

<b>Policy Title:</b> Promoting Positive Behaviour (WBS)
<b>Staff Member Responsible:</b> Deputy Head Pastoral
<b>Last Review:</b> 2024-25

### Responsible Person

The Head is responsible specifically for behaviour management issues however this is passed to levels by which the pupils may then understand where they are operating or who is best placed to support them. This system is intended to support improved behaviour patterns and ensure that children develop habits which enable them to grow as effective and compassionate members of our community and eventually, the communities beyond the school.

## Behaviour: Our Culture and Values

At Westonbirt, our mission is to provide a caring and inspirational learning environment that will support the development of each individual intellectually, emotionally, morally and spiritually.

Behaviour ETHOS	Behaviour APPROACH
<p>Our school believes...</p> <ul style="list-style-type: none"> <li>- in treating each pupil as an individual who has the power to change and grow.</li> <li>- all behaviour is communication.</li> <li>- regulated interactions and a respectful dialogue will effect lasting change.</li> </ul>	<p>Ready</p> <p>Respectful</p> <p>Safe</p>

## A CULTURE OF PRAISE

“I would go so far as to recommend that teachers not allow the first week of lessons to pass without each student experiencing success, even if by way of a modest task or achievement.”

Robert C Di Giulio

At the heart of Giulio’s broader philosophy, is the idea that good values including good behaviour should be grown from the inside out. Alfie Kohn treads a similar path, positing that every teacher should seek to instil within their students a long-term intrinsic motivation, perhaps one not dependent on stickers and

donuts and postcards home. Our 'Ready, Respectful, Safe' mantra is deliberately concise and paired back, because, as Kohn would support, we want Westonbirt pupils to behave because they want to behave, because they understand and buy into the benefits this brings themselves and our community.

However, this does not diminish at all the power of praise. Indeed, it is key to developing positive relationships, including with those students that may seem harder to reach. Simply put, praise makes us feel good. Receiving praise releases dopamine- the neurotransmitter that drives our brain's reward system. Dopamine releases feelings of enjoyment and reinforcement which motivates us to complete and continue doing certain tasks. It is therefore vital that we seek to reward students when they demonstrate our core values. For some students, rewarding good behaviour helps them to realise that desirable behaviour, self- discipline and responsibility to self and others is highly valued, both here and further afield. This makes Giulio's belief that setting students up for success, however that might look for each and every student, is at the core of excellent behaviour management.

Carol Dweck's research in the 2010s on how we praise students is just as pertinent today, and this, together with Richard James Rodgers' work within 'The Power of Praise' captures our ambition at the school, underpinned by the following core principles:

- Praise students personally and with sincerity.
- Always praise effort rather than intelligence. Focus on "process praise", praising students for their progress, their effort, their strategies, and their ability to improve.
- Praise must be collective if it is to be truly effective. When a student does a great piece of work, their tutor, their Head of Year and their parents should all be in on the celebration. This will reinforce the praise. To achieve this, we need to use the iSAMS Reward system regularly.

The iSAMS system allows staff to quickly record and reward behaviours they observe.

We want pupils to be enthused by staff that are passionate about their specialist subject and enjoy teaching it to them.

We also aspire to develop the pupils' ability to recognise, self-regulate and manage their social and educational needs, to support pupils to be prepared to compete, thrive and contribute as curious, creative and courageous citizens within an ever changing and increasingly challenging world.

This belief is underpinned by our values of **kindness, confidence, resilience, respect, courage and communication**; we seek to create systems which will support our pupils in communicating clearly without relying on poorer habitual behaviours. We recognise that behaviour is a form of communication and as such we will support the pupils to address their needs and to manage their behaviours. We are also

aware that behaviours with young adults are often the cause of miscommunication, adolescence and frustration and are not always intended as they are applied.

