



**'Ensuring positive behaviours to enable effective teaching, learning, wellbeing & the tradition of 'the West Hill Boy' in the 21st century'.**



**Summary**

This behaviour policy provides the details of:

- Our expectations of behaviour for our boys, in school, on the way to and from school and also in the community when identifiable as boys from West Hill School.
- How we will recognise and reward boys who uphold our expectations in the form of awards.
- What sanctions the school will use when boys do not uphold our expectations and breach our behaviour policy.

**Expiry or review date:**

This policy will be reviewed every 3 years unless there are changes locally or nationally which mean it would be necessary to review and revise more quickly than every 3 years. However, the policy and practice may be revised at any time, as and when necessary.

**Who is this policy for :**

- Pupils
- Parents/Carers
- Teachers and support staff
- Governors
- Visitors to the school

## West Hill School's recognition, praise, awards and sanctions policy

This policy is guided by our core values and principles of the:

- Respect for the individual and members of our school and wider community.
- Rights of the individual and members of our school and wider community.
- Responsibility of the individual and members of our school and wider community.

Exemplary attitudes and behaviours in all aspects of school life are essential for:

- the wellbeing of all
- effective teaching
- effective learning leading to exceptional attainment and progress

This policy should also be read in conjunction with:

- Our school uniform and appearance policy.
- Our school mobile device policy.
- Our classroom ethos.
- DfE policy: Exclusion from maintained schools, Academies and pupil referral units in England.
- DfE policy: Behaviour and discipline in schools.
- DfE advice: Use of reasonable force. Advice for Headteachers, staff and governing bodies.
- Teacher standards
- Section 89 of the Education and Inspections Act 2006

## **Behaviour and the West Hill Boy**

As a school community we believe that the personal attitudes, attributes and positive behaviours of “The West Hill Boy” are those which make him stand out from the crowd of his peers and go above and beyond those expected elsewhere. They are encapsulated by the value of RESPECT and the demonstration of behaviours which exemplify this.

This policy is designed to ensure the successful development and demonstration of these attitudes, attributes and behaviours.



### ***Behaviours consistently demonstrated by 'The West Hill Boy'.***

***This graphic representation of the West Hill Boy was generated from over 550 responses of boys and staff in relation to what positive behaviours make the West Hill Boy stand out from his peers***

As these behaviours need to be secured they require positive reinforcement and this will be done in the following ways:

- Recognition will be given when pupils demonstrate these behaviours.
- Praise will be given when pupils consistently demonstrate these behaviours over a week.
- Awards will be given when pupils consistently demonstrate these behaviours over a half term, a term or a year.
- Sanctions will be imposed where pupils do not adhere to our high expectations.

West Hill School's recognition, praise, awards and sanctions policy  
**Minimum expectations and the 6 P's for Progress and Praise**

In addition to these behaviours there are also a minimum set of standards which we believe are essential for a harmonious environment where teachers are able to teach exemplary lessons and pupils have the opportunity to learn effectively and make at least good if not better progress.

The following behaviours of pupils are non-negotiable and the minimum expectation and are encapsulated by the 6 P's for PROGRESSION and PRAISE

- Presentation
- Punctuality
- Preparation
- Participation
- Politeness
- Perseverance

**Behaviour at all times**

<b>Behaviour at all times</b>		
	<b>We will:</b>	<b>We will not:</b>
We will respect the right of everyone to a sense of wellbeing and to feel valued	• be polite and courteous	• be rude or ill-mannered
	• wear our full school uniform and have pride in our appearance	• allow our appearance or uniform to fall short of our exacting standards
	• be good natured, friendly and tolerant	• be aggressive or confrontational
	• treat everyone as we would like to be treated	• do or say something that makes others feel unsafe or unvalued
	• use appropriate language at all times	• use derogatory, offensive or abusive words
	• do as we are asked the first time	• answer back or be defiant

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**Behaviour in our classrooms**

