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Rationale

At Westhoughton High School we **LEARN:**

Look after each other

Enjoy our school

Aim high

Respect ourselves, each other and our environment

Never stop learning

There are three sets of relationships which contribute to a culture/ethos of 'learning'

- **Relationship with Self:** a student who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be less likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'. Student Support Leaders and Student Progress Leaders work around these areas with our students to increase self-esteem and ensure high levels of school attendance.
- **Relationship with Others:** all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by students is triggered as much by their interactions with others (students, teachers or other adults in schools/settings) as it is by factors internal to the child.
- **Relationship with the Curriculum:** student behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each student will be more likely to create a positive behavioural environment.

As a community committed to Respect and Learning, we believe that:

“Rights and Responsibilities must go hand-in-hand. All students have a right to learn and all teachers have a right to teach”

We believe that because every child matters, that every child should be allowed to achieve their maximum potential. Therefore the purpose of this policy is to encourage all students to maximise both their academic and social development.

It is vital that all of our school community – Governors, teachers, associate staff, students, parents/carers, outside agencies – works together to ensure that our School provides a safe, pleasant, stimulating, friendly and caring environment in which everyone can flourish and be happy. To do this it is necessary to have a clear statement of expectations which are understood, accepted and consistently applied throughout the whole Learning Community.

By setting high standards and promoting good behaviour for learning we are working towards the development of self-discipline. We believe that by providing a calm, orderly atmosphere where boundaries are clearly set out, we can achieve our goals, enabling our students to flourish and develop their abilities and skills to the full.

All parents/carers have the right to be given a copy of the R2L Behaviour Policy (see website) and they are encouraged to contact the school if they have any questions regarding the implementation of it. Parents and carers have the right to expect that their child will be taught in a safe and respectful classroom and we would seek to actively involve our parents/carers at appropriate stages in order to promote a positive attitude towards learning in all our students.

We would expect our parents and carers to reinforce in their children socially acceptable standards of behaviour and to teach their children to be responsible for their actions. In this way we would seek to engage our parents/carers in supporting the school in sustaining a welcoming, caring and safe environment where students can flourish and achieve their maximum potential. The school seeks to involve parents in the life of the school and will regularly inform parents of the progress of their child. We will also actively seek parental support in matters of school discipline and involve parents routinely where there are concerns. This may be done through letters home, one-to-one meetings or through more formalised support such as an individual behaviour programme, individual education plan or pastoral support programme where parents/carers will be actively involved in target setting and reviewing formal support plans for their children and may additionally involve outside agencies.

Our Partnership Agreement

At Westhoughton High School we believe our students are more likely to achieve their potential if we work in a collaborative manner with all stakeholders. To this end, a Partnership Agreement is discussed and agreed with them on entry to the school.

Our Partnership Agreement

	As a parent/carer, I will.....	As a student, I will.....	As a school, we will.....
Being ready for school	<ul style="list-style-type: none"> - send my child to school in uniform - ensure my child has the correct school equipment 	<ul style="list-style-type: none"> -wear my school uniform correctly -bring the right equipment for school 	<ul style="list-style-type: none"> - insist that school uniform is worn correctly at all times -tell students what is needed for all lessons
Attendance/Punctuality	<ul style="list-style-type: none"> - make sure my child attends school on time every day 	<ul style="list-style-type: none"> - attend school every day, on time 	<ul style="list-style-type: none"> - encourage excellent levels of attendance and punctuality and reward these achievements
Class and Homework	<ul style="list-style-type: none"> -take an interest and support the work of my child - ensure my child completes homework -check and sign my child's planner each week 	<ul style="list-style-type: none"> - listen to my teachers -work hard and show that I am willing to learn - record all homework in my planner, complete my work and hand it in on time 	<ul style="list-style-type: none"> - have clear learning objectives for all students and teach high quality lessons - offer a broad and balanced curriculum to allow students to succeed - set appropriate work and mark regularly - provide a planner and set homework that the form tutor will monitor
Behaviour for Learning	<ul style="list-style-type: none"> - support the schools standards of behaviour - encourage my child to have high standards of behaviour at all times 	<ul style="list-style-type: none"> - behave well and follow the school R2L code to ensure that school is a pleasant environment to work in 	<ul style="list-style-type: none"> -insist on high standards of behaviour from all students - follow our R2Lcode guide lines
Learning Support	<ul style="list-style-type: none"> - let the school know of any problems that may affect my child's learning 	<ul style="list-style-type: none"> -let a member of staff know if I have any worries 	<ul style="list-style-type: none"> - listen and respond quickly to any concerns
Links with school	<ul style="list-style-type: none"> -attend parents' meetings -read letters from school -ensure that my child attends for external examinations 	<ul style="list-style-type: none"> -take all letters and communications from school home to my parents 	<ul style="list-style-type: none"> -report on your child's progress, attendance and punctuality -hold parents meetings to discuss progress -inform parents of any worries or concerns where necessary
Extra curricular/life of school	<ul style="list-style-type: none"> -support events in which the school is involved 	<ul style="list-style-type: none"> - find out what opportunities are open to me 	<ul style="list-style-type: none"> - inform you of events in the life of the school