#### Aims

- To promote productive, respectful and kind behaviour as an essential ingredient to a calm environment in which effective teaching and learning can take place.
- To administer this with a clear behaviour strategy, rewards and sanctions.
- To create an environment based on mutual respect and a sense of community.
- To improve the way in which the School community works together to solve problems and to strengthen the partnership between home and School.
- To ensure any sanctioned behaviour is done collaboratively and is considerate to the primary needs of the pupil.
- To encourage a sense of responsibility, resilience and self-discipline in every pupil fostered from a base of trust.
- To have a consistent approach to behaviour management.
- To listen to pupils, being always aware that behaviour is a form of communication and to help pupils recognise and manage their feelings and associated behaviours.
- To have a support system in place for pupils and effectively to manage pupils' transitions.
- To liaise with parents and other agencies effectively.
- To ensure reasonable adjustments are made for all our pupils, being acutely aware of the special educational needs or disabilities of each and every pupil (in line with the Equality Act 2010).
- To provide strong school leadership and classroom management.
- To ensure staff development and support.
- To protect and support an environment for teachers to deliver lessons, safely and securely and to the best of their ability.

## READY, RESPECTFUL, SAFE: A CONSISTENT APPROACH

The school's behaviour policy is founded on three pillars, tight agreements that are simply framed and relentlessly pursued. Whether in their classroom, walking around the site or in their boarding houses, we expect students to be 'READY, RESPECTFUL AND SAFE'

Being **READY** means attending promptly and on time, being dressed appropriately, having the correct equipment and being in the frame of mind to participate and try.

Being **RESPECTFUL** means listening carefully to members of staff and peers alike, demonstrating kindness, creating an environment where all are valued and looking after our site and its facilities.

Being **SAFE** means being where we should be at the right times, following instructions on the first time of asking, reporting concerns and ensuring we protect ourselves from harm.

Consistency lies in the behaviour of all members of staff in the School and in the mutual determination to ensure these expectations ripple through every interaction. It requires that we use a consistent language when talking about behaviour and follow up in consistent ways, creating certainty in the classroom, sports pitch, stage or boarding house. It means consistent positive reinforcement, consistently using iSAMS to record celebrations, and consistent modelling from adults.

### ALL STAFF

- Meet and greet, practising 'deliberate botheredness'
- Refer to 'Ready, Respectful, Safe' to remind pupils of expectations
- Model positive behaviours and build relationships.

### ALL TEACHING STAFF

- Plan lessons that engage, challenge and meet the needs of all learners
- Follow up every time that expectations are challenged, retaining ownership and engaging in reflective dialogue with students.

## MIDDLE LEADERS

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and present a unified consistency to students.

- Be a visible presence in the Department area to reinforce exceptional conduct
- Support staff in returning students to learning by sitting in on reparation and intervention meetings, supporting staff in conversations and subsequent actions
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of iSAMS to record praise and consequences
- Use behaviour data to target and assess interventions.

## SENIOR LEADERS WILL:

- Be a visible presence around the campus at all times of the school day, but in particular at transition times
- Celebrate staff, leaders and students whose efforts go above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing students with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice

## CONSEQUENCES AND REBUILDING RELATIONSHIPS

“For children who won’t do as they are told the solution is to punish them, in increments of severity, until they give up, regardless of how long that might take (if ever) ... For children who fear the punishment road it can be a deterrent ... but punishment is not a good teacher. It is a blunt instrument, occasionally scattergun and often disproportionate. Restorative approaches teach behaviour. Simple.”

Paul Dix, ‘When the Adults Change, Everything Changes’

Our students will get things wrong; they will make decisions that strain relationships and require teacher intervention. This document seeks to outline the strategies that can be employed to best fit the situation and the individual involved. However, strip away the core values, the ‘Ready, Respectful, Safe’ mantra, the rewards system and the consequence ladders, and behaviour management boils down to the difficult conversations with a young person in a moment of tension. **It is these moments that lie at the heart of good relationship and behaviour management.**

Paul Dix champions an approach that limits teacher interventions on poor behaviour to **thirty seconds**, interrupting and disrupting thought patterns quickly and effectively. The premise is that the longer each interaction around behaviour takes for the few, the less time we can give to the many. To use Dix’s words:

“It is a carefully planned, utterly predictable and safe way to send a clear message to the child: ‘You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today.’”

