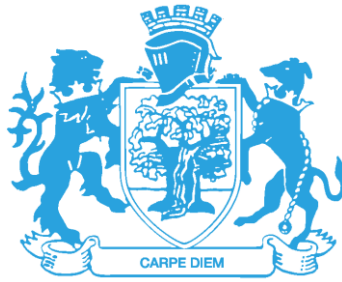


# THE WEST BRIDGFORD SCHOOL



# Behaviour Management Policy



East Midlands  
Education Trust

Reviewed by : Local Governing Body

Review date : Summer 2022

Next review : Summer 2024

# THE WEST BRIDGFORD SCHOOL BEHAVIOUR POLICY

## “THE BEST WE CAN BE”

### OUR AIM

- We work together at The West Bridgford School to create a community where everybody can reach their full potential.
- The West Bridgford curriculum is shaped to support all students in their development as healthy, confident and culturally-aware young people.
- By the end of their time with us, West Bridgford students will be ready to make a positive impact on the wider world. They will be well-rounded, responsible citizens who embrace diversity. They will have skills and qualifications that open up exciting possibilities for the future.
- Excellent teaching and learning are at the heart of this process, supported by a culture of aiming high and holding ourselves to high standards. Throughout the school, we are guided by our core values:
  - We are respectful
  - We are kind
  - We are determined

### OBJECTIVES

- To raise progress and achievement even further
- To promote a positive learning environment where all students have the opportunity to achieve
- To raise the profile of recognising success and rewarding achievement
- To ensure clarity, consistency and fairness in both rewards and sanctions
- To promote choice: students should understand the consequences of the choices they make
- To support all staff, both new and experienced: there can be no opting out
- To optimise the use of ClassCharts in communicating positives and negatives electronically to all students, parents and teachers to ensure all stakeholders are involved
- To effectively manage more extreme negative behaviour

### ROLES AND RESPONSIBILITIES

- The governing body will establish, in consultation with the head teacher, staff and parents, the policy for the promotion of good behaviour and review it regularly. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- The Head teacher is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the head teacher, senior leaders, heads of department, year directors and SEND Manager.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures. All staff are considered to be on duty at all times during the school day (with the exception of lunch times) and are responsible for encouraging good behaviour and maintaining discipline anywhere in the school.
- Good classroom behaviour rests to a large degree on the quality of the lessons and the effectiveness of teaching and classroom management. A good teacher will engage their students, keep them on task, and gain their respect. Accordingly, staff have responsibility, with the support of the head teacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. In addition to quality of teaching, teachers should:
  - Be as positive as possible, as frequently as possible.
  - Display the 5 Principles of T&L at WBS.
  - T&L at WBS.
  - Be on time for their classes every time.
  - Ensure all students are lined up quietly before entering the building/classroom

- Ask all students to stand behind their chairs at the start and end of every lesson, with uniform sorted before sitting.
- Always ask students to meet our Foundation expectations – uniform, language, equipment etc.
- Ensure that students remain in lessons (excepting Red and Green Cards).
- Complete the register within the first 5 minutes
- Reprimand, sanction or reward as appropriate
- Show respect to all students by responding to poor behaviour calmly and assertively
- The governing body, head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment or identity in line with the Equality Act 2010. They will also ensure that the concerns of students are listened to and appropriately addressed.
- Students will not argue with staff as this disrupts the learning and teaching taking place in the classroom. If students feel that they have been treated unfairly they may go to their Pastoral Assistant and put their case to them. This must be done in an adult manner and at a time and place convenient to the member of staff.
- Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. They will sign a home-school partnership agreement when their child enters the school, and will be involved when the behaviour of their child becomes a cause for concern.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students have a responsibility to choose the correct behaviour. Failure to do so will lead to clear consequences. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- This policy applies not only within the school boundaries but on all school visits, trips and residential visits, including those made outside of normal school hours or when the student is in some way identified as a student at the school. The school day includes the journey to and from the school when wearing the school's uniform.
- The policy applies to misbehaviour at any time that could have repercussions for the orderly running of the school, pose a threat to another student or member of the public or could adversely affect the reputation of the school.
- The school will consider whether continuing disruptive behaviour might be a result of unmet educational or other needs.
- Behaviour difficulties do not necessarily mean that a child has a possible mental health problem or special educational need. Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem and where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

## **SUPPORTING INDIVIDUAL NEEDS**

The Governing Body, Headteacher and Staff will ensure that there is a consistent application of the policy and procedures, which will consider, and not discriminate against gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment or identity.