Parent's/Carer's signature.....Date

Student's signature.....Date

Signed on behalf of school.....Date

RESPECT TO LEARN (R2L)

Responsibility for classroom discipline lies with the classroom teacher and is **built on a foundation of strong and positive relationships – in short, mutual RESPECT.**

Positive behaviour management which is the main aim of the Respect to Learn code seeks to empower the class teacher and provide support within a clear structure of sanctions, which are applied **consistently throughout** the school. This means that students know exactly what learning behaviours are expected of them and exactly what **consequences** are applied should they **choose** to behave badly or not engage in the learning.

“Rights and Responsibilities must go hand-in-hand. All students have a right to learn and all teachers have a right to teach”

Good behaviour should not be taken for granted and in our Learning community, we aim to reward and praise students far more than we punish and correct.

The Respect to Learn Code aims to:

- Create a safe, positive work ethos in every lesson and, in doing so improve the quality of teaching and learning
- Teach personal responsibility for learning behaviours, actions and respect for others by instilling self-discipline
- Ensure consistency of approach to behaviour for learning across the school

Students at Westhoughton High School are expected to present at lessons ready to LEARN.

We believe that considerate behaviour, tolerance, courtesy and a sense of individual and collective responsibility towards learning have to be taught. Some young people take longer to learn than others. **We are therefore flexible and understanding as well as firm.**

Behaviour which will not be tolerated at Westhoughton High School:

- Unsafe behaviour
- Abusive or violent behaviour
- Making other people unhappy
- Bringing the school into disrepute

The Respect to Learn expectations are displayed in every classroom, around school and are regularly re-iterated by all staff.

All students at Westhoughton High School are expected to:

- Respect the right to learn
- Respect other people (*Note: The school also operates an anti-bullying policy and policies around equal opportunities (e.g. racism and sexism)*)
- Respect the school and our physical environment

In the classroom all students should:

- Arrive on time to show they are eager to learn
- Be professional in their approach to learning – mouth empty for classes

- Be prepared and properly equipped to engage in the lesson; pen, pencil, book, planner etc.
- Raise a hand to speak. Be respectful of the feelings of others when working in groups. Take turns
- Follow staff instructions. Stay on task. Complete classwork and homework

Around School, all students should:

- Walk quietly and calmly in the corridors and behave in a sensible manner around stairways etc
- Keep the school clean and tidy
- Only eat in agreed eating areas
- Wear our uniform with pride, according to our uniform code (which is in all student planners and provided to all parents/carers)

On the way to and from school, all students should:

- Wear their uniform correctly, according to our uniform code
- Ensure they behave in a positive and mature way in the local community, showing respect for others and the wider community which we are a part of

We stress to students that their behaviour should be considerate of others at all times as it reflects upon them as individuals and upon us as a whole school community. These values are reflected in our procedures for dealing with incidents of bullying and racism. *(Note: Wider safety and health issues are referred to in other school policies e.g. healthy schools, anti-smoking and drug related issues).*

Rewarding students

We believe that it is vital that we create a positive ethos and a climate of success in our school. Achievement and the reward of success should be the norm in our school. We aim to recognise and celebrate all achievement inside and outside our learning community. The Respect to Learn code will encourage our students to present at classes ready to **LEARN**.

