Day). The House winner (with the most points) for the academic year is announced in final assembly and the House Captains will collect the trophy for this at the annual Prizegiving ceremony.

Also, in final assembly on the last day of the school year, the student's with the highest House point totals in Years 7-9 receive a prize.

4.5 HOLISTIC AWARD – Years 7-9

All pupils in Years 7 – 9 are encouraged to embark on Westholme School's Holistic Award Programme. The Holistic Award is a recognition of all of pupil's achievements both inside and outside of the classroom and across key areas of school. It celebrates key skills and abilities, rewarding those who show commitment and engagement to all aspects of Senior School life. Most importantly, involvement in our unique programme will ensure the development of key skills, necessary for success in school and beyond.

The 4 areas of achievement in the Holistic Award Programme are:

**Academic
Co-curricular
Leadership, Communication and Service to the School
Personal**

There are three levels of achievement in the programme: Bronze, Silver and Gold. In order to attain these levels, pupils will need to achieve and build up Holistic Award credits in the 4 areas of achievement.

4.6 ACE AWARD – Year 10 & 11

Awarded in recognition of pupils' **ACHIEVEMENT**, **CONSISTENCY** and putting full **EFFORT** into their work and to pupils who strengthen the life of the School with their positive attitude and good behaviour. Pupils receive a card worth 5 house points and they are entered into a draw made by the Sixth Form students at whole school assembly. The prizes to be won will be chosen by the pupils in discussion with tutors.

Some of the ways that ACE awards can be earned are:

- Achievement in a specific piece of work, activity or assignment;
- Demonstrating consistency in any area of the curriculum or school life e.g. always completing homework to the best of their ability or always smiling and being polite;
- Displaying a positive attitude or a concerted effort in a particular area e.g. working hard in an area of weakness, co-curricular or House involvement.

4.7 Principal's Award – Whole School (4 – 18)

Pupils are nominated for a significant achievement, event or recognised for a noteworthy accomplishment by any teacher at any point throughout the academic year. An email is sent to the Principal's EA with the reason for nomination and a certificate is generated and awarded at the next whole school assembly. This is a prestigious award and is an excellent way to reward individual success and notable achievements in front of the whole school on a weekly basis.

5. Sanctions

Sections 90 and 91 of the Education and Inspections Act 2006 confirm and clarify the right of the school to impose disciplinary sanctions on a student when their conduct falls below the standard which could reasonably be expected of them. These disciplinary sanctions are actions which aim to make clear the boundaries of acceptable behaviour to the student and the school community.

In accordance with the Equality Act 2010, the school will make reasonable adjustments for managing behaviour which is related to a student's special educational needs (SEND) or disabilities. Where permanent exclusion needs to be considered, the school will ensure that a student with a disability or special educational need (SEND) is able to present his or her case fully where his or her disability or special educational needs might hinder this. Any religious requirements affecting a student will be also considered. In addition, the school is aware that students with child protection issues may sometimes display inappropriate behaviour. Once again, if this is deemed to be the case, reasonable adjustments may need to be made to this policy.

Corporal punishment is unlawful (this includes the use of force in order to punish). It is not used or threatened on any site of Westholme School – INSPIRED Sixth Form, Senior, Prep or EYFS. Its use would ordinarily result in a crime being committed; a threat to use corporal punishment may constitute assault and the defence of reasonable chastisement is not available to school staff. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within 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). The form that can be found in Appendix B 'use of force to control or restrain students: incident record' must be completed if a member of staff has had to exert force on a student. A full investigation would then be carried out by a member of the Westholme Leadership Team.

What this means for schools in practical terms

A wide range of sanctions are available for staff to use. These are arranged in a scale to allow responses which are reasonable and proportionate. Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable;
- deter the student from repeating that behaviour;
- signal to other students that the behaviour is unacceptable and deter them from doing it.

Using sanctions at Westholme School

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a student of a rule, are all that is needed.

Staff should also consider when it might be more appropriate to, rather than impose a sanction, encourage students to reflect on the harmful effects of their misbehaviour, through producing a written account of the problem or through individual or group discussions aimed at repairing relationships for example. Restorative justice approaches to address poor behaviour are sometimes used. The underlying principle is that students are held to account for their actions and encouraged to put right the harm caused.