We will ensure that:

- Staff members are well informed about cultural differences in behaviour
- Staff do not discriminate against students
- All students are supported in understanding the behaviour policy
- Staff make reasonable adjustments in the application of the behaviour policy for any SEND
- Staff make additional or alternative provision where behaviour is related to learning difficulties
- Staff will seek to identify the underlying cause of any unacceptable behaviour and put in place measures to address the cause, in order to prevent reoccurring behaviour

Where students have a special educational need or display social emotional behavioural difficulties, sanctions may be revised and made appropriate to the individual's understanding. This process will involve the SENCO. Parents and carers will be invited to be part of this process (where appropriate).

Revised strategies will be communicated to each student and their teachers and will be reviewed on a regular basis.

## DISCRETION

No policy can cover all eventualities and the Headteacher reserves the right to use their discretion, in line with this policy, to help students make better choices and learn positive behaviour in order to be the best they can be.

## COMPLAINTS

Complaints regarding any issue relating to this policy should be made in accordance with our complaints procedures (copies are available on the school website). Where a suspension/exclusion is issued to a student, parents/carers have the right to make representations about the suspension/exclusion in line with the legal framework relating to suspensions and exclusions and will be detailed in all appropriate letters.

## CLASSCHARTS – REWARDS AND SANCTIONS

The West Bridgford School prides itself on celebrating effort and achievement and recognising good behaviour. Good progress which has been achieved through effort and resilience is rewarded regularly through our behaviour information software programme, ClassCharts. All students, staff and parents can access live information throughout the day. It is incredibly powerful, and ensures joint accountability and most importantly, that rewards can be recognised in an open and transparent way, allowing parents and staff to congratulate students for their hard work and efforts as appropriate through awarding POSITIVES.

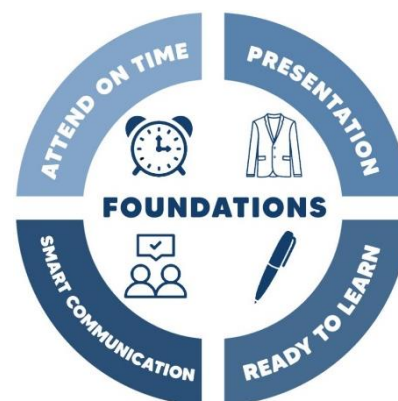
The flip side of positive reinforcement is when students do not make the right choices and a NEGATIVE may need to be awarded. See Appendix A for the poster which is displayed in all classrooms detailing how positives can be achieved and when negatives will be given. We are very clear with staff that positives are much more powerful than negatives and seek to ensure that the balance of these becomes five times more positive than negative where at all possible. Of course, there are variations in this balance from student to student and there are many who only receive positives and never achieve a negative, but as a school we strive to accentuate and recognise where excellent effort or achievement have been shown.

## OUR FOUNDATION EXPECTATIONS

All our students will be expected to follow the Foundations of our school both in class and during social time. We expect all students to:

- Attend on time all their lessons;
- Present themselves in an appropriate manner for school by wearing their uniform correctly;
- Be Ready to Learn by having the correct equipment for the lessons;
- Use SMART Communication both in and out of the classroom

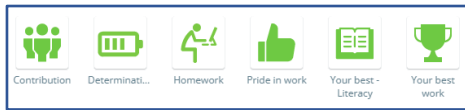
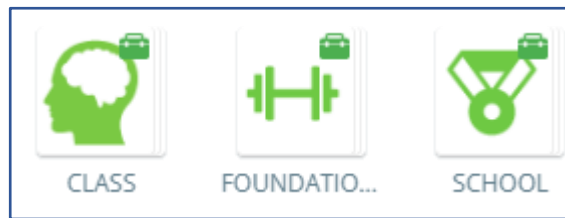
These basic foundations will be acknowledged and rewarded through our Positive Rewards system. Naturally any reasonable adjustments will be made where students have particular needs.