Public and personal praise and reward should be credited to students who have: -

- Fully engaged in the learning and have tried their best
- Produced an excellent piece of work
- Consistently made good effort with several pieces of work
- Participated in a special event
- Participated fully or actively in school life
- Achieved in out-of-school activities
- Achieved an excellent level of attendance
- Shown particular care towards others
- Demonstrated appropriate behaviour towards the school environment

When students arrive on time to class, they will be rewarded with a merit for good learning attitude. This will be recorded at the end of a lesson. **Students must fully engage in the learning to maintain this reward.**

At the end of the lesson, **all teachers indicate on the system those who have (and have not received) merits**, thus merits are consistently used to recognise all student engagement with learning. This system is tracked and **must be consistently applied by all staff**.

Additional Merits

Additional merits can be awarded for exceptional engagement in learning in the lesson or as evidenced in marked work. At the end of class, staff can award up to **3 students** with up to **3 additional** merits. Additionally, staff may use a merit stamp to indicate **exceptional written work** when books are marked. The stamp should be used in the student's book. (In the next class, the merit will be 'crossed off' and transferred to the school system).

Additional rewards will take the form of:

- ✓ Praise and recognition from staff
- ✓ Positive comments or stamps in planners
- ✓ Display of work or photographs
- ✓ Postcards of praise
- ✓ Positive telephone calls or letters home
- ✓ Certificates of achievement for classwork or attendance / recognition in Assemblies
- ✓ Prizes at Presentation Evening

Applying consequences

Consequences

All behaviour has consequences attached. We choose our behaviour and so must accept the consequences of our choices. Staff will be encouraged to use the language of choice for students. In all areas of School life our expectations of students are consistent, whether it be in the classroom, in the corridors, at break, at lunchtime, in the canteen, around the School site and when representing our School at any other time such as travelling to and from school or on school visits. **Our underpinning principle is that members of our learning community must display appropriate learning behaviours; respect others and the right to learn, respect property and the School environment.** Any inappropriate behaviour will always be challenged by staff of the school and will be dealt with promptly and consistently. A firm and fair approach by the teaching and associate staff ensures high standards of behaviour across our School.

All staff will:

- Apply our school policies consistently
- Work on agreed procedures
- Insist on adherence to the Respect to Learn (R2L) Code.
- Follow up problems to their conclusion
- Use appropriate consequences, including reparation and restorative activities
- Follow departmental guidelines when appropriate

Serious incidents

Student behaviour that will not be tolerated at Westhoughton High School includes the following:

- Unsafe or dangerous behaviour
- Abusive or violent behaviour
- Making other people unhappy (including bullying, sexism, homophobia or racism or any lack of respect for the person of another or their property)
- Bringing the school into disrepute. This may include instances of poor behaviour whilst travelling to or from school or on school trips etc.

These actions may require a member of staff to take serious and immediate action to remove a student from class by logging a support call. NOTE: Persistent disruption of learning in classes will not be tolerated and will lead to serious consequences. This may include the use of the school Remove room or, in extreme cases, lead to a period of fixed term exclusion from our school (see guidance on Exclusions). The school will work with other local agencies to assess the needs of students who display continuous disruptive behaviour.

CONSEQUENCES

The consequences of not engaging with learning are grave. Teachers and other adults need to encourage good choices. The rules, rewards and consequences are displayed in all our classrooms. If R2L class rules are broken, then consequences will be as followed:

CONSEQUENCES FOR STUDENTS MAKING POOR CHOICES IN CLASS

- C1 • Warning and rule reminder (indicated by initials on board) – a ‘chance’
- C2 • Move of seat and formal warning (indicated by initials and X) – make a good ‘choice’
- C3 • 15 minute detention – break, lunch or after school (indicated by initials and XX) - consequence
- C4 • 30 minute detention after school (appropriate notice to parents by slip or planner note) indicated by initials and XXX
- C5 • Leader of Learning support & intervention – student to be removed to an EXIT room (alternative teaching room within learning area) to work there. The Leader of Learning may liaise with Student Support Team or contact parents/carers by telephone, letter or appointment. The detention issued will still stand.