Guidelines for staff in using sanctions

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or repeated misbehaviour;
- avoid sanctions becoming cyclical;

- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use swift sanctions that are a specific consequence of the student's inappropriate behaviour;
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour;
- when appropriate, use sanctions to put right harm caused;
- avoid where possible sanctions that may be misinterpreted as humiliating or degrading;
- use sanctions in a calm and controlled manner that clearly demonstrate a cumulative order;
- ensure that sanctions are seen as inevitable and consistent (students should know that wrongdoings and misdemeanours can have serious consequences);
- attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own inappropriate behaviour choices have resulted in a sanction being administered;
- when pupils have been issued a number of sanctions, and they are significantly near the end of the sanctions ladder, they must realise their continuation in the school will be questioned and that poor behaviour will not be tolerated indefinitely;
- as a very last resort, after a final warning has been clearly administered in writing, it may be necessary to ask a pupil/family to leave the school. It is therefore important to impress, at every step of the sanctions ladder, the impact poor behaviour has on themselves and others, and so increasingly take responsibility for their own behaviour.

Staff should consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of special educational need. Furthermore, a child's behaviour may be related to some underlying issue which must be dealt with in line with the school's Safeguarding Policy.

5.1 EYFS Lower Prep Sanctions

The Deputy Head Lower Prep and PLT will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions. Behaviour management in the provision will be structured around the following principles:

- Positive behaviour will be reinforced with praise and encouragement.
- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues.
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will avoid shouting
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.
- Activities will be varied, well planned and structured, so that children are not easily bored or distracted.

Negative behaviour

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.

When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to re-join the activity.

Sanctions

- Verbal disapproval, followed by discussion and explanation with the child about why the action was wrong and what the correct action would have been and child's apology if appropriate;
- Time out – removed from activity for a short period of time (recommendation no more than 5 minutes), followed by discussion and explanation of correct action/expectation and child's apology if appropriate;
- Discussion with parent present;
- Sending child to Head/Deputy Head for verbal admonishment and disapproval;
- Parent requested to attend appointment with Head/Deputy Head;
- Behaviour Book may be issued for re-occurring difficulties (report on behaviour by class teacher to be completed each day by teacher and signed by parent. The child colours in one of three faces; happy face, straight face, sad face to promote understanding of adult expectations.)

During normal stages of development that children transition through, they may demonstrate a whole range of behaviours for a number of different reasons. Tracking these behaviours helps practitioners to build up a clearer picture of the child and highlight if further support is required. To do this we use a Behaviour Log. If it is deemed that support is needed through discussion with parents and school, ABC charts (Appendices D & E) are used to chart behaviour, helping practitioners to judge if behaviour is positive or negative, how often it may be happening and how we might be able to change it. The ABC chart, Antecedent-Behaviour-Consequence involves writing down what triggered the behaviour (what happened leading up to the behaviour occurring), the actual behaviour and what happened afterwards (the consequence and what happens next).

After an agreed period of time of monitoring behaviour it may be necessary to move to an Individual Support Plan (see Appendix F) where all those involved with the individual child come together to agree and implement shared strategies.

THE NAMED PERSONS FOR BEHAVIOUR MATTERS IN EYFS AND LOWER PREP ARE MRS JUDITH DIXON AND IN HER ABSENCE, MRS ROBSON AND MR HAWORTH.

In order to discourage children from behaving inappropriately, it is important to inculcate positive behaviours. If a child misbehaves, staff should ask them to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

We have system of sanctions designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour where possible and should be set within the context of the school community.

In class, teachers may use progressive sanctions before resorting to the traffic light card system such as:

1. Visual warning
2. Verbal warning
3. Time out - This is a time of quiet reflection where they consider why they are in Time Out. They should indicate to the teacher when they are ready to calmly verbalise what they have done to find themselves there and what they could do next time to avoid being in Time Out.

4. Moved to a classroom a parallel class or to that of the Senior Teacher or Deputy Head. Children should be escorted from class by a TA or adult to another classroom for a period of 10 minutes. It should be made clear to the teacher receiving the child whether they have work to do or they are to reflect on their behaviour during this time.

Teachers will note any behavioural incident and record it in the behavioural incident log on the server and the parents will be informed via the Home School Diary, by phone or by person.