	<b>We will:</b>	<b>We will not:</b>
We will respect the right of our teachers to teach.	<ul style="list-style-type: none"> <li>• get to lessons on time</li> </ul>	<ul style="list-style-type: none"> <li>• be late</li> </ul>
	<ul style="list-style-type: none"> <li>• come fully equipped to learn</li> </ul>	<ul style="list-style-type: none"> <li>• turn up unprepared to learn</li> </ul>
	<ul style="list-style-type: none"> <li>• settle to work quickly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>• waste time and be noisy</li> </ul>
	<ul style="list-style-type: none"> <li>• follow all instructions the first time we are asked</li> </ul>	<ul style="list-style-type: none"> <li>• ignore instructions or wait to be asked again</li> </ul>
We will respect the right of everyone in our school to learn.	<b>We will:</b>	<b>We will not:</b>
	<ul style="list-style-type: none"> <li>• come fully prepared to do our very best</li> </ul>	<ul style="list-style-type: none"> <li>• do anything which stops us making the best progress possible</li> </ul>
	<ul style="list-style-type: none"> <li>• stay on task and do all of our work</li> </ul>	<ul style="list-style-type: none"> <li>• disrupt ourselves or others from doing our work to the best of our ability</li> </ul>
	<ul style="list-style-type: none"> <li>• keep trying even when the work is difficult and we find it hard</li> </ul>	<ul style="list-style-type: none"> <li>• give up when the work becomes difficult or challenging</li> </ul>
	<ul style="list-style-type: none"> <li>• wait to be asked to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>• shout out</li> </ul>

**Behaviour around our school**

	<b>We will:</b>	<b>We will not:</b>
We will respect the right of everyone in our school to feel and be safe, and feel valued	<ul style="list-style-type: none"> <li>• move around our school in a calm, quiet and purposeful manner</li> </ul>	<ul style="list-style-type: none"> <li>• run on corridors or where this would be dangerous</li> </ul>
	<ul style="list-style-type: none"> <li>• move around our school quietly and purposefully</li> </ul>	<ul style="list-style-type: none"> <li>• be loud or shout out or be unruly</li> </ul>
	<ul style="list-style-type: none"> <li>• open doors for others</li> </ul>	<ul style="list-style-type: none"> <li>• walk through a door way without regard for others</li> </ul>
	<ul style="list-style-type: none"> <li>• respect the personal body space of others</li> </ul>	<ul style="list-style-type: none"> <li>• invade the body space of others</li> </ul>
	<ul style="list-style-type: none"> <li>• show maturity and behave sensibly at all times</li> </ul>	<ul style="list-style-type: none"> <li>• do anything which could put us in danger</li> </ul>
We will respect the right of everyone in our school to work in a pleasant and harmonious environment	<b>We will:</b>	<b>We will not:</b>
	<ul style="list-style-type: none"> <li>• put all our litter in a bin</li> </ul>	<ul style="list-style-type: none"> <li>• drop our litter on the floor</li> </ul>
	<ul style="list-style-type: none"> <li>• pick up litter when we walk past it</li> </ul>	<ul style="list-style-type: none"> <li>• leave litter on the floor for others to pick up</li> </ul>
	<ul style="list-style-type: none"> <li>• report anyone who damages the school or its property</li> </ul>	<ul style="list-style-type: none"> <li>• purposefully damage any part of the school building or grounds</li> </ul>

**Behaviour in our community**

We will respect the right of those in the local and extended community to feel safe and happy and ensure our school has an excellent reputation in the community.	<b>We will:</b>	<b>We will not:</b>
	<ul style="list-style-type: none"> <li>• wear our full school uniform on the way to and from school and wear it with pride</li> </ul>	<ul style="list-style-type: none"> <li>• allow our appearance or uniform to fall short of our exacting standards</li> </ul>
	<ul style="list-style-type: none"> <li>• be courteous and polite to members of the local and wider community</li> </ul>	<ul style="list-style-type: none"> <li>• be discourteous or impolite to members of the local or wider community</li> </ul>
	<ul style="list-style-type: none"> <li>• behave so that we always represent our school in the best possible way</li> </ul>	<ul style="list-style-type: none"> <li>• do anything to bring the school into disrepute or tarnish its reputation.</li> </ul>
	<ul style="list-style-type: none"> <li>• treat all of those in the community with care and compassion</li> </ul>	<ul style="list-style-type: none"> <li>• do anything which makes those in the community feel unsafe or threatened</li> </ul>

- Recognition will be given when pupils demonstrate the 'We will' behaviours.
- Form Tutor Praise Awards will be given when pupils consistently demonstrate the 'We will' behaviours over a full week.
- Head of Year and SLT awards will only be given when pupils consistently demonstrate the 'We will' behaviours over a half term, a full term and a year.
- Sanctions will be imposed where pupils do not adhere to our high expectations.

