

Westlands School

Expect More

Headteacher: Mr S Cox MA
Westlands Avenue Sittingbourne
Kent ME10 1PF



Tel: 01795 477475
Email: office@westlands.kent.sch.uk
Website: www.westlands.kent.sch.uk

Westlands School Behaviour Principles

Our aim is for pupils to enjoy and achieve whilst at school, displaying a thirst for knowledge and a love of learning. The school recognises that “poor behaviour blights learning, and so possibly the life chances of other pupils. It is also demoralising for school staff to have to deal with persistent disruption to their teaching and make the job harder and less enjoyable.” (DfES 2009). We are determined to uphold the principle that every child has the right to learn in every classroom. The school ethos is based around mutual respect, something that is at the core of all our values.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. Westlands School recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs and avoid disability discrimination.

Expectations

The school has a set of values that all pupils are expected to aspire to. We call these our RADAR Values.

Respect— respect comes first. We value respect for others and respect for ourselves. Care, courtesy and consideration cost nothing, and we expect kindness because it makes our school a happier place. We appreciate the advice and experience of staff who work in our school.

Achievement— achievement is the core purpose of our school. We value learning and encourage progress so that we can all have the opportunity to reach our potential. We celebrate our success from both inside and outside school.

Diversity— we embrace the fact that we come from different backgrounds. This diversity makes our school a more interesting and inspiring place. We value inclusion and encourage those who need extra support.

Aspiration— we really do believe in our motto that at our school we ‘Expect More’. We aim to develop skills for a life of learning. We value ambition, both at school and in developing our character.

Resilience— we value effort and the determination to keep trying when we have made a



mistake. We want to develop independence as we grow. Developing mental toughness will help us to respond to pressures we might face in our lives.

In line with these values we have a simple Classroom Code. This lists five basic expectations within lessons. They are displayed in every classroom and often referred to by teachers during lessons, in assemblies and through the school tannoy system. The RADAR Values can be found in Appendix 1.

Behaviour Model and Sanctions

We strive towards all pupils meeting our high standards of behaviour and these pupils are rewarded, however we acknowledge that some pupils fall below expectations. To ensure that behaviour is dealt with swiftly, effectively and fairly, a pastoral meeting takes place daily to discuss any serious behaviour issues. To enable consistency, senior community leaders attend this meeting and incidents are discussed with the Headteacher, Deputy Headteachers and Inclusion leader and sanctions are issued. In order to guide staff as to the different levels of breaches in behaviour a Classroom Behaviour Model is published and shared. It outlines the behaviours on six levels. Levels one to three are normally dealt with at teacher and department level, levels four to six are normally community level responses with tougher sanctions, for example, use of the Pupil Support Provision, PSP Exclusions, Fixed Period Exclusions or Twilight Education. If all of these measures in partnership with support fail to modify behaviour, the school may look at a referral to The RADAR Provision or a managed move to another school.

Uniform and Jewellery

The school uniform is traditional, all items of uniform must be conventional, formal school wear and must not include fashion items. The school uniform policy details the uniform requirements. Pupils are not allowed to wear visible jewellery of any sort in school, including any form of earrings or facial piercings. No visible tattoos are permitted at any time, including during PE lessons, any form of extended or coloured nails are also not permitted. Any pupil who cannot rectify a uniform or jewellery issue will spend time out of lessons in the Pupil Support Provision (PSP) until the issue is resolved. Any jewellery confiscated will be held in the school office until collected by a parent, any uncollected jewellery can be collected by the pupil **on the last day of term.**

Mobile Phones

Mobile phones are allowed in school but are not to be used during or between concurrent lessons. If pupils are seen or heard doing so or if a mobile device disturbs learning then the mobile device will be confiscated and returned to a parent or legal guardian only via the school office. The school office is manned from 8am until 5pm or 4.30pm on a Friday. For more information please see our trust Behavioural Policy.

The Detention System

There are several types of detentions used, teacher detentions set by the teacher for pupils to come back during unstructured time, should they fail to do so a department detention will be set, if the pupil fails to attend then a curriculum detention, issued by subject leaders will take place, these are part of the whole school detention system at lunchtime. There are also pastoral

detentions, these can be issued by any member of staff, but are only to be used for problems that arise outside the curriculum area e.g. during tutor period, or outside the classroom. Any pupil having had a behaviour support call will automatically have an after-school detention of 30 minutes to be completed that afternoon at 3pm or the following day at 3pm. If pupils fail to clear the detention, then they will be placed in the Pupils Support Provision until they clear it. Any pupils deemed to be acting anti-socially at unstructured times will also lose 20 minutes of their next lunchtime.

After school detentions, are issued by the community teams and senior leaders. A notification letter or EduLink One message is sent to parents, and pupils are detained on the next available evening from 3.05pm to 3.50pm. Sometimes, detentions are issued to complete community service during a school training day.

Offensive Language

Offensive, derogatory and obscene language will not be tolerated. Pupils that use abusive language will result in being punished through withdrawal to the PSP or a fixed period exclusion.