## POSITIVE REWARDS SYSTEM

Acknowledging positive behaviour is at the heart of our culture and ethos. Staff are able to reward students for a variety of reasons both in and out of the classroom. These rewards are categorised in three ways:

1. Foundations:  
Presentation, Attendance, SMART Communication, Ready to Learn
2. Class:  
Effort/Determination, Homework, Contributions, Working at your 'Best', Taking pride in work, Use of literacy skills
3. School:  
Random Acts of Kindness, Showing Respect, In school Community Awards, Out of School Community Awards, Cultural Contributions, Sporting Contributions



Throughout the year positive behaviour points will accumulate in the ClassCharts system. At pre-set levels the system will notify the student, their parents and the school team that the threshold has been reached, leading to a range of achievement rewards. The number of points required will be shared on a regular basis with our students and parents.

## CELEBRATION ASSEMBLIES

Each year group will have a celebration assembly at the end of the Autumn Term and Summer Term, the presentation of Awards will be given along with recognition at subject level and beyond. Subject awards are given for outstanding achievement, progress or resilience. Alongside this there are Tutor awards, Year Director awards and Attendance awards. The introduction and use of reward badges will also be integrated into these assemblies and tutor times.

## CHOICE AND CONSEQUENCES

At The West Bridgford School we expect our students to work hard and behave well in order to make sure they get the best out of school.

We expect our students to follow the school's expectations, values and foundations at all times.

Students who choose not to follow these expectations will be sanctioned in line with our Actions Bring Consequences (ABC) approach to behaviour.

This is a guideline to enable all staff to be consistent with sanctions as far as possible

## IN LESSONS (ABC: Actions Bring Consequences)

Clear stages of how to deal with unacceptable behaviour:

**C1 = Chance:** If a student's behaviour is unacceptable the teacher will give a clear verbal warning, explaining what the unacceptable behaviour is, in order for the student to rectify their behaviour.

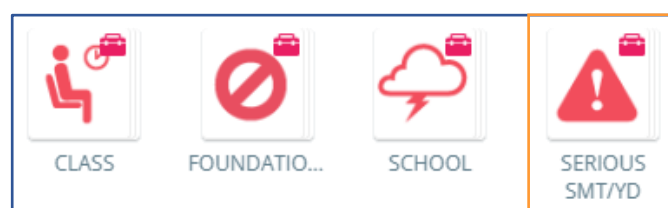
**C2 = Choice:** If there is a repeat of this behaviour the teacher will advise the student they are choosing to behave in this way and a 'C2' is logged on ClassCharts. No sanction is issued at this stage.

**C3 = ClassChart Consequence:** A 'C3' is issued on ClassCharts and the student may be moved within the classroom or outside for a brief cooling off period during which the teacher should have a one to one conversation. A cumulation of 'C3's will lead to a sanction.

**C4 = Call-Out:** Further unacceptable behaviour will require the student to be removed to another room – called a "Call-Out", and also entered on ClassCharts. A 'C4' is recorded on ClassCharts and 45 minute after school detention will be issued automatically.

**C5 = Consequences Room:** This is where a student is removed to the 'Consequences' room for a period of time during the school day or longer if deemed appropriate. This sanction will be imposed by either a Year Director or a member of the Senior Leadership Team

Serious Incidents will be logged on ClassCharts and an orange 'Serious Incident Referral Form' will be completed. These will be dealt with by the Year Director.





If a student accrues a specific number of negatives in any one category within a specific timeframe, (as demonstrated below) ClassCharts will automatically issue an after-school detention as follows:

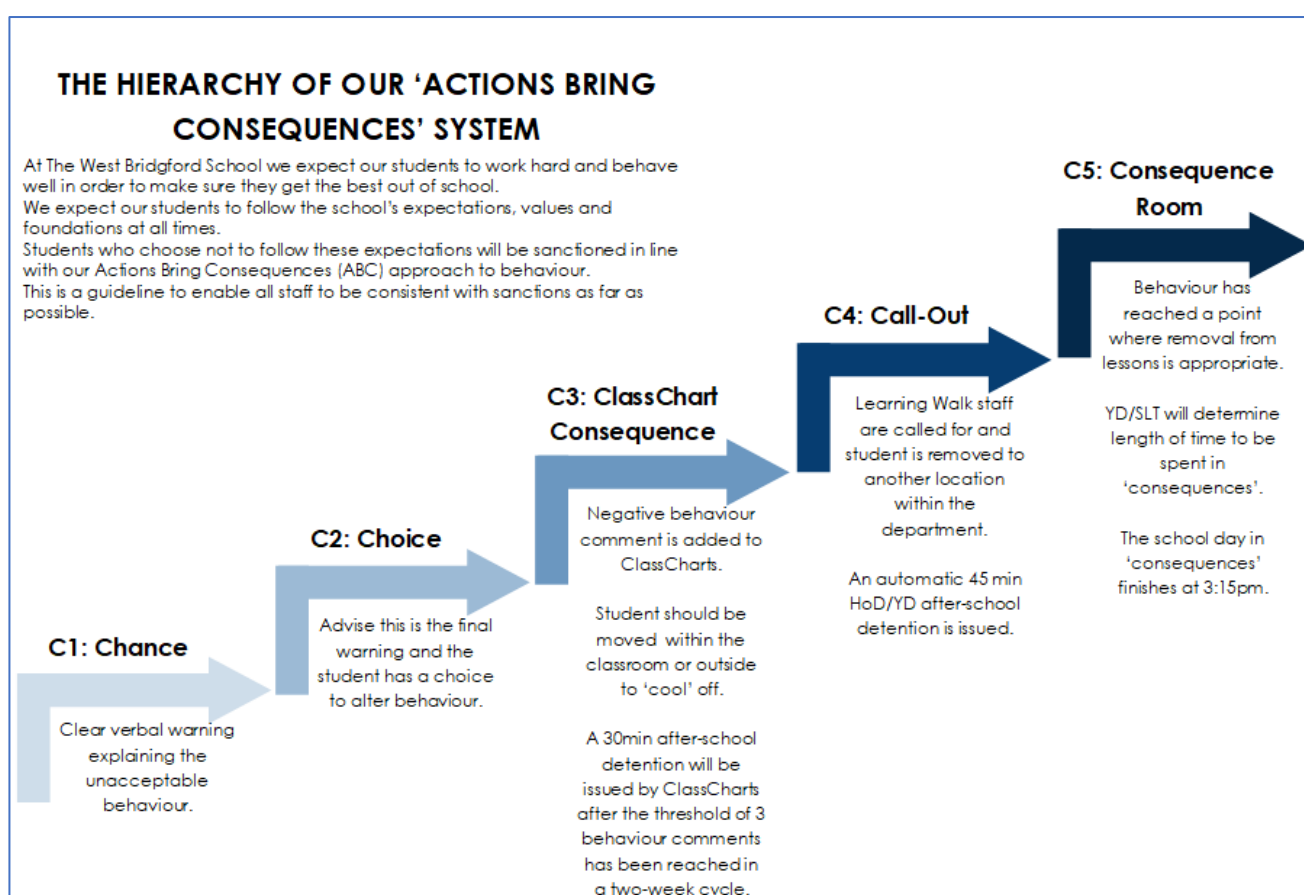
Type of 'negative'		Number required for an afterschool sanction	Sanction
Class:	C2	No sanction imposed – monitoring purposes only	NA
	C3/Disrespect/SMART Communication	3 in a two-week rolling cycle in any subject	30 min (D1)
	C4 – Call-Out	1 "Call-Out" results in an immediate 45 min detention	45 min (D2)
	Insufficient Work Lack of Pride	3 in a two-week rolling cycle in any subject	30 min (D1)
	Lack of Homework	3 within a half term	30 min (D1)
	Truancy - Serious	Immediate sanction imposed by YD/SLT	45 min (D2)
Foundations:	Lateness to Lessons (auto)	3 lates in a two-week rolling cycle	30 min (D1)
	Late to School (auto)	3 lates in a half term	45 min (D2)
	Uniform/Presentation	3 in a two-week rolling cycle	30 min (D1)
	Equipped Ready to Learn: Lack of Equipment	3 in a two-week rolling cycle	30 min (D1)
	Lack of full PE Kit	3 within a half term	30 min (D1)
School:	Act of Unkindness Disrespect General Poor Behaviour (in & out of school)	3 in a two-week rolling cycle	30 min (D1)
	Bike Ban	1 in a two-week rolling cycle Imposed by YD/SLT	45 min (D2)
Serious:	Incidents requiring an immediate sanction e.g. Racist, Sexism, Physical, Intimidating etc.	Immediate sanctions to be decided by YD/SLT – an orange form will be completed by the teacher issuing the serious negative point	Dependent on context

(The tariffs above are subject to change dependent on any specific school focus)

- Sanctions can also be given for a one-off misdemeanour which doesn't necessarily fit into the above by Heads of Department or the pastoral teams. This could result in an immediate Thursday or Friday detention.

