



## BEHAVIOUR AND DISCIPLINE POLICY

This policy should be read in conjunction with the school's Anti-bullying Policy

### OVERALL AIMS

- To foster among girls, staff and parents a sense of belonging to an orderly school community, whose members understand the difference between right and wrong, are polite and show respect for one another, for property and for the truth
- To create an environment in which girls can feel safe, valued, confident of success and in which their attitudes and actions contribute to effective learning in the classroom
- To help girls to live in a climate of harmony and co-operation with fellow members of the school community and the wider world, concerned as to how their actions might affect others
- To foster the development of self-discipline, self-motivation, responsibility, initiative and the ability to make reasoned, informed judgements on moral issues
- To apply agreed standards of conduct consistently and ensure that the values and attitudes which the school promotes are reflected in the behaviour of the girls in school and when on school visits, holidays or field trips
- This policy applies to the whole school including the Early Years Foundation Stage

### MAIN OBJECTIVES

- To encourage respect for, and courtesy towards, other people and tolerance of other people's lifestyles
- To project positive images of all social groups (eg ethnic, religious, gender, age and disability) in displays, literature and verbal and electronic communication
- To encourage girls to take an active part in developing and following the Code of Conduct appropriate to their age group
- To develop an active partnership with parents
- To ensure that the school environment is well maintained, pleasant and fitting for the activities of the girls
- To recognise girls' achievements and provide opportunities to record and reward these (eg through the house points system), so giving girls a sense of achievement and of their own worth and developing their self confidence
- To have a clear structure for dealing with anti-social behaviour which is understood by all staff and girls
- To encourage all members of the school community to set a good example and provide positive role models
- To recognise and reinforce good behaviour with praise
- To involve all members of staff in reviewing the policy and its effectiveness on a regular basis

### PRINCIPLES

- All members of staff share a responsibility for maintaining good behaviour in the classroom and elsewhere. They must be consistent in their approach
- Good communication is essential between teachers, teachers and ancillary staff, and home and school. Relevant information should be shared and potential problems discussed with all the staff concerned
- Girls should know what is expected of them in terms of behaviour
- Staff should listen to girls
- Staff must avoid making judgements about home background or comparisons with other girls in the family
- Staff should make professional, rather than emotional, responses to girls displaying anti-social behaviour
- The behaviour of a girl should be considered separate from the individual. When unacceptable behaviour occurs, it is the behaviour and not the girl that is unacceptable

### THE CURRICULUM

The Curriculum should offer opportunities for girls:

- To explore interactions in a calm, considered way
- For particular situations to be considered in wider contexts
- For co-operative working
- For the expression of opinions and the exploration of feelings in a climate of acceptance
- To clarify values and develop positive attitudes
- To encourage tolerance and the valuing of others with different attitudes, beliefs or abilities
- To develop a positive image of themselves

## **CORPORAL PUNISHMENT**

The school rejects the use of any form of any corporal punishment. This includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of staff. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of a person, including the child.

## **APPENDIX 1**

### **DISCIPLINE AND BEHAVIOUR PROCEDURES IN SENIOR HOUSE**

#### **The Discipline System**

Students will have misdemeanours recorded in their homework diaries with a code, brief comment, date and staff initials (record in the space for Saturday). This means that all students must bring their homework diary to school every day and take to all lessons. Staff will also record the offence on SIMS, our student management system.

Any student with three penalty points will serve a one hour detention, either at lunchtime or afterschool, supervised by a member of the Senior Leadership Team. SIMS will automatically notify the Deputy Head when a student has reached three penalty points and parents/caregivers will be informed. Penalty points will be 'wiped clean' at the end of every half term or after a detention has been completed. Form tutors are encouraged to discuss any penalty points issued during the day and take appropriate action.

Staff will enter penalty points using SIMS following the codes below. Additional notes can be made and attached to the penalty point if required.