Traffic Light System

Westholme Lower Prep has adopted a traffic light behaviour system, this allows children to be rewarded for demonstrating positive behaviour whilst also receiving clear, progressive and consistent sanctions. Positive behaviour allows children to be rewarded with a Green Card. Yellow Cards indicate that children have broken a Yellow golden rule, they will receive a Yellow Card and a punishment. Children who receive multiple Yellow Cards throughout the term may receive a Red Card. Red Cards may also be given for serious misdemeanours (see below). Any student who demonstrates unacceptable behaviour that results in a Red Card will have their parents contacted by the Lower Prep Deputy Head or a member of the PLT. It is expected that we will not give out many Red Cards within a term.

Yellow Card

N.B. This is a Guide to be used at teacher's discretion taking into account the children personal circumstances

Behaviour that could result in a Yellow Card – Breaking a Golden Rule

It is to be expected that children will break Golden Rules during their time at school and in breaking them they may receive a Yellow Card.

Examples might be:

- Being unnecessarily late for a lesson
- Forgetting books repetitively
- Not handing in homework either persistently or after several chances
- Not wearing the correct kit either persistently or after several chances
- Not being quiet in class after being asked on more than one occasion

These are all things that children do regularly and are not cause for disgrace.

When a child receives a Yellow Card the following happens:

- The teacher fills out a **Yellow Card**, which he/she shows to the student. This will include a brief description of the offence, details of the punishment
- The teacher informs the child of the punishment. i.e. missing break time, removed from lesson
- The teacher must give this card to the Lower Prep Deputy Head and record the incident on the behaviour log indicating that a Yellow card has been given.
- Specialist teachers must inform class teachers if they have given a Yellow card to a member of their class – they must also fill in the behavioural log.
- Form Teachers should also keep a record of all Yellow Cards received for their form.

If a Year 1 or 2 child receives 8 in one term, this will equate to a Red Card and the Lower Prep Deputy Head will write a letter to the parents.

Red Card

Unacceptable behaviour that could result in a Red Card

Bullying
Vandalism
Physical Abuse
Verbal Abuse
Disrespectful behaviour
Stealing
Lying (serious/detrimental)
Using, being in possession of, or associated with, banned substances

- Red Cards will be kept in Prep Reception and with the Lower Prep Deputy Head. Staff should discuss with the Lower Prep Deputy Head as to whether a Red Card should be given.
- The teacher fills out a Red Card, detailing the offence and punishment. This is shown to the pupil.
- The Red Card is signed by the teacher completing the card.
- The Red Card is passed to the Lower Prep Deputy Head who will write to the parents, explaining the offence, the punishment and suggesting a meeting, if required.

NB: It is hoped that minor social issues between students will be dealt with by teachers without automatic recourse to issuing of a Red Card.

In extreme cases of inappropriate behaviour, the Principal or Senior Deputy Head may internally exclude or externally exclude for a fixed term or permanently exclude a child from Westholme and this would be at the discretion of the Principal.

NB at the beginning of a new term all records of Cards given go back to zero.

Daily Report

When faced with persistent behavioural problems it may be decided in conjunction with the Deputy Head to place the child on a behavioural daily report. All teachers will be informed of this and the parents will be contacted.

Lower Prep Deputy Head's Report

Following further poor behaviour on daily report, or for a more serious behavioural incident, a Lower Prep Deputy Head's Report may be deemed more appropriate, this is similar to the above but is reviewed by the child, class teacher, parent and Lower Prep Deputy Head daily.

Any display of further unacceptable behaviour, or a significant one-off incident, may result in an Internal Exclusion, External Exclusion or Permanent Exclusion being administered in line with Westholme's whole school approach regarding serious sanctions.

In the following tables we have listed inappropriate behaviours and a range of sanctions which may be used, as deemed necessary when accompanying Yellow and Red Cards. This can be taken as a guide only and we need to take in to account to circumstances around any incident when deciding how best to proceed. Previous incidences of poor behaviour may be taken in to account when deciding on appropriate sanctions.