*How these behaviours will be recognised, acknowledged, praised and awarded is detailed further in this policy.*

**The Steps of Praise & Awards**

**ANNUALLY after the 5<sup>th</sup> Year**

**'Chair Of Governors Praise Award'**

Every boy who has achieved '5 Headteacher Praise Awards' will be presented with the 'Chair of Governors Praise Award' and a letter of commendation will be sent home to parents.

This will be logged in SIMS

**Annually**

**'Head teacher's Praise Award '**

≥95% attendance + No Behaviour incidents + No Lates = "Headteacher Praise Award".  
letter of commendation will be sent home to parents

This will be logged in SIMS

**Every 12 weeks**

**'Senior Leader's Praise Award'**

≥95% attendance + No Behaviour incidents + No Lates = "SLT Praise Award".  
An Electronic Post Card sent home.

This will be logged in SIMS.

**Every 6 weeks**

**"HoY Praise Award"**

**Over a 6 week period**

≥95% attendance + No Behaviour incidents + No Lates = "HoY Praise Award".  
An Electronic Post Card will be sent home.

This will be logged in SIMS.

**Weekly**

**"Form Tutor Praise Award & Praise Form Period"**

Boys who have consistently demonstrated the 6 P's of the 'West Hill Boy' for a full week will have:  
100% attendance + No Behaviour incidents + No Lates = 'Form Tutor Praise Award'

List of boys in the form who meet the criteria will be shown on the overhead projector to all boys in the form.

**The Form tutor will record this in two ways.**

The form Tutor will "Stamp" the boys planner from the previous week with the "Form Tutor Praise Award"  
It will be logged on SIMS as the "Form Tutor Praise Award".

**Form Tutor Praise Awards**

Form tutor praise awards will be given each week by the form tutor. This will be done during a form period. Year 8 - 11 this will be on a Monday. Year 7 this will be on a Tuesday. In KS3 during praise form time, boys will read silently. During KS4 an activity which provides sufficient gravitas to the praise of those boys who have successfully achieved the award will take place. During this time form tutors will stamp planners of those boys who have received the award and sign planners for those who have not.

**HoY and SLT Praise Awards**

These will normally be presented during normal scheduled assemblies on the appropriate week. In the event that the scheduled assembly for whatever reason is not appropriate for the presentation of these praise awards it will either take place at the next scheduled assembly or an additional assembly will take place in the dining hall.

**Praise Awards and Commendation Badges (All Years)**

Commendation badges will be awarded to those boys who accumulate a number of 'form tutor praise awards'. The table below shows the number of form tutor praise awards required for each badge.

**Commendation badges will be awarded to boys who achieve the following number of 'Form Tutor Praise Awards'**

<b><u>Commendation Badge</u></b>	<b><u>Number of Form Tutor Praise Awards</u></b>
bronze badge	15
silver badge	45
gold badge	90
platinum badge	150

*Where boys have already achieved their bronze, silver or gold badge on the outgoing system, boys will start the new system at that point and the number of FTPA required will be 30 for silver 45 for gold and 60 for platinum for the next badge etc. Current Year 11 boys (2016/17) on bronze or over will need to achieve 30 FTPAs for their next award.*

**Other forms of recognition and awards**

Staff may acknowledge pupils' other achievements by:

- Awarding achievement points via SIMS
- Writing a note in the pupil planner
- Phoning home
- Subject post cards

### **Lunch with the Headteacher – termly**

One boy from each form will be invited to have lunch with the Headteacher. One boy from each form will be nominated by the form tutor and give the reason for the nomination. Each boy can be nominated only once in any academic year.