All staff will operate this system with initials down and X by the name so that we are consistent in our application of the classroom learning rules. Detentions must be completed before the next lesson if at all possible, but every lesson is a new start to the learning. Incidents at C1 or C2 result in a merit not being issued. Incidents at C3 or above are recorded in the system and on a student’s record.

If a student engages in misbehaviour, the school may issue a school detention for 1 hour after school. This sanction will also be used for students who fail to attend a 30 minute class teacher detention.

CLASSROOM OPERATING STANDARDS

All staff will endeavour to ensure a consistent approach as we believe that this will both support student development and create the positive ethos required to motivate and engage students. Wherever possible, all staff follow the guidance below:-

At Start of lessons our staff will:

- Be at the door to greet the class. If there is room, the class is lined up outside
- Check students are wearing their uniform correctly and follow up as appropriate
- Give students clear instructions to enter the room quietly, get out anything they may need for that lesson and stand quietly behind their allocated chairs or stools
- Greet the class, wait for a response and ask them to sit
- Inform all students of the learning objectives for that lesson right at the start, with appropriate links to prior learning

During the lesson our staff will:

- Reinforce appropriate behaviours by giving positive praise and awarding merits
- Ensure Respect to Learn code rules are followed at all times, insisting on a high level of engagement with learning
- Insist that hands are raised and that students wait until they are invited to speak before they answer or ask a question
- Ensure anyone chewing empties his/her mouth immediately
- Ensure that all students are aware of the amount of work they are expected to complete during the lesson and give time checks as appropriate
- Set work for students so that they are enthused and challenged, stimulated and stretched academically
- Use a variety of teaching methods and tasks to interest and motivate students.
- Set homework regularly
- Return marked work promptly, with effective assessment indicating how a student can improve in the future

At the end of the lesson our staff will:

- Bring the lesson to a close by leading a plenary session to revisit and confirm the learning that has taken place
- Ensure any homework set has been recorded
- Ensure students pack away promptly in an orderly fashion when they are instructed to do so
- Instruct students to leave the classroom in an orderly and disciplined manner

Dealing with inappropriate behaviour

Occasionally, our students will make poor choices. To minimise such occasions all staff:

- Aim to be observant so they can recognise and challenge poor behaviour appropriately
- Follow the rules of our Respect to Learn code
- Use appropriate sanctions consistently – rule reminder, warning and change of seat, detentions or reparation activities etc

A range of sanctions may be implemented by school staff that may include a verbal reprimand, extra work or repeating unsatisfactory work, written tasks such as written work, loss of privileges such as missing breaks or being unable to take part in a non-uniform day, detentions at lunch time or immediately after school, school based 'community service' activity, being placed on report, being referred for Remove placement or excluded from school.

PARTNERSHIP WORKING

Westhoughton High school is committed to multi agency working and works with other partners in order to secure best outcomes for our young people and families. This may include a multi-agency assessment if it is deemed necessary to meet a child's needs using the Early Help Assessment (EHA).

Our local Police Community Support Officer (PCSO) works within the school. As well as maintaining the safety of students and staff on the school site and surrounding area, this partnership aims to provide help for young people in dealing with situations that may put them at risk of becoming victims of crime, bullying or intimidation. Our PCSO can also provide support to those who have become victims. In addition, our PCSO will also support school to improve standards of student behaviour and attendance, as well as promoting more positive relations between young people and the Police and wider community.

Our PCSO links with our Integrated Working Officer (IWO) and the wider Student Support Team. This work may be linked to improving student behaviour or student mediation, reparation or restorative justice work. If students are spoken to in school then this will be in the presence of school staff. Parents will be informed that the meeting will take place where ever possible and may attend if they wish to do so or will be informed that the PCSO has seen their child with a member of staff.