Behaviours

Low Level teacher action or Yellow Card	Moderate Level Yellow Card or possible Red	Serious Level (Red Card)
Talking /shouting out Leaving work area untidy Unkind remarks Bad language (one off) Telling lies Borrowing without permission Running around building Dropping litter Pushing in line Any persistence of low level behaviours would move into the moderate level	Consistently shouting out Distracting others Regularly unprepared for work Disrespect to staff Refusal to co operate Threatening / aggressive behaviour Fighting Online issue Vandalism – graffiti etc. Stealing Repeated incidents of any moderate behaviours would move to the serious level	Serious physical / verbal threats made to staff or children Violent outbursts, physical / verbal Serious assault Racist incidents Vandalism – extreme damage to school property Online bullying Use of, or in possession of, or associated with, banned substances or items

Procedures

Low Level	Moderate Level	Serious Level
Visual warning Verbal warning Repeat activity properly Reward others Related sanction e.g. completing work, cleaning up mess Time out in class Issues generally dealt with by class teacher	Time deducted from free time Time out in another class Reflect and write School 'community service' Contact with parents Informal parents meeting Loss of privileges Miss clubs, activities, fixtures Referred to a member of the PLT	Send to Lower Prep Deputy Head / PLT Involve parents Report card Internal exclusion Fixed term external exclusion Permanent exclusion Principal Consulted / Informed

5.2 Upper Prep/Senior/INSPIRED Sixth Form

Informal Sanctions

Any member of staff may take a child aside and speak to them about concerns or misdemeanours. Sanctions may include specific tasks, being kept in at break-time or compulsory attendance at a lunchtime clinic or activity. An informal sanction may also include confiscation of items e.g. jewellery or mobile 'phone which will then be kept in a safe place.

Academic Lunchtime Detentions

Academic Support reprimands are given for late homework or work not being completed to a satisfactory standard. These take place Monday to Thursday and are supervised by the PLT / Head of Year (HoY) / Senior or Prep Academic Assistant Head on a rota basis. Parents are informed if their child receives a detention at the discretion of the PLT / HoY.

PLT / HoYs monitor the list of attendees to identify persistent which can then be addressed appropriately.

Misconduct Lunchtime Detention

Misconduct Lunchtime Detentions are given for inappropriate behaviour and various repeated occurrences where advice and guidance from staff has been ignored. Misconduct Lunchtime Detentions take place with a member of the Westholme Leadership Team. They will discuss the reasons for the Misconduct Lunchtime Detention with each pupil individually to provide an opportunity for dialogue regarding their actions with a view to reconcile the situation and move forward in a positive way. Parents will be informed.

Students on Report

HoYs/PLT may feel it beneficial for a student to be put on a Report. This is to highlight and encourage better behaviour and concentration in lessons, to monitor class work and homework or to work as a positive way to aid motivation and confidence. At the end of each lesson, the teacher should sign and make a comment in the appropriate section of the report. This is taken home and the parents should also sign it. If after a period of time, limited progress has been made regarding the student's behaviour, and it is clear that the Report has not had the desired impact, more serious sanctions will be administered. Westholme cannot condone nor sustain repeated poor behaviour and as sanctions are not cyclical, they are cumulative, a student cannot remain on a Report indefinitely. A change in behaviour must be the outcome or sanctions will be escalated.

Internal Exclusion (4 – 18)

A pupil may be required to be withdrawn from their day-to-day involvement in school in order to address an issue. The pupil will work in a designated quiet area and appropriate work will be set by the relevant department. The period of exclusion from subject lessons will depend on the nature of the issue and student concerned. Parents will be informed in writing of any such action taken.

External Exclusion (4-18)

For a one-off very serious offence, or an accumulation of small misdemeanours over a period of time, often years, it may be necessary to exclude a pupil from School for a fixed time period or permanently. This decision will only be taken by the Principal, or in his absence, the Deputy Head. The Chair of Governors will be informed of any such action

taken and appropriate work will be set during the period of the exclusion. Parents will be informed of the sanction in writing. Please see separate policy for Permanent Exclusions.

Re-admittance Following External Exclusion (4-18)

Before a pupil is re-admitted to school, they must meet with the Principal, to discuss whether they have reflected on what went wrong and what they would do differently if a similar situation arose again. If the Principal is satisfied that the pupil has reflected appropriately, they will re-admit them back into school with a clear expectation that they must have learnt from their mistake and their behaviour must improve. If that does not happen, the next available sanction will be administered or they may be asked to leave Westholme School. In the event of a permanent exclusion being administered, parents/guardians would have the right of appeal in accordance with stage three of the Complaints Policy.