- Failure to attend a subject detention (30 mins D1: Mon or Wed: 2:55-3:25pm) will result in an after school 45 minute detention (Thurs D2: 2:55-3:40pm)
- Failure to attend the 45 minute detention will escalate to a Headteacher detention of 60 minutes (Fri D3: 2:55-3:55pm)
- Failure to attend the Headteacher detention will result in having to spend a day in our Consequences Unit until 3:30pm.
- Frequent after school detentions may lead to a Year Director Contract.
- Persistent failure to meet our expectations will mean time in 'Consequences' and a Leadership Team Contract. This may jeopardise students' opportunities to attend trips and celebration events.

It is of course possible that students will receive detentions, a period in 'Consequences', or suspension(s) for one-off serious breaches of discipline in or out of class. For the purposes of consistency and clarity regarding these incidents, our ABC (Actions Bring Consequences) system helps to guide staff in issuing sanctions. This is a comprehensive, but not exhaustive reference point for unacceptable behaviours, for example, a consequence of a student refusing to work in 'Consequences' in the hierarchy as seen below can only lead to a Suspension. However, as a result of making this choice, the student will be expected to complete the day on return.



## SIXTH FORM APPROACH

The approach in Sixth Form will mirror that of the main school, however sanctions will involve additional study time, compulsory academic success coaching and the possible removal of privileges.

## SUPPORTING STUDENTS

Students who misbehave will receive sanctions, but we will also provide support in order to help them avoid such problems in the future. Types of support can be found in Appendix B.

## SUSPENSION/PERMANENT EXCLUSIONS

West Bridgford School has expectations that it places on its students relating to self-discipline and good behaviour. Sometime students breach these expectations and the school has an escalating scale of sanctions it employs in response to any breaches.

The most serious sanction is suspension from school. In the first instance this will be removal from school for 1 to 45 days. The length of the suspension is based on the professional judgement of the Headteacher reflecting the severity of the incident.

The ultimate sanction of any school is a Permanent Exclusion when a student has to leave and move to another school.

West Bridgford School uses the suspension sanction for the following serious breaches of its expectations:

- failure to comply with the school's drugs policy
- theft
- physical assault
- defiance of the instructions from a member of staff
- disruptive behaviour in lessons
- bullying (hate incidents)
- deliberate damage to property
- refusal to comply with the sanctions of the school
- obscene language to a member of staff
- verbal abuse to any individual, including obscenity and the use of offensive language
- extortion and/or intimidation
- bringing any item into school which may be regarded as an offensive weapon or any item with the intent to use it as an offensive weapon
- malicious accusations against school staff

## **7 STAGE INTERVENTION STRATEGY**

Where there is persistent and continuing disruptive and uncooperative behaviour then the suspension of a child may be the only option. It is therefore necessary in some cases to set in motion actions that will either lead to the improvement in the behaviour of the individual child or ultimately the permanent exclusion of the child from the school.

- 1) Communicate to parents that continuing behaviour concerns are preventing their child's effective progress in learning
- 2) Inform parents that unsatisfactory progress and behaviour continue to affect several different lessons and the learning of others resulting in a 2 weeks' target report
- 3) Breakdown of Report – Parents are invited to meet the Year Director and pastoral assistant to discuss the situation, possible causes and ways forward with a range of support mechanisms
- 4) Further breakdown – parents are informed about more serious sanctions being issued e.g. Consequences Room together with a consideration of further support mechanisms
- 5) Further breakdown – issue a suspension of 1-5 days and seek outside agency support
- 6) Further breakdown – continue with further suspensions from school and issue a formal warning of a Permanent Exclusion. Alternative Provision will be considered at the discretion of the head teacher based on the circumstances and student's needs.
- 7) Further breakdown – issue a Permanent Exclusion.

In the event of a suspension, parents will be informed either by telephone or via the delivery of a letter to the home on the day of exclusion.

A permanent exclusion will be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Alternative Provision will also be considered where appropriate and at the discretion of the head teacher.

## **SEARCHING WITH CONSENT**

Schools' common law powers to search:

- School staff can search students with their consent for any item.
- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- The school makes clear in Appendix C and in communications to parents and students what items are banned.