#### **Disobeying general school rules**

- L = Late to registration or class (without good reason)
- M = Mobile phone misuse
- U = Uniform (Max. 1 per day)
- E = Equipment/ books/ homework diary missing or "lost"
- H = Homework not completed
- B = Behaviour or low level disruption
- O = Other (please specify)

#### **The Rewards System**

##### **House Points**

House points may be awarded for a variety of reasons at staff discretion. Staff should record each house point on SIMs and on individual house point sheets in homework diaries. The student with the highest number of house points for each house each week will receive a house posts of the week certificate at assembly.

The SIMs coordinator will provide house captains with up to date house point totals prior to house meetings. They will also provide house point summaries to the Headmistress for half and end of term assemblies. End of term rewards may be awarded at the Headmistresses' discretion.

##### **Celebration of Learning Postcards**

The Headmistress will send home commendation postcards for exceptional work / effort by a student. These will be presented at Monday assemblies. Staff who would like to send a postcard home should fill out a postcard (from the SH office) and place in the post card box. Staff are encouraged fill out at least two per term.

## **APPENDIX 2**

### **GUIDELINES FOR JUNIOR HOUSE**

Rewards may comprise of the following, according to the age and maturity of the child.

- Verbal praise in front of peers or larger groups
- Stickers or praise stamps can be used and a chart filled in. On completion of the chart a certificate of achievement will be presented in a JH assembly.
- House points – these are recorded in class and collected by House or Vice captains on a weekly basis and placed on the chart by the back door. Half termly the totals will be announced and termly the house trophy will be awarded.
- A fortnightly 'Star of the Week' assembly will be held to celebrate in school success of the girls. One girl from each class will be awarded a certificate which will be presented in a JH assembly. The girls who receive a 'Star of the week' certificate will have their names entered into a 'Star of the week' book which will be kept in the central hallway and their picture displayed for the fortnight.

### **APPENDIX 3**

#### **SANCTIONS FOR WESTFIELD SCHOOL**

These may take the following form according to the age and maturity of the child:

- showing disapproval or disappointment with the child's behaviour.
- withdrawal of house points.
- keeping the child in at break-times to complete or do extra work (supervised by staff).
- alteration of seating position within the classroom.
- sending the child (by prior arrangement) to work in silence in another classroom, though care must be taken with the extra work set to ensure that the subject matter (e.g. maths) does not become associated with the punishment.
- sending the child, by arrangement, to the Headmistress.
- asking for the replacement of lost or damaged books/ equipment by arrangement with the child's parents.
- contacting the parents regarding the child's behaviour or lateness.
- putting a child on report, in which the child's behaviour in each lesson is recorded by the teacher concerned.
- having children do their homework and any extra work in the Quiet Room each night, by arrangement with the child's parents.
- expulsion, as expressed in the parents' 'Acceptance Form'.
- Senior leadership Team Detention

Teachers should keep a log of the behaviour of children recognised to be a problem. If difficulties persist, in spite of sanctions, the child's parents will be informed.

Westfield School Behaviour Policy

Senior House

**Instant Penalty point:**

- Incorrect uniform, make up etc.
- None or incorrect equipment
- Homework not completed
- High level disruption
- Lateness (without reason)
- Other

Teachers will use their description when appropriate. Teacher will enter penalty point on SIMS and in homework diary. Form tutor will be alerted via SIMS and can follow up at registration if needed.

Low Level Disruption

Teacher Based Sanction  
Has the behaviour improved?



No

Yes



**3+ Penalty Points**  
Students who receive three penalty points will complete a one hour Senior Leadership Team detention, either at lunchtime or afterschool. The designated SLT member will receive an alert, via SIMS, when a student receives their 3rd point. Points will be 'wiped' at the end of each half term.

Senior Leadership Team  
Detention  
Has the behaviour improved?



Yes



No



**Parent conference**  
A behaviour conference will be scheduled between the student, parents/caregivers, form tutor and member of the Senior Leadership Team. This will include an agreed action plan and next steps.