Behaviour Sanctions System

Good behaviour is essential in school, on school transport and when representing school. All students have the right to learn and all teachers have the right to teach without disruption; every student is given the right to achieve their potential. Below are samples of behaviours and the sanctions/actions that they might lead to.

Level 1 – Behaviour	Possible Informal Sanction /Action
<ul style="list-style-type: none"> • Low level disruption • Initial concerns about incomplete / late submission of homework or poor effort • Lateness to lesson • Lack of organisation • Uniform infringements • Not following instructions • Mobile phone use during the school day (Y7-10) • Use of mobile phones in the dining room, on corridors or whilst moving around school (Y11) 	<ul style="list-style-type: none"> • Discussion with teacher / HoY / PLT • Sent to HoY / HoD / PLT • Kept in at break/lunchtime • Confiscation eg. jewellery • Mobile phone confiscated <p>Likely to be undertaken by class teacher / HoY / PLT. Incidents may be reported to tutor/ HoY / PLT at the discretion of staff.</p>
Level 2 - Behaviour	Possible Sanction / /Action
<ul style="list-style-type: none"> • Continued low level disruption • More serious disruption • Inappropriate behaviour eg. not following explicit instructions, dropping litter, chewing gum • Persistent lateness to lesson • Persistent incomplete/late submission of homework • Persistent poor organisation / lack of equipment which then disrupts the lesson and impedes learning for others • Persistent uniform infringements • Lack of respect towards staff/students/school property including via technology • Inappropriate use of IT • Not signing in at reception when registration has been missed or not signing out when leaving the school premises • 2nd mobile phone offence 	<ul style="list-style-type: none"> • Removal from lesson • Lunchtime detention • Confiscation of mobile phone (In serious circumstances and for good reason mobile 'phone content can be searched and material deleted. See Online Safety Policy for additional detail.) • Report • Parents informed by email: at the discretion of HoY / PLT <p>Likely to be instigated by class teacher and escalated to HoY / PLT through detention / report system</p>

Level 3 - Behaviour	Possible Sanction /Action
<ul style="list-style-type: none"> Persistent Level 2 behaviour including a 3rd mobile phone offence Taking photos/videos in school Refusal to follow instructions Inappropriate behaviour directed at other students which causes distress including via technology Violence Truanting Vandalism within school Bullying Bringing/consuming energy stimulant drinks (e.g. Monster/Red Bull) on school premises/coaches/trips. 	<ul style="list-style-type: none"> Removal from lesson After school detention with SLT / PLT Parents to be notified Report Follow-up with parents by telephone/in person Internal exclusion Fixed term external exclusion <p>Likely to be instigated by HoY / HoD / PLT</p>
Level 4 - Behaviour	Possible Sanction /Action
<ul style="list-style-type: none"> Persistence with Level 1-3 behaviour Smoking, vaping and use of related smoking devices Dangerous reckless behaviour Fighting Possession of a banned items including cigarettes, e-cigarettes, drugs, 'legal highs', nitrous oxide, alcohol, pornography and weapons or evidence of a banned item being used Being found in a group where there is evidence of a banned item being used Setting off fire alarm/extinguishers Theft Physically obstructing staff Very rude/insolent/aggressive behaviour towards others including via technology Swearing at staff Assault Sending/forwarding threatening or abusive messages to staff/students Bullying 	<ul style="list-style-type: none"> Immediate referral to SLT / PLT Removal from lessons for a period of time and supervised in school Internal exclusion Fixed term external exclusion Student placed on report Parent contacted and involved in formal school meeting before student can be reintroduced into lessons Parents to stand the cost of replacement items. Record made on My Concern Mobile device may be confiscated indefinitely whilst the matter is investigated and may be passed to the police as evidence In the most serious cases where the student's conduct has been prejudicial to the School's order or reputation, or they have exhausted the sanctions ladder, they will be asked to leave the school

The above chart is intended as a guide only and the actual level of sanction imposed will depend on the individual case, including the conduct and honesty of a pupil during any investigation process and being mindful of any special educational needs (SEND) or individual circumstances which may pertain at the time of an incident.

It is also important to note that the levels of sanction imposed will be cumulative, rather than cyclical. For example, a pupil who has already served a one-day exclusion can expect to receive a minimum of a two day exclusion for a further serious breach of conduct. The maximum term of exclusion would normally be two days for an internal exclusion and four days for an external exclusion.