- If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag and if the student refuses, the teacher can apply an appropriate sanction
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the school will apply an appropriate disciplinary sanction.

## **SEARCHING WITHOUT CONSENT**

The law allows school staff to search for:

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (Appendix C). Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in their possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen
- School staff can view CCTV footage in order to decide as to whether to conduct a search for an item
- Searches without consent can be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.
- It is a condition of having a locker - that the student consents to have this searched for any prohibited item whether or not the student is present.
- Schools are not required to inform parents before a search takes place, or to seek their consent to search their child. Where practical, two members of staff will be present. If the member of staff carrying out the search reasonably believes that there is a serious risk that harm would be caused to someone if the search were not carried out as a matter of urgency, the normal procedures for a same-sex searcher and/or the presence of a 2nd member of staff can be waived.

## **AFTER THE SEARCH**

What the law allows:

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## **ITEMS FOUND AS A RESULT OF A 'WITHOUT CONSENT' SEARCH**

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, new psychoactive substances. Where staff

suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of
- Where a member of staff finds an item, which is banned under the school rules they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is up to the Head teacher to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the Head teacher must have regard to the following guidance issued by the Secretary of State:
- In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the Head teacher should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks)
- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.
- The manner by which a confiscated item is returned to either the parent or the child will depend very much upon the item and the circumstances by which it is confiscated. A degree of discretion will be exercised by the school in this regard.

## **MOBILE PHONES AND OTHER ELECTRONIC DEVICES**

The school policy is clear on these devices. They are not permitted in main school and will be confiscated if seen. Post 16 students are permitted to bring their phones into school but their use has expectations.

## **CONFISCATION**

In the case of a mobile phone or other electronic device, the confiscated item will, in the first instance, under normal circumstances, be made available for the parent to collect at the end of the school day and during school opening hours. If an electronic item is confiscated from the same child on a second occasion, the confiscated item will be retained by the school for a period of five whole school days before being made available for a parent to collect. This would normally mean the confiscated item is retained by the school over a weekend. If a confiscation occurs for a third occasion from the same child, the electronic item will be retained for a further five school days alongside the use of a more serious school sanction for the persistent defiance of school rules. In all instances the school reserves the right, depending upon the nature of the incident, to issue school sanctions against the child in addition to confiscation. This incremental confiscation tariff will not carry over into a new academic year and will be 'reset' at the start of each new academic year. In addition, confiscated items would not normally be held over a school holiday and would normally be made available to parents for collection.

### **SCHOOL OFF-SITE EVENTS OUTSIDE OF THE NORMAL SCHOOL DAY – AFTER 4PM**

Should a child be involved in a school event which takes them off the school site outside of the normal school day (defined as 4pm when the school closes), then mobile phones are permitted but under strict terms and conditions. Such events might include trips or away sporting fixtures. For these occasions the child will be informed in advance that a mobile phone is permitted. The child is then able, if they wish, to bring their mobile phone into school but must hand the phone in to student services immediately upon their arrival. The phone will be held securely on behalf of the child for the school day and will be made available for collection 5 minutes prior to the departure of the trip. The child is expected to comply with all teacher instructions about the use of the phone for the duration of the trip but it will then be available for the child to use on their return to school. The school will take all reasonable steps to look after the phone whilst it is in our care but we accept no liability for its loss whilst either with us or whilst with the student is on the trip.

### **POWER TO USE REASONABLE FORCE**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for the other items identified in the school rules as banned in Appendix C.

### **USE OF SOCIAL MEDIA**

Use of Social Media at home often impacts on school life. The school expects that students will continue to show respect to other members of the School community even when off site. Students are also expected to show due respect to the reputation and good name of the School and its staff.

### **WHEN USING SOCIAL MEDIA, STUDENTS ARE EXPECTED TO ENSURE THAT THEY:**

- Respect the rights and confidentiality of other members of the school community;
- Do not impersonate or falsely represent other members of the school community;
- Do not bully, intimidate, abuse, harass or threaten other members of the school community;
- Do not make defamatory comments against the school or other members of the school community;
- Do not post content that is hateful, threatening, pornographic or incites violence against others;
- Do not harm the reputation and good standing of The West Bridgford School or those within its community;
- Do not film, photograph or record members of the School community without express permission of the School or use film, photographs or recordings without express permission of the above.