These steps, focusing on small but certain consequences with a strong restorative element, mirror the broader Behaviour and Discipline Policy within the School. Following these will manage the large majority of behaviour challenges.

### THE 30 SECOND INTERVENTION

STEP ONE REMINDER	A reminder of the ‘Ready, Respectful, Safe’ mantra, delivered privately whenever possible. Repeat reminders if reasonable adjustments are needed. Take the initiative to keep things at this stage.
STEP TWO CAUTION	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and carefully outlining the consequences if they continue. Use the phrase, “Think carefully about your next step.”
STEP THREE LAST CHANCE	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Add, “Stay behind for two minutes after class.” When a student reaches this step, that two minutes is owed; it cannot be removed, reduced or substituted.
STEP FOUR INTERVENTION	Sharp intervention is now needed. A quick change in seating position, a short period outside the classroom, a removal to another class – use the strategy that best suits the context from the suggestions that will follow.
STEP FIVE REPAIR	This might be the conversation at the end of the lesson, or a quick discussion as the student enters the next lesson, or a more formal meeting.

When a teacher has exhausted all of those strategies available in a consequence stage, support should be sought. However, and this is very important, responses to a student’s behaviour are not being escalated, but

a partnership is being requested to enable the restoration, the redrawing and the repairing of that relationship.

It is just as important to record consequences on iSAMS as it is to record the positives. This will help to develop a school wide picture of students and their behaviours. Students are awarded positive house points when demonstrating our core values. When students fail to meet the three behaviour expectations that they remain READY, RESPECTFUL and SAFE, a negative entry is needed.

Consequence points on iSAMS can be awarded against the following options:

- NOT READY: Failing to wear school uniform correctly and with pride
- NOT READY: Arriving late, or without the correct equipment
- NOT READY: Preparatory work not completed prior to lesson
  
- NOT RESPECTFUL: Disappointing or no prep submitted
- NOT RESPECTFUL: Disappointing effort or participation in class
- NOT RESPECTFUL: Disruptive behaviour impacting on the learning of others
- NOT RESPECTFUL: Unkind behaviour to peers or using prejudicial language
- NOT RESPECTFUL: Showing a lack of respect for the school site or equipment
  
- NOT SAFE: Misuse of equipment including electronic devices
- NOT SAFE: Failing to follow the instructions of staff members
- NOT SAFE: Failing to be where they should be, at all times

To ensure a consistent response is followed in issuing debits, staff have the following guidance:

**INSTANT DEBITS WILL BE AWARDED IF A STUDENT IS NOT 'READY' FOR THEIR LESSON –**

either arriving late, without prep or the correct equipment, or failing to wear their uniform correctly.

**INSTANT DEBITS** will also be issued instantly in practical lessons where behaviour is not SAFE.

#### **STEP ONE: REMINDER**

A reminder of the 'Ready, Respectful, Safe' mantra, delivered privately whenever possible. Be clear about the norm that is not being met.

#### **STAGE TWO: CAUTION**

A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour. Use the line, ‘This is a second reminder that I expect you to ... Refer to previous examples of good behaviour.

### **STEP THREE: FINAL CHANCE and IF/THEN AGREEMENT**

Speak to the student and give them a final opportunity to engage. Make it clear that IF a certain behaviour continues, THEN a debit will be recorded. The RESPONSIBILITY now lies with the student, what will follow is in their hands.

### **STEP FOUR: DEBIT ISSUED AND IMMEDIATE INTERVENTION**

A quick change in seating position, a short period outside the classroom, a removal to another class, instruction that they will remain at the end of the class for 2 minutes – use the strategy that best suits the context. Be explicit that the debit will now be recorded.