6. MALICIOUS ALLEGATIONS BY STUDENTS AGAINST STAFF

The procedures for students to report abuse by a student or member of staff of the school are laid out in the school's Safeguarding Policy. The school's framework for managing allegations will follow the procedures set out in Part 4 of '*Working together to Safeguard Children*' – DfE – November 2019.

If an allegation against a member of staff is found to be malicious, the student will be in breach of the school behaviour policy. The Principal will decide on the appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

7. PROCEDURE FOLLOWING AN ASSAULT

All employees are expected to report any incident in which a member of staff or student is threatened or assaulted to the Principal/Headteacher. An incident report should be completed and forwarded to the Principal/Headteacher.

8. WESTHOLME POLICY ON THE USE OF REASONABLE FORCE

Whilst it would be an unlikely occurrence, reasonable force may be needed to control or restrain students. The decision of whether to physically intervene is down to the professional judgement of the staff member, taking into consideration individual circumstances. The law states that reasonable adjustments should be made for disabled children and those with Special educational needs (SEND).

What is reasonable force?

Reasonable force could describe a broad range of actions involving a degree of physical contact with students. This can range from guiding a student to safety by the arm, through to restraining a student to prevent injury. The force applied must be reasonable in the circumstances, using no more force than is needed.

The law states that school staff can use force as is reasonable in the circumstances to prevent a student from doing or continuing to do any of the following:

- committing any offence (or for a student under the age of criminal responsibility what would be an offence for an older student)
- causing personal injury to, or damage to the property of any person (including the student him or herself);
- behaving in a way that disrupts a school event, trip or visit.

It is unlawful to use force as a punishment (which would fall under the definition of corporal punishment, abolished by the Education Act 1996).

Who can use reasonable force?

- any teacher who works at the school;
- any other person whom the Principal has authorised to have control or charge of students, including: support staff such as teaching assistants, learning support assistants.
- people whom the Principal has given temporary authorisation to have control or charge of students (e.g. catering or premises staff), unpaid volunteers (e.g. parents accompanying students on school organised visits) However, "staff" does not include school prefects.

Preventative Action

It is always better to prevent violence rather than have to deal with it when it occurs and therefore at Westholme we endeavour to:

- create a calm, orderly and supportive school climate;

- develop good relationships between students and staff;
- adopt a whole school approach to developing social and emotional needs;
- encourage positive behaviour management;
- recognise that challenging behaviours can often be anticipated;
- effectively manage individual incidents, such as calmly taking the student to a “neutral” area away from onlookers.

Deciding whether to use force

Staff should only use force when:

- the potential consequences of not intervening were sufficiently serious to justify considering use of force;
- the chances of achieving the desired result by other means were low;
- the risk associated with not using force outweighed those using force.

Using force

- only minimum force necessary should be used to achieve the desired result;
- a clear oral warning should be given to the student that force may be used;
- any form of restraint that is likely to injure a student should only be used in extreme emergencies and where there was no viable alternative.

Recording incidents

- school will log any incident of the use of force in a central place on the recording form (see recording form- Appendix B);
- incidents will be reported to parents in writing (and /or by telephone) either on the same day or as soon as reasonably practicable;
- if necessary, it will also be reported to external agencies and to the police.

Post incident support

Staff who have been involved in incidents will be offered support including meeting physical needs and rebuilding relationships and ensuring that lessons are learned from the incident.

Complaints and allegations

All complaints or allegations will be dealt with through the school’s complaints procedures which can be found in the handbook.

Monitoring and review

The school will review the impact of its policy annually in order to develop the policy to reflect current legislation and school practice.

Information

For more information see the DfE guidance: *Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)*.

EYFS / Lower Prep

The Use of Physical Interventions

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property however no member of staff will give corporal punishment to any child in our setting.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied. For example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.

If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the PLT.

Where a member of staff has had to intervene physically to restrain a child, the PLT will be notified and the incident recorded in the Behavioural Log and the incident recorded by Lower Prep Deputy Head. The incident will be discussed with the parent/carer at the earliest possible opportunity.