Electronic devices can be seized, searched and material deleted if the school reasonably believes it could be used to do harm.

### **TRAINING**

- The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

## **INTER-RELATIONSHIP WITH OTHER SCHOOL POLICIES**

- In order for the behaviour policy to be effective, a clear relationship with other school policies particularly equality of opportunity, SEND, e-safety, attendance, safeguarding, drug abuse and anti-bullying, has been established.

## **INVOLVEMENT OF OUTSIDE AGENCIES**

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **REVIEW**

- The head teacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head teacher will keep the governing body informed on a regular basis.
- The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the head teacher, staff and parents. The Code of Conduct will also be reviewed by the school council to give students a voice in it. The outcome of the review will be communicated to all those involved, as appropriate.

<b>Policy prepared by:</b>	Mrs A Sharpe (Deputy Head teacher) Mr M Deans (Deputy Head teacher)
<b>Review date:</b>	Summer 2022
<b>Next review:</b>	Summer 2024

# ABC—Actions Bring Consequences

## C1 Chance

Advise this is the final warning and the student has a choice to alter their behaviour.

## C3 ClassChart Consequence

Negative behaviour comment is added to ClassCharts. Student could be moved within the classroom or outside to 'cool' off.

A 30min after-school detention issued by ClassCharts after the threshold of 3 x C3s in a two-week cycle.

## C5 Consequence Room

Behaviour has reached a point where removal from lessons is appropriate. YD/SLT will determine length of time to be spent in 'consequences'. The school day in 'consequences' finishes at 3:15pm.

## C2 Choice

Advise this is the final warning and the student has a choice to alter their behaviour.

## C4 Call-out

Learning Walk staff are called for and student is moved within the department.

An automatic 45 min HoD/YD after-school detention is issued.

# POSITIVE LEARNING ENVIRONMENT

We work together at The West Bridgford School to create a community where everybody can reach their full potential.

- We are KIND
- We are RESPECTFUL
- We are DETERMINED

...because these things go together to help us all to be  
**THE BEST WE CAN BE.**