### **Sanctions**

Main principles of sanctions:

- The effective behaviour management is every employed adult's responsibility.
- The effective implementation of sanctions for the vast majority of breaches of school behaviour policy are the responsibility of the member of staff who has supervisory responsibility for the pupil(s) at the time of the incident or has specific responsibility for a specific aspect of school operation e.g. Class teacher in lessons, staff on duty at lunchtimes/break-times, e-safety lead for breaches of ICT policy. (S1 & S2).
- The more serious breaches of the behaviour policy should be escalated to a more senior member of staff in line with the behaviour ladder and sanction table (S3).
- The most serious breaches of the behaviour policy should be escalated to a member of the senior leadership team who after investigation will escalate it to the Headteacher if required (S4 – S5).
- On the occasion(s) a boy does not follow our school's very high expectations; the school will impose a range of sanctions dependent upon the severity of the incident and also the frequency of the breaches of the school behaviour policy. Sanctions used by the school will be in line with guidance from DfE advice.

All staff employed by the school have the authority to issue sanctions in line with their level of seniority within the school. All staff can impose personal detentions in line with this document.

The school has classified the different type of unacceptable behaviour into a group related to their severity. They are classified as S1-S5. S1 unacceptable behaviours are the least severe and S5 behaviours are the most severe.

The category a behaviour type is allocated to also indicates which member of staff should carry out the sanction. Although behaviours within a category have been grouped together, types of behaviour within a category are in alphabetical order NOT the order of severity.

Unacceptable behaviours classified as **S4** and **S5 MUST** be reported immediately or as soon as is practicable to a member of the Senior Leadership team. If the incident involves a safeguarding issue, the Designated Lead must be informed in the first instance.

Where a student breaches the school behaviour expectation at levels S1-S5 this will be recorded within 24hrs of the incident occurring in the school MIS along with its **status** and the **action taken**. In most cases this will be done by the member of staff initially dealing with the incident S1& S2 behaviours. **S3 –S5** behaviours must have detailed written information included in relation to the incident.

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Where further intervention is required the adult recording the incident will ensure that a referral is made to the correct person. The person who the incident is referred to will then update the behaviour log in the school MIS.

**Unacceptable behaviours and sanctions table**

Sanction Level	Behaviour Category	Examples of behaviour (not exhaustive)	Examples of appropriate action/sanction
<b>S1</b>	<p>Actions which have a negative effect on a student's own learning and/or personal safety and well-being.</p> <p><b>(Sanctions will normally be applied by the class teacher or staff member responsible for the supervision of the student at the time of the incident)</b></p>	<ul style="list-style-type: none"> <li>• Breach of ICT acceptable use policy</li> <li>• Disruption – off task</li> <li>• Failure to bring equipment/planner/PE kit</li> <li>• Failure to reach targets on report – monitoring</li> <li>• Failing to turn up to a detention</li> <li>• Insolence</li> <li>• Lateness to lessons</li> <li>• Leaving school without permission</li> <li>• Mobile Device – One Off</li> <li>• No homework/homework not completed</li> <li>• Other-minor (requires details)</li> <li>• Selling – One Off</li> <li>• Spitting – not at an individual</li> <li>• Throwing food and drink</li> <li>• Truancy - Lesson</li> <li>• uniform /appearance /hair-quickly correctable</li> <li>• Unsafe behaviour</li> <li>• Work in class inadequate</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Planner comment</li> <li>• Personal detention</li> <li>• Contact home</li> <li>• Form Tutor monitoring</li> <li>• Subject teacher monitoring</li> <li>• Written task</li> </ul>
<b>S2</b>	<p>Actions which have a negative effect on the student's own learning and/or personal safety and wellbeing and that of others.</p> <p><b>(Sanctions will normally be applied by class teacher or staff member responsible for supervising the student at the time of the incident, HoD/HoY involvement in the most serious or repeated infringements)</b></p>	<ul style="list-style-type: none"> <li>• Dangerous behaviour</li> <li>• Defiance</li> <li>• Disruption – low level*</li> <li>• Graffiti/Vandalism - minor</li> <li>• Intimidation – pupil</li> <li>• Minor scuffle</li> <li>• Out of bounds</li> <li>• Swearing/abusive language – between students</li> </ul>	<ul style="list-style-type: none"> <li>• Planner Comment</li> <li>• Personal detention</li> <li>• Departmental detention</li> <li>• Referral to HOD for subject report</li> <li>• Protecting Learning Detention*</li> </ul>