REMOVE

If a student persistently disrupts learning and makes poor choices about behaviour it may be necessary to re-enforce appropriate behaviour for learning through intervention strategies. In such cases, an appropriate action may be to refer a student to our Remove Room. Remove may also be used as a sanction for any serious incident, or as a stage before exclusion.

Objectives of Remove

- To ensure that all our students are equipped with appropriate behaviour for learning strategies and make positive choices
- To provide students with the opportunity to reflect on their actions
- To allow students to examine and formulate more appropriate ways of behaving and to appreciate that the current behaviour is not really providing satisfactory outcomes. The emphasis should be upon making the correct choice
- To provide the school with a productive sanction to impose after a student's negative behaviour has demanded a follow-up response
- To indicate to parents that a disciplinary sanction has been provided which is an alternative strategy to fixed term exclusion

The development of Remove has been a direct result of the schools drive to reduce fixed term exclusions and develop a fully-co-ordinated whole-school approach to Pastoral care. The Student Support Team are further developing ways of working closely with students, parents

and academic staff, and with agencies beyond school, to draw together all the strands affecting a student's achievement, behaviour and experience. Remove provides an ideal environment for a coherent and focused approach to working with individual students with diverse needs whilst stressing the need to make the correct choice as a member of our learning community.

Remove will enable students to reflect upon their choices and appropriate behaviour for learning. It will provide them with time and resources to review and adapt their behaviour in preparation for a positive return to their mainstream timetable. Remove placements are monitored as part of the wider monitoring of behaviour across the school.

Access to Remove

Referrals to Remove will be made as a direct response to a student's persistent infringement of our school's Respect code and via senior staff, namely:

- The Headteacher
- A Deputy Headteacher
- An Assistant Headteacher responsible for Inclusion or Student Progress

The Deputy Headteacher in charge of Student Support will be the teacher who manages all Advance Referrals to Remove.

The capacity for referrals is for six placements. Wherever possible, three advance referral placements will be available and three daily referral placements. Advance referrals will usually involve a meeting with parents to discuss behavioural issues and seek parental support. Daily referrals will be made on a day to day basis via named staff and will follow a formal referral process, involving parents at the earliest opportunity.

Advance Referrals

Advance referral placements will be as a result of:

- Persistent disruptive behaviour evident in Incident Referrals (IRFs) or support calls or more serious misbehaviour around or to and from school
- Persistent uniform infringements
- Persistent failure to comply with school sanctions or to respond to intervention strategies to improve behaviour
- Any serious incident of poor behaviour

Advance placements will usually involve a meeting with parents/carers to discuss ongoing behavioural issues and seek parental support. Remove placements will be logged on a student's record.

Daily Referrals

Daily referral placements will be as a result of serious misbehaviour on a given day such as:

- Verbal or physical abuse
- Physical aggression
- Persistent disruptive behaviour on one day
- Persistent refusal to follow instructions and persistent refusal to engage with learning

In these cases, parents/carers will be involved in discussion with student support staff as soon as practicable. Any incident referrals will be recorded on the student's record. All referrals to Remove are tracked and monitored.

The structure of the day usually follows the outline of the standard school day with alternative supervised break and lunchtimes. Time in the Remove Room is used as constructively as possible and work is provided for students. The Remove school day may involve a later start and a later finish for students at the discretion of senior staff.

Behaviour re-tracking and off site seclusions

Students may also be referred to Youth Challenge Pupil Referral Unit for a short term period for behaviour re-tracking, or in extreme cases as an alternative school provision to Westhoughton High School. Students may also be referred to our learning centre to re-track behaviour. If school issues an exclusion of longer than 5 school days, an alternative provision would be offered, based in another school locally.

EXCLUSIONS FROM SCHOOL

Only the Headteacher or acting Headteacher may exclude a student. Parents/Carers would be informed immediately and in writing within 24 hours of the length and type of exclusion, and of their right to make representation to the governors of the school. (Any student over 18 years will be informed of the right to appeal on their own behalf).