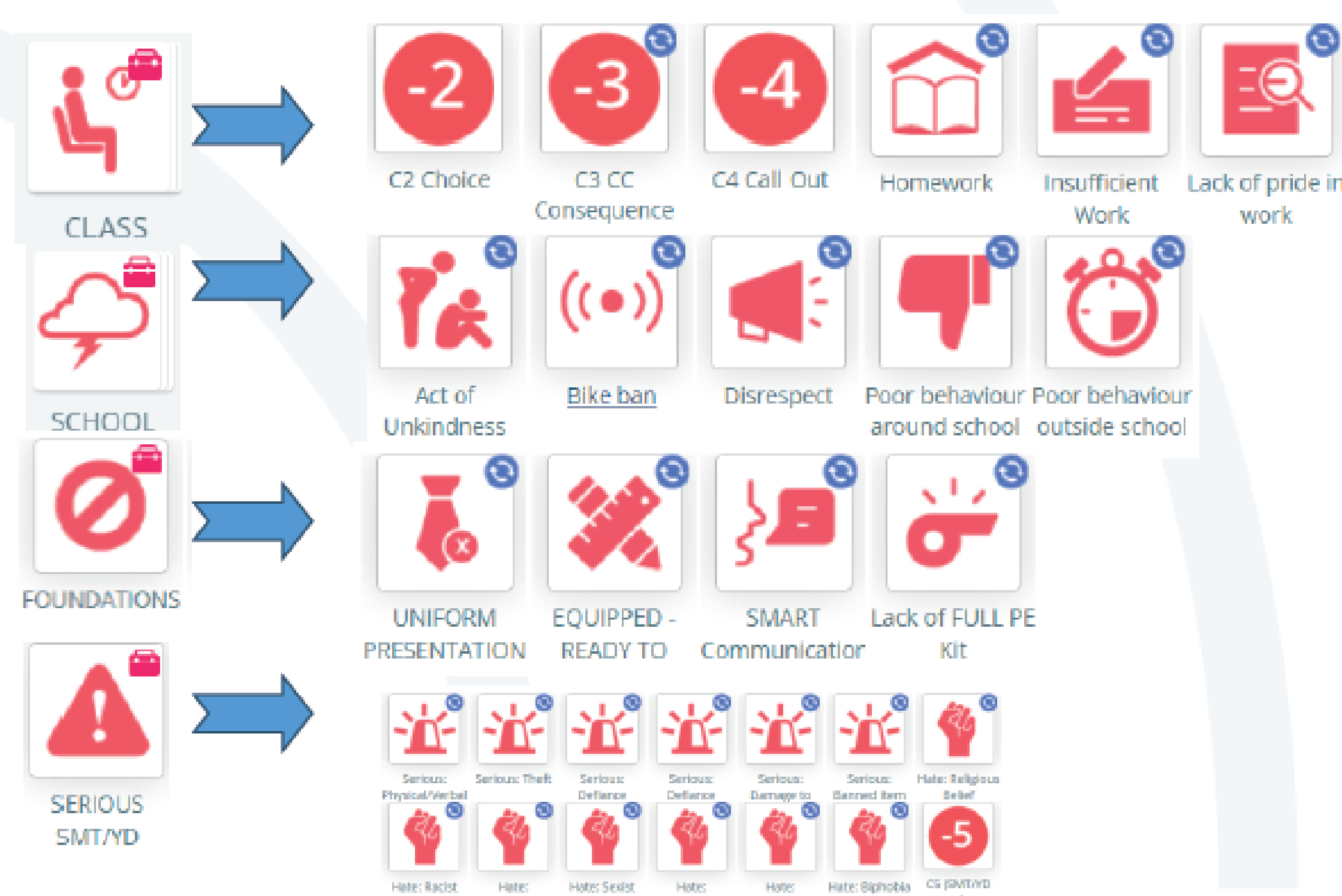
## Positive Rewards

- Shared with parents and students in ClassCharts
- Explained verbally
- Sparks for positive conversations at home



## Behaviour Points

- Shared with parents and students in ClassCharts
- Explained verbally and recorded in ClassCharts
- Prompts for reflective conversations at home



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## APPENDIX B: Support for Students

Class Teacher Support	Department Support	Targeted Academic Support	Student Champion Support	Learning Centre Support	Tutor Support	Pastoral Support	Year Director Support	Senior Leadership Support
Follow T&L Policy Adapt Seating plans Use of praise Positive Targets Good behaviour Communication with parents Use of rewards system Verbal reminders about expectations Class report card Restorative conversations Attendance monitoring Class resources e.g. drop-in sessions	Communication with parents HoD monitoring Subject report Use of rewards system Mentoring referral Change of class where possible Restorative conversations Revision sessions after school Subject resources e.g. Brightspace Additional intervention staffing in core subjects	1:1 support for core subjects as appropriate Use of rewards system Intervention team review Communication with departments on behalf of student Catch up sessions Taster sessions Careers support Adapted curriculum Literacy	VESPA Mentoring programme Report review Organisation support 1:1 mentoring Restorative conversations Use of rewards system Study Skills support Extra-curricular monitoring	Homework Club Key worker for appropriate students Peer mentors Safe space for time-out Reading support Catch up time Revision and resources Literacy support	1:1 conversation Reviewing progress reports Mindfulness activities Literacy skills e.g. shared reading Improvement and Reflection Time Revision support Careers Relevant signposting	Green Card issued 1:1 monitoring Counselling referral Group mentoring Use of rewards system Communicate with parents and outside agencies Attendance monitoring and interviews Check ins with students throughout the day	Alternative timetables Referral to outside agencies Use of rewards system Liaise with outside agencies Communication with parents as appropriate Reflective conversations with students Restorative conversations Learning Walks	Meeting parents as appropriate Alternative timetables Investigation of Alternative Provision Referral to outside agencies SLT Report Positive behaviour conversations Restorative conversations Monitoring of T&L

Above are examples of the different types of support that could be offered, and is by no means exhaustive. Staff will use their professional judgment when offering targeted support that is tailored to the student and their needs.

## APPENDIX C

### PROHIBITED ITEMS AND ITEMS BANNED BY SCHOOL RULES

School staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person

Staff can also search for any item banned by school rules which has been identified as an item which may be searched for. These are: aerosols, laser pens, items of inappropriate uniform, all electrical items such as ipods, mobile phones, smart devices, cameras, smart watches and items which interfere with the smooth running of the school day

Where an item is confiscated the school will secure it so far as is reasonably possible, but ultimately as with all student possessions brought on the school premises, the school cannot be held responsible for items that go missing.