### **STEP FIVE: REPAIR**

Seek to repair, reset and rebuild. Reframe their behaviour for next time. Be clear about how a house point can be earned (completing unfinished work before the next lesson, for example).

## **CENTRALISED REFOCUS DETENTIONS**

When students accrue five or more debits on iSAMS in any given half-term period, they will be required to attend a one hour centralised ‘Re-focus Detention’, between 16.30 and 17.30. Parents will be given at least 24 hours notice of the detention and students will have the session calendared.

During the detention, students will be presented with their iSAMS records, have the chance to unpick where decisions are going wrong and be supported to identify how they can avoid further incursions.

## **A PARTNERSHIP APPROACH TO RESTORING, REDRAWING AND REPAIRING**

Some behaviours will require an immediate response from more senior members of staff. These are indicated in the tables that follow.

However, when support is required to restore a relationship in a classroom, a partnership will be created, with a Head of Department or Head of Year / Key Stage working and sitting alongside the member of staff wishing to improve a student’s behaviour. As Dix notes:

“...if all of your effort is directed at forcing the child to complete the punishment with a member of staff further up the hierarchy, then there is no connection, no mirror being held up to the child, no calm examination of where they went wrong and what they can learn for next time.”



Thus, in the management of behaviour, **follow up** is essential. Students respect this consistency, the teacher who persistently keeps track, never lets it lie and ensures that every student is dealt with personally. This allows relationships to be built and rebuilt, for respect to grow and for certainty to grow into trust.

#### PARTNERSHIP BETWEEN A DEPARTMENT MEMBER AND THEIR HEAD OF DEPARTMENT MIGHT LOOK LIKE:

- ❖ A reparation meeting that explores what has happened, what was each party thinking, who was harmed and why, what each party has thought since, what behaviours are needed in the future to rebuild the relationship
- ❖ Develop an action plan or department report for the next lesson / unit of work with agreed consequences if the required actions are not met, but positive outcomes if they are
- ❖ Agree 'payback' work to be completed in the student's own time, to be shown to both the class teacher and the HOD
- ❖ Review seating plans, target grades, level of support or challenge being provided.

#### PARTNERSHIP BETWEEN A HEAD OF DEPARTMENT AND A HEAD OF YEAR OR KEY STAGE MIGHT LOOK LIKE:

- ❖ Exploring the behaviour in a specific subject within the student's wider context and behaviour elsewhere in the school
- ❖ Agreeing on heightened levels of intervention, whether this be HoY / KSL observation of lesson time, temporary movement to another class, engaging formally with parents, use of digital monitoring reports
- ❖ Greater monitoring, reviewing and mentoring from pastoral staff with agreed outcomes and consequences.

#### PARTNERSHIP BETWEEN A HoY / KSL AND THE SENIOR LEADERSHIP TEAM MIGHT LOOK LIKE:

- ❖ Facilitation of a Team Around the Child (TAC) meeting with other pertinent members of staff (SEND, Safeguarding, Tutor), or formal review meeting or restorative conference with parents where an action plan and review meeting will be determined; formal behaviour contracts to be agreed along with 'payback' by all parties
- ❖ Making it clear with the student that heightening impositions will be quickly imposed if behaviour is not reconsidered and relationships rebuilt; equally, always presenting the student with a way forward, a way to rebuild
- ❖ Exploration of support that can be offered by the Pastoral Team or Student Services Hub or Sixth Form mentors.