**Unacceptable behaviours and sanctions table**

Sanction Level	Behaviour Category	Examples of behaviour (not exhaustive)	Examples of appropriate action/sanction
<p><b>S3</b></p>	<p>Serious breaches of behaviour expectations which have a significant negative effect on the safety and wellbeing of the school community/wider community</p> <p><b>(Sanctions will normally be applied by a Middle Level Leader e.g. HoD / HoY or in more serious incidents by a Senior Leader)</b></p>	<ul style="list-style-type: none"> <li>• Actual violence against another pupil</li> <li>• Bringing school into disrepute</li> <li>• Bullying</li> <li>• Bullying – Cyber</li> <li>• Bullying - Discriminatory</li> <li>• Discriminatory incident</li> <li>• Disruption – exit room*</li> <li>• Disruption – Persistent (**HOY/SLT ONLY**)</li> <li>• Failure to turn up to detention <b>(HOD/HOY/SLT/LUNCH)</b></li> <li>• Fighting – Inciting a Fight</li> <li>• Fighting – one off</li> <li>• Graffiti/Vandalism –Severe</li> <li>• Incident outside school – Serious</li> <li>• Lateness to School – Persistent (**HOY/SLT ONLY**)</li> <li>• Malicious allegation against staff</li> <li>• Mobile Device - Persistent</li> <li>• Other – serious (**Requires MORE details**)</li> <li>• Selling – Persistent (**HOY/SLT ONLY**)</li> <li>• Smoking/vaping</li> <li>• Swearing-direct verbal abuse at staff</li> <li>• Theft from Pupil</li> <li>• Theft from School</li> <li>• Theft from Staff</li> <li>• Threats of Physical Violence - Pupil</li> <li>• Truancy from school</li> <li>• uniform /appearance /hair - NOT quickly correctable</li> <li>• Verbal Abuse - Pupil</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Year referral</li> <li>• Removal from yard at break times and/or lunchtimes.</li> <li>• Protecting Learning Detention*</li> <li>• BSU</li> <li>• HoY monitoring</li> <li>• SLT Monitoring</li> <li>• BSU - External placement</li> <li>• Managed move</li> <li>• Alternative timetable</li> <li>• Head teacher meeting.</li> <li>• Governor Panel</li> <li>• Fixed Term Exclusion</li> </ul>

**Unacceptable behaviours and sanctions table**

Sanction Level	Behaviour Category	Examples of behaviour (not exhaustive)	Examples of appropriate action/sanction
<b>S4</b>	Illegal or serious anti-social activity <b>(Sanctions will normally be applied by a Senior Leader/ or in more serious incidents by the Headteacher)</b>	<ul style="list-style-type: none"> <li>• Abuse of Staff – Discriminatory</li> <li>• Bullying – Persistent (<b>**SLT ONLY**</b>)</li> <li>• Drugs/illicit substances – possession</li> <li>• Fighting – Persistent</li> <li>• Intimidation – Staff</li> <li>• Misconduct – Serious</li> <li>• Misconduct - Sexual</li> <li>• Offensive Weapon - Carrying</li> <li>• Threats of Violence – Staff</li> <li>• Verbal Abuse Threatening Behaviour Against Adult (<b>**SLT ONLY**</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Exclusion</li> <li>• Governor Panel</li> <li>• Managed move</li> <li>• Alternative Provision</li> <li>• Permanent Exclusion</li> </ul>
<b>S5</b>	Illegal or serious anti-social activity <b>(Sanctions can only be applied by the Headteacher or acting Headteacher)</b>	<ul style="list-style-type: none"> <li>• Actual violence – staff</li> <li>• Drugs/illicit substances – dealing or intent</li> <li>• Offensive Weapon with intent to harm others</li> <li>• Sexual Abuse/Assault – Pupil</li> <li>• Sexual Abuse/Assault - Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Governor Panel</li> <li>• Permanent Exclusion</li> </ul>

The examples of unacceptable behaviours here are not exhaustive, however all unacceptable behaviours will be classified S1 - S5. The examples of possible sanctions are not exhaustive; however the consequence given will be of commensurate severity as other sanctions within the category.