Pupil Support Provision (PSP)

The school uses an isolation room as a form of exclusion from lessons. The PSP is used as an alternative to fixed period exclusions. Pupils will always return from a fixed period exclusion and spend a day or more in there. The PSP expectations must be met in order for them to then access lessons. For pupils who disrupt the PSP or refuse to go into the PSP, we can extend their time in there or utilise isolation rooms within other Trust schools. We are also flexible in the way we impose sanctions, some pupils will be expected to complete their PSP time from 10am to 4.30pm. The school will always enact reasonable adjustments where deemed necessary for pupils with SEND or an EHCP. The school also runs a 'twilight' provision for pupils who consistently damage learning and fail within the PSP. Pupils will follow a twilight programme for a set period as an alternative to fixed period exclusions. Their education will be from 3pm until 5pm and they will be taught by subject staff and supported by senior leaders. Twilight may also be used as an alternative to permanent exclusion for one off acts of violence or for a pupil causing others (both staff and pupils) to feel unsafe, breaking the law or continually defying of the school rules. In this instance the Headteacher may wish to use an extended period of twilight, broker a managed move or refer to RADAR Provision. The Headteacher also has the right to permanently exclude a child.

Reintegration to Lessons from PSP

Pupils who are repeatedly sent to the PSP for disrupting learning will need to prove to the school that they can get things right. They are slowly reintegrated into lessons with periods in the PSP at the Headteachers discretion.

Learning Support (LSS)

Learning Support is another service offered by the PSP. This is for pupils who constantly disrupt a specific lesson, have failed on subject leader report and it is thought beneficial to give both the rest of the class, the teacher and the pupil some respite. Pupils who refuse to attend a certain lesson could expect their sanction to be a whole day of that subject or to complete a satisfactory lesson in that subject otherwise they return to the PSP. This measure will support all those pupils in the poorly behaved pupil's classes whose learning would be damaged by this pupil's poor behaviour.

School Structure

The senior team oversee behaviour in the school, led by the Pupil Engagement Team. Each pupil is allocated within a community structure which shows the roles and personnel within each community. They provide the pastoral care and give academic guidance for pupils.

Monitoring and Support

Community support is the arrangement whereby all Year 7 to 13 classes are visited by a member of senior staff during the course of a lesson to support staff, to intervene and/or to praise pupils. The school is split into 2 zones so that the community support team can ensure all rooms receive a visit and can engage with the learning where appropriate. Pupils can also be used to call for Behaviour Support when a classroom teacher is unable to manage the situation with department sanctions, such as, a pupil refusing to sit in their allocated seat, poor behaviour, ongoing low level disruption or a dangerous situation arises. The Behaviour Support staff will visit the classroom and deal with the incident which usually ends in the pupil being removed to Room 3 where they will be logged onto our Behaviour Reporter, a detention will be issued along with a report and the pupils will copy out the RADAR Values and then carry on with some work. If a pupil has sworn, behaved in a dangerous manner, is on report or the community support member of staff deems it necessary, that pupil will go straight to the PSP.

Some pupils are placed on report to monitor behaviour, work, or for pupils to attain certain targets. These are signed by community staff and parents can view the report to acknowledge they have seen it.

Behaviour Reporter

The Behaviour Reporter App collects all the data in regards to pupils gaining a behaviour support call. It is open and transparent and all staff can view the live report and historic records. If a pupil gets 3 behaviour support calls within a term they will automatically spend a day in the PSP. If a pupil gains 6 behaviour support calls they will automatically be placed upon a PSP exclusion and will stay in the PSP until a parent or legal guardian can meet with a senior member of their community. If in the rare instance, a pupil gains 9 behaviour support calls in a term they will move onto twilight education. The behaviour reporter information is collated and analysed by the Deputy Headteacher and a daily, weekly and termly report is produced and shared with senior staff and department leaders. Pupils highlighted as struggling with their behaviours will be referred to pro-active Workshops, such as 'Ladettes to Ladies', 'Geezers to Gents', 'British Values' and others. Follow up observations are made by the community teams to ensure that low level disruption is uncommon. Single concerns are dealt with at departmental level.

Additional Support

Some vulnerable pupils - such as, but not exclusively, those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked after children — can experience particular difficulties with behaviour (for example, related to medical conditions, lack of understanding or trauma) and may need support and this is co-ordinated by the Inclusion Leader to ensure that referrals are prioritised. The types of services available are CXK's personal guidance on a wide range of issues, NHS based counselling, anger management, behaviour awareness, social skills and emotional literacy courses. For some pupils, with an identified special educational need and disability, for example, ADHD or ASD the school will make

reasonable adjustments to the consequence, this could be out of six periods in the PSP the pupil chooses one period to have some time out. This avoids a potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.

We continue to monitor for and take into account the guidance of the DfE, particularly regarding Social Inclusion, taking account of any subsequent guidance published by the DfE. Students with Special Educational Needs: we observe the SEN Code of Practice. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the student.

Westland School's legal duties, in relation to the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students, will be considered when making decisions linked to discipline and behaviour.

Appendix 1

Are you on the Westlands R.A.D.A.R.?

Respect— respect comes first. We value respect for others and respect for ourselves. Care, courtesy and consideration cost nothing, and we expect kindness because it makes our school a happier place. We appreciate the advice and experience of staff who work in our school.

Achievement— achievement is the core purpose of our school. We value learning and encourage progress so that we can all have the opportunity to reach our potential. We celebrate our success from both inside and outside school.

Diversity— we embrace the fact that we come from different backgrounds. This diversity makes our school a more interesting and inspiring place. We value inclusion and encourage those who need extra support.

Aspiration— we really do believe in our motto that at our school we 'Expect More'. We aim to develop skills for a life of learning. We value ambition, both at school and in developing our character.

Resilience— we value effort and the determination to keep trying when we have made a mistake. We want to develop independence as we grow. Developing mental toughness will help us to respond to pressures we might face in our lives.



Updated November 2019