## LEVEL ONE: ALL STAFF

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>LOW LEVEL DISRUPTION</b></p> <p><b>READY</b> Poorly produced prep, missing equipment, uniform infringements, lateness, missing house meetings / roll calls / registration</p> <p><b>RESPECTFUL</b> Unkindness to peers, not listening to staff, lack of engagement or effort, calling out.</p> <p><b>SAFE</b> Misuse of equipment, not following instructions.</p>	<ul style="list-style-type: none"> <li>• Remind students of 'Ready, Respectful, Safe' using the '30 Second Intervention Strategy'.</li> <li>• Giving students choice (opportunities to conform without losing face)</li> <li>• Last to leave and subsequent reflection</li> <li>• Movement within class</li> <li>• Imposition Issued to complete or catch up on work</li> <li>• Movement to another class (in line with department policies)</li> <li>• Two minutes 'cool down' outside classroom</li> <li>• When / then agreements</li> <li>• Informal detentions (up to 13 minutes – break and lunch)</li> <li>• Removal from activities</li> <li>• Discussion with colleagues over successful strategies</li> <li>• Hold regular one to one meetings with tutees</li> <li>• Set short term goals and strategies if needed</li> <li>• Create ISPs (Individual Success Plans) where concerns are raised across a number of subjects, identify targets and disseminate to relevant teaching staff.</li> <li>• Place pupils on Tutor Report, meet daily to review progress and communicate with parents, subject teachers and HOH during process (this is logged on intervention system).</li> <li>• Liaise with SENDCo to determine if additional support is required.</li> </ul>	<p>Intervention logged on iSAMS along with debit.</p> <p>Entry on House Log</p>

When strategies have been exhausted, seek support and partnership at Level Two.

## LEVEL TWO: HEADS OF DEPARTMENT / HEAD OF YEAR/ HOUSEPARENT

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>PERSISTENT LOW LEVEL DISRUPTION</b></p> <p>READY</p> <p>Persistent prep issues, persistent equipment issues, persistent lateness, plagiarism; failure to start / complete substantive pieces of work, uniform infringements</p> <p><b>RESPECTFUL</b></p> <p>Disdain to members of staff, sustained rancor with students in the class or house; sustained lack of engagement, answering back, inappropriate language or swearing.</p> <p><b>SAFE</b></p> <p>Dangerous use of instructions; non compliance with expectations, guidelines and requests, online misconduct.</p>	<ul style="list-style-type: none"> <li>• Removal from lessons to another class for a fixed period</li> <li>• Department Report – targets set and reviewed following each lesson</li> <li>• Formal HOD / HOY detention (30 minutes) and communication home (phone call, letter home)</li> <li>• In class support (HOD, AHM, SSH, SLT on call)</li> <li>• Liaise with SENDCo for support and specific advice if applicable</li> <li>• Subject Specific Case Conference (with pupil, parents, teacher, HOD) and subsequent Subject Action Plan</li> <li>• Put on house report</li> <li>• Houseparent liaise with Tutor/ HoY / KSL and vice versa</li> <li>• Confiscation of items outside of uniform policy for the duration of the term</li> </ul>	<p>Intervention logged on iSAMS along with multiplication of debits.</p> <p>Copies of Department Reports, and Action Plans to be shared with HoY and placed as Flag of Concern and / or student file.</p> <p>House Log AND Flag of Concern / and or note in student file</p>

When strategies have been exhausted, seek support and partnership at Level Three.

### LEVEL THREE: HEADS OF KEY STAGE / HOUSE PARENT

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>CAUSE FOR CONCERN</b></p> <p>No response to Level 2 strategies.</p> <p><b>READY</b></p> <p>Truancy from lessons, activities or boarding house; out of bounds.</p> <p><b>RESPECTFUL</b></p> <p>Physical or verbal aggression towards peers, bullying behaviours, prejudice related incident, disrespect towards staff.</p> <p><b>SAFE</b></p> <p>Dangerous behaviour, bringing in banned items / substances.</p>	<ul style="list-style-type: none"> <li>• Removal from specific lessons</li> <li>• Student TAC Meeting called (with pupil, parents, form tutor, key teachers) and Subsequent Action Plan, review date and Behavioural Contract</li> <li>• Student placed on HOY / HP Report, meeting daily to review progress and communicate with parents, subject teachers and HOD during process</li> <li>• HoY / HP Detention in school uniform.</li> <li>• Formal mentoring / buddy program</li> <li>• House Community Service activity</li> <li>• Mediation meeting with students and staff</li> <li>• Educative approach – leading an assembly, organising an activity for affected students</li> <li>• Internal House Isolation</li> <li>• Temporary suspension from Boarding (in liaison with HoB / SLT).</li> <li>• Communication with parents should have happened, or be happening and be centrally recorded</li> </ul>	<p>Intervention for Day events logged on iSAMS along with debits.</p> <p>Copies of HP / HOY Reports, Action Plans and Behaviour Contracts to be placed in central Student File.</p> <p>Formal letters home</p>