## SUSPENSION AND EXCLUSION POLICY

Westfield prides itself on its high standards of behaviour and consideration for all members of the school community. In order to protect members of the community and to reinforce high standards, it may be necessary to consider the temporary suspension of a pupil.

For serious offences or repeated misdemeanors, pupils may be suspended from classes for a period of time (internal suspension), or excluded from school for a period of time (external suspension).

The Headmistress or, in her absence, the Deputy Head, has the full disciplinary power over pupils in the school and can temporarily exclude a pupil from the school if deemed necessary.

Pupils may be suspended for a fixed or indefinite period whilst investigations are ongoing.

A pupil will be suspended from the school if, in the opinion of the Headmistress or the Deputy Head, she believes either that the pupil has:

- committed a grave breach of discipline
- the suspension is necessary for the protection of other pupils
- the suspension is in the best interest of the school as a whole

The usual procedure in the case of external suspension will be for the Headmistress, Deputy Head or Assistant Heads to contact parents requesting that they come to the school to meet with them and to collect their daughter as soon as possible. The reason for the suspension will be explained over the telephone and confirmed in a letter which the parents will receive when collecting their daughter. In the letter the period of suspension will be indicated and parents will be invited to a further meeting on the day the pupil returns to school. During the re-entry meeting, the pupil is required to sign a 'Code of Conduct' contract which outlines the expectations of the school and how the pupil must behave in the future. The pupil is given a copy of this contract and a further copy if kept in the pupil's file.

### Permanent Exclusion

The decision to exclude students permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies which have been used without success. This would include persistent and defiant behaviour such as bullying.
- The second is where students may be excluded for a one off offence regardless of previous disciplinary history

These circumstances may include:

- An assault on another member of the school community
- Physical bullying
- Sexual assault
- Possession of an illegal drug
- Possession of offensive weapons

The school will not tolerate persistent and defiant behaviour over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be serious harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

Making a decision to exclude:

Before deciding whether to exclude a student, the school will:

- Ensure that an appropriate investigation has been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour and Discipline Policy, Code of Conduct and Equal Opportunities Policies
- Ask all the student to give their version of events

The Headmistress has to be satisfied on the balance of probabilities that the student was responsible for the behaviour in question.

### **Exercise of Discretion**

The Headmistress will always look at the particular circumstances of each case. In considering whether permanent exclusion is the most appropriate sanction, the Headmistress will consider:

- The gravity of the incident, or series of incidents and whether it constitutes a serious breach of the school's Behaviour and Discipline Policy and Code of Conduct
- The effect that the student remaining in the school would have on the education and welfare of other members of the school community.

Students who breach the school's Behaviour and Discipline Policy and the Code of Conduct whilst on school "business" such as trips and journeys, sports fixtures or a work experience placement will be dealt with in the same manner as if the incident had taken place at the school. For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school.

Fees paid or payable in respect of the pupil being excluded will not be refunded or remitted.

### **Appeal by Parents against Suspension or Exclusion**

If a parent feels that punishment of suspension or exclusion, is not justified, or that there are mitigating circumstances arising out of the proper findings of the School, he or she may request, through the Headmistress, a meeting with the Chairman of the Governors.

A request for an appeal should be made within two weeks of the decision of the Headmistress. A panel will meet within seven working days to review the case.

The Chairman may invite one or more fellow governors to accompany him and the parent(s) and the Headmistress will both be asked to put their case succinctly.

The procedure will be as follows:

- (1) A report from the Headmistress will be received as to the findings of fact
- (2) The parent(s) will be invited to confirm or deny that all relevant facts have been taken into account
- (3) The Headmistress will then state what punishment has been decided or recommended
- (4) The parent(s) will have a reasonable opportunity to state his, her or their reasons why the proposed punishment should not be confirmed and/or what punishment should instead be substituted.

The Governors may make their decision immediately or may postpone their decision for up to one week with or without condition.

The decision of the Governors is final.