APPENDIX A

Health and safety

- Pupils should report to the school nurse if feeling unwell during the school day. The school nurse will contact parents if necessary; students should not contact home on the grounds that he or she feels unwell.
- Pupils should not bring or consume energy stimulant drinks (e.g. Monster/Red Bull) on school premises/school coaches or trips.
- Students must sign in at reception if arriving after registration or when leaving school during the school day to keep an appointment or for any other reason.
- Students must not leave the school premises at lunch time or at any other time without the permission of a member of staff.
- Students must not wear earphones or headphones when moving around school, including all outside spaces.
- Students should go to the LRC if staying in school after 4:10pm to sign in to after school club and be supervised.

SUBSTANCE MISUSE

Pupils are not allowed to smoke in School or on their journey to and from the school. This includes e cigarettes. Any breach of this rule will be treated seriously.

The School may undertake drug and alcohol testing of pupils when deemed appropriate. Possession of, or being under the influence of, drugs and alcohol is strictly forbidden with the aim of safeguarding the health and safety of all pupils.

Outdoor areas

Students should go outside of the school building during break times but stay in designated spaces and keep away from fenced or roped off areas. Due care and attention must be taken to ensure that cars and property are not damaged.

Uniform

Students must:

- Wear only the official school uniform.
- PE kits should only be worn for PE lessons and co-curricular activities or from lunchtime if the students have an away fixture.
- Be clean, tidy and well turned out.
- Wear their blazers to and from school and in lessons.
- Always have their shirts/blouses tucked in.
- Be clean-shaven at all times (Years 7-11).

Students must not:

- Wear Apple wristwatches (or equivalent).

- Have their hair in a bizarre or outlandish style. Hair should be no shorter than a number 2 clipper setting. It should be of a natural colour. If these guidelines are not abided by, students can expect to be sent home until such time as their hair is deemed appropriate for school. In Years 7-10, any students with long hair must have it tied back. Hair ties must be plain black or purple.
- Wear make-up, nail varnish or false tan.
- Have tattoos.

Students may:

- Wear one pair of small ear studs (one stud only in the bottom of each ear lobe) and a wristwatch. Any other jewellery will be confiscated and kept until the end of term.

Property

- Any money brought to school must be kept on the person, locked in their locker or handed to reception staff for safekeeping. No money should ever be left in bags or blazer pockets.
- All personal belongings and textbooks must be clearly named.
- No PE kit or any other equipment should be borrowed without the permission of the member of staff or student concerned.
- No electrical appliances may be brought into school except with the express permission of a member of staff. Such appliances must be tested by the maintenance team immediately for safety.

School books

- All textbooks remain the property of the school. They must be maintained in good condition and any lost or damaged books must be replaced or the school reimbursed.

LRC

- The LRC is a quiet work space as well as a place of learning; therefore talking should be kept to a minimum and low in volume. No food or drink should be taken into the LRC.
- Books should be returned on the date given at time of issue.
- Students may use the photocopier in the LRC but only with permission of a member of staff and with the agreement of the LRC manager and in accordance with copyright laws.
- Students may use the computers and internet but only in accordance with school ICT policy and the student Acceptable Usage Policy.

Respect

- Students in Years 7 – 11 are expected to stand in silence when any member of staff enters any room.
- A student should hold open the door for any member of staff and any other adults entering or leaving a classroom.
- Students should have respect for each other and not harm each other physically or verbally. Students are expected to treat others as they would wish to be treated themselves.
- Students should treat other students' belongings with respect.
- Students should maintain appropriate relationships between each other at all times, without any inappropriate physical contact taking place.
- Students must always show respect towards staff.
- Students should not shout out in class and should always obey teacher instructions on the first time of asking.

Drinks vending machines

- These machines are only to be used before the first bell in the morning, at break, during the lunch hour and after school. No one is to use the drinks vending machines between lessons.

Chewing gum

- Is banned on the school premises and on the school coaches. Anyone disobeying this instruction will receive a detention.

Litter

- We care for our school environment. Dropping litter is forbidden. Any student who is caught dropping litter will receive a detention.

Coaches

- Students who travel on the coaches must sit in a seat and must fasten their seat belts.
- There should be no hot drinks consumed on the coaches and pupils must leave the coach clean and tidy, taking any litter with them.

Homework

- Homework must be handed in on time and always completed to the best of the students' ability.