When strategies have been exhausted, seek support and partnership at Stage Four.

## LEVEL FOUR: SENIOR LEADERSHIP TEAM – ASSISTANT HEADS / DEPUTY HEADS

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>SERIOUS CAUSE FOR CONCERN / A SERIOUS BREACH OF DISCIPLINE (Section 9 of Behaviour and Discipline Policy)</b></p> <p>No response to Level 3 strategies; a serious cause for concern around the School or in Boarding, very serious incident from outset.</p> <p><b>READY</b></p> <p>Theft.</p> <p><b>RESPECTFUL</b></p> <p>Swearing, prejudicial language or physical aggression directed to a member of staff or student, harmful sexual behaviour.</p> <p><b>SAFE</b></p> <p>Smoking and alcohol related offenses, sexual misconduct, out of bounds (AWOL)</p>	<ul style="list-style-type: none"> <li>• Internal Suspension</li> <li>• Extended Suspension of Boarding place</li> <li>• Fixed Term Suspension</li> <li>• TAC meeting with student, parents, HoY / HP, other key staff – Action Plan, review date and Behaviour Contract and a period on SLT Report</li> <li>• Range of School Community Service projects to serve (litter picking with the Estates team, supporting Catering Team, working on the School gardens etc).</li> <li>• Post Suspension Educative Seminars (for example on use of prejudicial language or use of aggression) to unpick behaviours, explore motivations, place actions within a legal framework and seek positive ways forward.</li> <li>• Post Suspension Support work to include weekly meetings with our Student Services Hub who will facilitate dialogue between the student and their teaching staff, identify barriers and find solutions. Support to include in class visits, weekly dialogue with parents and House staff and a close monitoring of iSAMS / CPOMS.</li> <li>• Students placed on Safeguarding / Pastoral ‘Watchlist’, to identify further concerns early.</li> </ul>	<p>Intervention for Day events logged on iSAMS</p> <p>Record of Suspension / disciplinary sanctions on record</p> <p>Copies of HoY / KSL Reports, Action Plans and Behaviour Contracts to be placed in central Student File.</p>

When strategies have been exhausted, seek support and partnership at Stage Five.

**LEVEL FIVE: HEAD / DEPUTY HEADS**

EXAMPLES OF BEHAVIOUR	RANGE OF RESPONSES AVAILABLE	HOW RECORDED?
<p><b>STUDENT POSES AN ONGOING RISK TO THE SAFETY OF OTHERS IN THE SCHOOL</b></p> <p><b>A SERIOUS BREACH OF DISCIPLINE (Section 9 of Behaviour and Discipline Policy)</b></p> <p>No response to Level 4 strategies – persistent and impactful disruptive behaviour; very serious incident from outset eg:</p> <p><b>READY</b></p> <p>Arson, Theft</p> <p><b>RESPECTFUL</b></p> <p>Behaviour threatening the safety or welfare of students or members of staff</p> <p><b>SAFE</b></p> <p>Alcohol and drug related offenses, sexual misconduct.</p> <p>Bringing the school into disrepute on or off premises</p>	<ul style="list-style-type: none"> <li>• Controlled Suspension</li> <li>• Suspension</li> <li>• Managed move to another school</li> <li>• Withdrawal</li> <li>• Extended Study Leave</li> <li>• Permanent removal of Boarding Place</li> <li>• Permanent Exclusion</li> </ul>	<p>Intervention for Day events logged on iSAMS.</p> <p>Copies of KSL / DH Reports, Action Plans and Behaviour Contracts to be placed in central Student File.</p>

Appendix 1: Any member of staff can summon the duty member of SLT. This facility should be used sparingly for incidents of total loss of control or physical threat or violence to a member of staff.