There are two types of exclusion; Permanent exclusions and fixed term exclusions. Any permanent exclusion and any fixed term exclusion which results in a student being excluded for more than 5 school days in a term are immediately reported to the governors and Bolton Local Authority. Any exclusion that would mean a student missing a public examination is reported to the governors and the LA, unless alternative provision is made for the excluded student. All other fixed term exclusions are reported to the governors of Westhoughton High school and the LA once per term.

Permanent exclusion will only be used as a last resort, or for a very serious offence that is damaging to our school community.

The decision to exclude a student will only be taken in response to serious breaches of our school's disciplinary policy, and where allowing the student to remain in school would be seriously detrimental to the education and welfare of the student or of others in the school community.

We recognise that the decision to exclude a young person permanently is a very serious one. It will usually be the final step in the process for dealing with disciplinary offences following a wide range of other strategies and support which has been tried at our school without success. It is the acknowledgement by the school that we have exhausted all available strategies for dealing with a student and therefore normally, permanent exclusion is only used as a last resort.

However, there will be circumstances where the Headteacher may decide to exclude a young person for a first or one off offence. Such offences would be of an extremely serious nature, and might include: serious actual or threatened violence against another student or member of staff; sexual abuse or assault; supplying an illegal drug; carrying an offensive weapon. Note: Criminal activity will always be reported to the Police and should a young person be permanently excluded following criminal activity the Police would be routinely informed. In drug related activity, the school will also take into account our published policy on Drugs and Substance abuse.

At Westhoughton High School, we will not impose exclusion in the heat of the moment unless there is a serious risk of the safety of others or to the student. We are aware that our staff have a duty to investigate incidents properly, considering all the evidence available. Students will be asked for their version of events as part of this process.

Exclusions are not used for:

- Minor incidents such as failure to produce homework
- Poor academic performance
- Non-attendance or poor punctuality
- Pregnancy
- Speeding up the process of statutory assessment for special educational needs
- Breaches of the school uniform code, unless it is clear that the student is refusing to comply with the uniform code as an act of open defiance, and where all other avenues for resolving the uniform dispute have been explored

We always request that parents/carers support the school during a re-integration meeting following an exclusion period. However, if parents/carers refuse to attend, the school will not refuse to re-admit a student. Targets will be set for a student in order to avoid repeat exclusions.

PROMOTING POSITIVE BEHAVIOUR

The school uses a range of measures to try to improve student behaviour in school. When dealing with students causing concern because of poor attendance, disaffection or disruptive behaviour, Westhoughton High school will explore strategies to improve and promote positive behaviour before permanent exclusion takes place. School actions may include detentions, parental letters, meetings with parents/carers, use of the school Remove Room, and an Individual behaviour plan including personalised support through our Learning Centre or a Pastoral Support Programme or a managed move to another school. These strategies may involve wider consultation with parents through use of the Early Help Assessment to engage the support of other agencies and the In Year Fair Access Panel (IYFA).

For further information on school exclusions, see Policy on Exclusions and appeals process.

APPENDIX 1: Physical Intervention – see Physical Intervention Policy

APPENDIX 2: Recording Sheet – Physical Intervention

APPENDIX 3: Physical Search – see Physical Search Policy

APPENDIX 2: RECORDING INFORMATION SHEET



Use of Physical Intervention in school

<i>Student:</i>	<i>Date:</i>
<i>Year:</i>	<i>Witnesses (staff):</i>
<i>Staff:</i>	<i>Witnesses (students):</i>
<i>Subject:</i>	<i>Physical Restraint used? (if yes, please turn over and complete)</i>
<i>Time:</i>	
<i>Causes/Preceding event / de-escalation strategies tried previously:</i>	
<i>Incident:</i>	
<i>Action taken/sanctions applied/follow-up information:</i>	

Reasons	Yes/No	Comments
<i>Self-Harm</i>		
<i>Harming Others</i>		
<i>Harming Staff</i>		
<i>Damaging Property</i>		
<i>Serious Disruption</i>		
<i>Other</i>		

<i>Counselling for student</i>		
<i>Counselling for other Students</i>		
<i>SLT follow-up with staff</i>		

Signed.....