APPENDIX B

USE OF FORCE TO CONTROL OR RESTRAIN STUDENTS: INCIDENT RECORD

Details of student or students on whom force was used by a member of staff (name/class)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other students involved (directly or as witnesses), including whether any of the students were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reason for using force and description of force used.	
Any injury suffered by staff or students and any first aid and /or medical attention required.	
Reasons for making a record of the incident	
Follow-up, including post incident support and any disciplinary action against student	
Any information about the incident shared with staff not involved in it and external agencies.	
When and how those with parental responsibility were informed about the incident and any views they have expressed	
Has any complaint been lodged (details should not be recorded here)	
Report compiled by:	Report countersigned by:
Name and role:	Name and role:
Signature:	Signature:
Date:	Date:

This form should be completed and given to a member of the WLT without delay.

ABC Observation Sheet

To be used for assessing specific behavioural concerns

Child's Name: _____

Date of Birth _____

Key Person: _____

Room _____

Date of Observation _____

Background Information – *please provide helpful information such as staff changes, routine changes, new baby at home, English as an additional language or any other information provided by the child's family.*

--

Antecedent <i>(what happens before the behaviour is displayed by the child)</i>	Behaviour <i>(include date and time)</i>	Consequence <i>(what happens immediately following the behaviour displayed by the child)</i>

Interpretation – what does the observation tell us? *Reflect on possible triggers that could be causing behaviour. This includes the responses to the child’s behaviour. Look for inconsistencies in staff responses too*

Next Steps – What could we do to help the child? *This could be changes to the environment such as repositioning of furniture to reduce bunching, change of routine, improved staff consistency in responding to behaviour. Indicate a time line for making the change and indicate who will be responsible. Where the support is specific to the child the Individual Child Support Plan will need to be completed.*

Date to Review Progress _____

Key Person Signature _____

SENCO Signature _____

Parent Signature _____

Date _____

Date _____

Date _____

Guidance on using ABC Observation Sheet

1. The observation approach can be used to help focus on any aspects of a child's behaviour that becomes a concern to parents and staff. It should only be used after discussion and agreement with the SENCO and the child's parents. Situations where this may be used are:
 - a. Repeated instances of biting
 - b. Repeated instances of hitting
 - c. Aggressive behaviour where no immediate cause can be identified
 - d. Behaviours which are developmentally inappropriate.
2. The objective of the approach is by observing a child, it will help us understand more about why they may behave in the way they do and identify possible factors that trigger the behaviour which causes concern i.e. environmental factors, time of day, relationships or consequences. By identifying those factors, adults can support children to help eliminate the concerning behaviour and so the child can be helped to gain control of his/her own behaviour.
3. The key person undertaking the observation will need to be clear about the techniques been used and the objectives hoped to be achieved.
4. All relevant background information that could assist with the observation/assessment should be included i.e. birth of a sibling/change of staff/moving home etc.
5. The behaviour needs to be described in as much detail as possible and that the date and times are recorded.
6. The Antecedent and Consequence columns are for recording what happened before and after the behaviour occurred. This may assist in identifying similar cause for behaviour or a link with the response that the behaviour receives.
7. The key person with input from colleagues should record behaviour, antecedent and consequence throughout the day to help identify the trigger points.
8. Once the observation is complete, the key worker and SENCO will discuss what next steps should be taken. Where the support need is specific, a Child Support Plan should be completed. Support should begin immediately
9. Next Steps may include;
 - a. Changes to the environment, room layout, resources to engage with.
 - b. A behaviour modification technique in line with Westholme School Behaviour Management policy
 - c. Changes to the child's routine
 - d. Agreed whole team response to behaviour (i.e. inconsistent response from Staff)
10. An Individual Child Support Plan should always be discussed with the child's parents, working in partnership with parents will improve the child's behaviour.

Individual Child Support Plan

This form is to be used in conjunction with the ABC Observation Sheet for children who need support in managing their behaviour. The form should be completed by the child's key worker with guidance from the EYFS SENCO and the parent so that the family and school can work together to support the child.

Name of Child: _____

Date of Birth: _____

Key Person: _____

Date of Meeting: _____

Behaviour causing concern:

Support to be provided:

Date to review progress: _____

Parent Signature: _____

Date _____

Key Person Signature: _____

Date _____

SENCO Signature: _____

Date _____

Review of Progress

Next Steps

Parent Signature: _____

Date _____

Key Person Signature: _____

Date _____

SENCO Signature: _____

Date _____