Expectations

Expectations made of our pupils are:

- To follow the School expectations for learning and personal conduct as printed in the classrooms and displayed on the website
- To work to their full potential
- To be polite and co-operative at all times
- To complete and submit work and other assignments at the agreed time
- To notify staff if they become aware of anything which may infringe on their own or other people's rights
- To dress in the full school uniform, including that which is stipulated for P.E. and Games and to follow school expectations regarding jewellery and hair as laid out in the Uniform expectations
- To attend school regularly and punctually.
- To respect the property and significant grounds of Westonbirt School
- To treat all facilities and equipment carefully and with respect
- To move about the school in a calm manner
- To treat all members of the school community with respect
- To behave in accordance with the School Behaviour Policy and Westonbirt School expectations for learning and personal conduct
- To adhere to the rule that drugs, alcohol, smoking and sexual relationships are strictly forbidden in school.

Expectations made of pupils in the classrooms are:

- To work to the best of their ability
- To allow others to do their work
- To treat other people with respect  
To bring correct equipment, to all lessons
- To be punctual.

## Appendix 2:

### Behaviour Awareness

There are a variety of methods by which the pupils will understand how to behave within the context of the school day. This is managed from the tutor point and will be supported and upheld by all staff. The routine of the day including lessons, breaks, lunch and activities all support children to self-regulate; developing good organisational skills and a well-motivated approach to their learning and their involvement in a co-curricular activity. Some children will require additional support to reach the expected standard of behaviour. This support will be identified and put into place by the pastoral team and the learning support team, where necessary. Preventative measures to support behaviour and anticipate likely triggers of misbehaviour include;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- Adjusting seating plans to support pupils with visual or hearing impairment;
- Adjusting uniform requirements for a pupil with sensory issues;
- Training for staff in understanding neurodivergent conditions;
- The use of an IEP/EHCP in order to give teachers strategies for the classroom and outside of the classroom to support a child.

In addition, interventions used by the school in order to help pupils manage their behaviour and reduce the risk of more serious sanctions include;

- Frequent and open dialogues with parents and carers.
- Providing mentoring and coaching; using both staff and senior students;
- Short-term behaviour support cards;
- Longer-term behaviour plans.

We aim to use a common language with clear rewards and sanctions, but there should be an understanding that discretionary approaches can sometimes be taken. Heads of Year or Key Stage Leads may sometimes take the opportunity for repair to be undertaken with both pupil and teacher working collaboratively; conversation and discussion can often form the most effective reparation. Restorative practices include, but are not limited to; discussions between staff and student, mediated discussions between pupils, a phone call or meeting with parents, meetings with teaching staff, the learning support department, the pastoral team or outside agencies.

## Appendix 3:



## Sanctions

When pupils do misbehave, the response from the School should be timely, predictable and fair. With all instances of misbehaviour, Key Stage Leads and the Deputy Head(s), will work collaboratively to establish if such behaviour can be prevented from reoccurring. Sanctions for pupils who have behaved or acted against the expectations of the school range from debit points to detentions, suspension or expulsion. There is an understanding that situations and the context of each can be very different and as with our development of the individual, we prefer to rehabilitate through our discussions and our sanction system working in collaboration.