**Detentions**

- All teachers and support staff can issue personal detentions.
- Detentions may be held at break-time, lunchtime or after school. It is for the member of staff issuing the detention to determine the day, time and length of the detention.
- Personal detentions can vary in length from a few minutes up to 60 minutes long depending upon the reason for the detention.
- Detentions after school of 15 minutes or less can be given on the same day without communication with home.
- Detention after school hours greater than 15 minutes but less than 30 minutes can be given on the same day of issuing, but the teacher must ensure that communication with parents or carers has been made prior to the start of the detention.
- Detentions of longer than 30 minutes, parents will be informed at least one the day in advance of the detention.
- Parental consent is not required for detentions.

### **Protecting Learning Detention \***

The disruption of pupils' learning by other students will not be tolerated. Where the behaviour of a boy disrupts the learning of others he will receive a 15 minute detention from the class teacher, this will be logged in SIMS as 'low level' disruption. Where the disruption does not improve and prevents the lesson from continuing effectively the pupil will be removed from the lesson and will receive a 60 minute 'protecting learning detention' or 'PLD' which will normally run on the following Tuesday after school. Parents will be informed on the Monday prior to the PLD if their child is on the PLD. Where pupils receive more than one 'low level disruption' in a week they will have a 30 minute PLD. PLDs are mandatory. For pupils who repeatedly receive PLDs more severe sanctions will be imposed and this will be dependent on specific circumstances and will be determined on a case by case basis, but they may include placement in the BSU or fixed term exclusion in the most severe cases.

### **Behaviour Support Unit (BSU)**

The school operates a BSU as internal fixed term exclusion. This area of school is for boys whose behaviour; either for a single serious incident or over a period of time has been seriously unsatisfactory and shows little or no sign of improvement. Attendance in the BSU may be full time or part time. The determination of whether a boy's behaviour warrants time in the BSU will be determined by the Assistant Head Teacher – Pastoral, in negotiation with HoY, SLT and the behaviour support team. The number of days spent in the BSU will be determined by the severity and frequency of the unacceptable behaviour. For pupils who repeatedly receive periods of time in the BSU more severe sanctions will be imposed and this will be dependent on specific circumstances and will be determined on a case by case basis, but they may include temporary placement at another school's equivalent to our BSU or the PRS or fixed term exclusion in the most severe cases.

### **Managed Moves**

In certain limited circumstances, it may be appropriate to negotiate a managed move to transfer a pupil to another school or alternative provision to reduce the risk of the pupil being permanently excluded.

A managed move facilitates transfer between schools, but is an agreed, supported and monitored process, following clear procedures as outlined in the Tameside protocol, with the schools co-operating in mutually beneficial arrangements to ensure continuity of education and reduce exclusions, and is therefore different from a casual transfer.

West Hill School has adopted the Tameside locally agreed Managed Move Policy.

## **Exclusions**

Only the Headteacher/Acting Headteacher can exclude a pupil from school.

### **Fixed Term Exclusions**

- Where all other measures have failed and the problems continue.
- These are applied incrementally and will always involve a meeting with parents.

### **Permanent Exclusions**

Applied only in the most serious of circumstances where all other measures including previous fixed term exclusions have failed to bring about a positive change.

There will be circumstances where the Headteacher decides to permanently exclude a pupil for a first time or one-off offence. These might include;

- Serious actual or threatened violence against a pupil or member of staff.
- Sexual abuse or assault.
- Supplying or intent to supply an illegal drug.
- Carrying an offensive weapon.