### Procedure: Specific Sanctions

The 5 Stages are intended as a guide for staff, regarding various sanctions which may be applied in certain cases. Individual circumstances should always be considered, but base level behaviours are an expectation and should be sanctioned as such. Should staff have the need to confiscate or search pupil's property, they should refer to the Searching, Screening and Confiscation policy. This should always be done with approval of the Head of Boarding, Key Stage Lead or Deputy Head (Pastoral).

In all instances where we have to talk to pupils regarding misdemeanours, we will expect honesty and truth as values which contribute to the redemption or rehabilitation of the pupil. If this is not achieved, then punishments may be more severe.

School staff should also consider whether misbehaviour gives cause to suspect a pupil is suffering, or is likely to suffer, harm. Where this is the case as set out in Part 1 of KCSIE 24, staff should follow the Westonbirt Safeguarding Policy and speak to the DSL or DDSL.

In the case of a bullying incident, the procedure is stated in the Counter-Bullying Policy, however, in the case of severe and persistent bullying the potential punishment will be permanent exclusion from the School. Child-on-child abuse will be treated as a safeguarding issue and dealt with in accordance with the school's safeguarding management and the school adheres to the Equality and Diversity policies which should pervade all aspects of the school routine.

### Removing a pupil from a lesson

Staff should use their own behaviour management strategies within a lesson to deal with low-level behavioural issues, as per the behaviour policy. A pupil should only be removed from a lesson as a last resort, when they are significantly disrupting the learning of others and other strategies have not led to an improvement in behaviour. Even in these cases, the pupil should only be removed for a short period of time, before being spoken to by the teacher and asked to re-join the lesson.

In extreme cases, where the level of disruption is so severe that the teacher feels the only appropriate action is to remove the pupil entirely from the lesson, the HoD should be contacted in the first instance. Where possible, the member of SLT on duty may also be able to support. In all

cases, this should be part of a clear and calm process of escalation, where it is made clear to the pupil that their choices are leading to the next stage of the process.

Following this, it is essential that the member of staff and the HoD speak to the appropriate Head of Year or Key Stage Lead, to discuss strategies to enable the pupil to re-join lessons as normal.

## Appendix 4:

### Relationships

This statement stands apart from the statutory requirements of the relationships and sex education policy.

At Westonbirt, we recognise that the relationships in a child or young person's life are very important to their wellbeing and development. This means that their relationships with school staff, and with each other, should be nurtured and supported. The relationships that children and young people have with their peers are very significant to their personal development. At Westonbirt, we support the development of healthy peer relationships through the teaching of good quality relationship education, with a focus on:

- Building and maintaining friendships
- Consent and respecting the boundaries of others
- Sexual relationships and sexual health

Within the school, while it is accepted that peer-relationships are a natural part of development, physical contact of a romantic or sexual nature is not permissible. Any pupils involved in unacceptable intimate, sexual behaviour may be asked to leave the school. Pupils should not hold hands or engage in physical touching anywhere on site. Any incidents of such nature are treated firmly but with a contextual understanding and a view to education.

There are several 'private' spaces across the school campus including toilets, changing rooms and dormitories. At no point should these become spaces that are shared, nor should the privacy of these spaces be abused. Pupils who are found doing so will find behaviour sanctioned under our serious breaches of discipline of the Behaviour and Discipline Policy.

Abuse in intimate personal relationships between children (child-on-child abuse) is addressed directly in the school's safeguarding policy.

### Guidance on child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned; this includes challenging all inappropriate language between pupils. Westonbirt School does not normalise sexually abusive language or behaviour by treating it as 'banter' or an inevitable fact of life. All staff and students are expected to demonstrate high standards of conduct, manners, courtesy and respectful relationships. As with any safeguarding issues, while they are not common place, the school must not adopt a 'never happens here' attitude. Following any report of child-on-child sexual violence or sexual harassment offline or

online, the general safeguarding principles set out in KCSIE 24 (part 5) should be followed. The DSL or DDSL will advise on the school's initial response in line with the Westonbirt Safeguarding policy.