

# Promoting Positive Behaviour Policy

West Heath School



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Copies of this policy are available on the School Website -  
<http://www.westheathschool.com/> Staff matters - Policies or as a hard copy on request  
from the School Office.

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## 1. Aims

- To promote positive relationships between students, staff and parents and carers that safeguard and promote the welfare of students, creating an effective learning environment.
- To enable students to understand the implications of their behaviour, to control their own behaviour and, most importantly, to take responsibility for their behaviour.
- To ensure every member of the West Heath School community feels valued, respected and treated fairly.
- To provide an environment within which everyone feels safe.
- To raise awareness among students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- To raise awareness amongst students for the need to recognise and manage their emotions and reactions.
- To support students when behaviour within the school environment is challenging or who may find friendship and co-operation difficult.
- To actively promote good behaviour and to assist students to overcome the emotional problems underlying unacceptable behaviour, thereby developing self-awareness and self-control.
- To reverse long-term histories of negativity and failure and to equip students to become stronger and more responsible citizens.
- To support our school mission statement of 'Rebuilding Lives through Education' by encouraging students to reflect on and change their behaviour, which helps to prepare students for life beyond West Heath School.

## 2. Legislation and Guidance

- The Education Act 1996 National Guidance (DfES/DoH 2002)
- LA Policy Statements
- Keeping Children Safe in Education 2023
- A Guide for Parents on School Behaviour and Exclusion, May 2023
- Behaviour in Schools Guidance 2022

## 3. Definitions

- 'Positive and Negative' behaviour are terms used in preference to 'good and bad' because they convey the sense that all behaviour has a result or consequence and also a context. There are some behaviours that would be judged acceptable in one context but not in another.
- The 4Rs- Respect, Resilience, Responsibility, Relationships.

## 4. Introduction

Many of the students who come to West Heath School have social and emotional needs that mitigate strongly against them successfully attending mainstream schools. Very often our students have previously learned and developed patterns of behaviour, which emanate from their distress, anxiety, trauma and suffering. These behaviours are often not socially acceptable or supportive of their learning and the learning of others.

At West Heath School we encourage positive behaviour by valuing everybody - staff, students, and parents/carers alike- and through our promotion of the 4Rs: Respect, Resilience, Responsibility and Relationships. It is the belief of West Heath School that unacceptable behaviour is best dealt with by encouraging students to reflect on the causes which lie beneath their behaviour and to repair the relationships caused by conflict.

The policy is available on the School website; available as a hard copy on request from the School Reception and staff can access this policy through the shared area.

## 5. Roles and Responsibilities

All members of the West Heath School community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the community are set out in detail below:

### (a) SMT

- The Principal and Deputy Principal, with support from their Senior Management Team, will ensure that staff are supported and up-to-date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies.
- The Principal will ensure that the teaching of behavioural expectations is included in the induction process for all staff and students, regardless of whether they enter the school at standard or non-standard entry points. The Principal and Deputy Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing particular protected characteristics. The Principal and Deputy Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

### (b) The Trustees

- The Trustees and the Senior Management Team will determine the ethos and the values of the 4Rs which will promote the high standards of expected behaviour from students attending the School. Trustees will monitor and evaluate the impact of the policy and will hold the Principal to account for its implementation. Trustees will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

### (c) All Staff

- All staff will put the students' health, wellbeing and needs at the forefront of all interactions at the school and will;
  - model positive behaviour and promote the West Heath School Expectations in all lessons;

- communicate the contents of this policy to all students and parents/ carers to ensure that the School's expectations are transparent to all students and parents/ carers, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this during assemblies, as part of the West Heath School PHSE programme and discussed as part of student induction to the school;
- apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND as well as the additional challenges that many of our students may face;
- make reasonable adjustments for disabled students as required;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
- challenge students to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of negative behaviour and any given sanction on Behaviour Watch, as well as provide praise, rewards and reinforce positive behaviour.
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- consider the welfare of the whole School community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
  - more frequent engagement with parents/ carers;
  - additional intervention lessons/ bespoke timetable;
  - home visits;
  - mentoring;
  - additional therapy sessions;
  - report cards;
  - engaging with external providers and agencies in EOS, such as Offsite Provisions, to address specific challenges;
  - completing a specified length of time in the EOS provision;
  - contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
  - set, mark and monitor class work by Teachers.
  - send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed.

- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.
- ensure that all recruitment procedures, including but not limited to all job interviews at the school, refer to the importance of promoting the school's ethos and the values of the 4Rs.

#### **(d) Tutors/Keyworkers**

All tutors/ key workers will:

- ring and email parents with news and information and develop informal, caring links with families;
- have the responsibility for ensuring behavioural targets are included in students' dashboards and that Risk Assessments are kept up-to-date;
- ensure there is communication between all stake holders to support the learner's progress.
- Heads of School and safeguarding where appropriate will liaise with home over any exclusions or after-school restorative meetings.

#### **(e) Parents/Carers**

Parents/ carers play an important role in ensuring good behaviour from their children and are expected to:

- support the school in the application and enforcement of this policy,
- inform the School of any challenging behaviour exhibited at home or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends School on time, appropriately dressed, fed, rested, and equipped;
- work with the School in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's progression and behaviour and adhere to any parenting contracts put in place;
- inform the School in writing of any medication their child needs to take;
- In the event that a child needs to leave the school site the parents/carers will be contacted for collection of the learner or a taxi will be organised to return the learner to their home address. The parents/carers are to provide two alternative trusted adults who, in the event that they themselves are unable to collect or are not home to receive, can collect or receive the learner. The details of the alternative safe adults will need to be given in writing to the school as soon as possible within the admissions pack.
- support the School and accept that internal and external exclusions may be more appropriate for a period of time, if the child is in need of decompression.
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible, or arrange teams or phone meetings if unable to attend.
- In the case of an exclusion, provide appropriate supervision for their child and ensure that their child is not present in a public place during the School hours without reasonable justification.

## **(f) Students**

Students are much more likely to follow rules they understand and believe to be fair this ensures that the rules are clear and concise. The behaviour expected of students and the School's rules are discussed and reviewed regularly in their tutor groups, during PSCHE and in school assemblies.

- Reminders of the West Heath School rules, and expected standards of behaviour, are up on walls in classrooms and situated around the school.
- Students are expected to have a positive attitude and support the ethos of the 4Rs- Respect, Responsibility, Resilience and Relationships.
- Students are expected to attend reintegration meetings or meetings with their Head of School.

During Student Council, students will also be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. If students believe a rule should be changed or reviewed, they may submit a proposal via the Student Council to be considered by the Senior Management Team.

## **6. Positive Pre-emptive Behavioural Strategies**

West Heath staff will always try to be pre-emptive of behavioural difficulties and have a classroom management style that is proactive and not reactive. This list of strategies will be included in the Staff Handbook to encourage staff to adopt a positive behavioural management approach that is trauma informed and supportive to the learners needs.

## **7. Recording Positive and Negative Behaviour**

### **(a) Positive Behaviour**

The School celebrates the students achievements and positive behaviours in a variety of ways, including positive praise, tutor phone calls home and termly assemblies.

### **(b) Behaviour Watch**

**Behaviour Watch** is a system for recording negative behaviours, such as those outlined in the West Heath Escalation Chart to ensure a clear recording of negative actions that could require a sanction.

Behaviour Watch will also be used to record internal and external exclusion and any physical interventions between staff and students. Please see the *Positive Handling Policy* for more information on how Physical Interventions are recorded and the Team Teach training that all staff receive.

### **(c) CPOMS**

**CPOMS** will be used to record all safeguarding issues for students such as unexpected injuries, signs of neglect or sudden unexpected changes in student behaviour. Please refer to the Safeguarding Policy for more information on this.

## 8. Rewarding Positive Behaviour

As referred to above, positive behaviours, such as upholding the School's ethos through the positive application of the **4Rs - Respect, Resilience, Responsibility, Relationships** - will be acknowledged and rewarded.

At the end of every term, all Lower School students are invited to attend a Reward Assembly. During these assemblies, students who have made exceptional academic or behavioural progress (which is an individual measure based each student's individual starting point) are celebrated and given certificates and prizes. Staff may also nominate students for a range of special awards, which are presented in these assemblies.

Examination certificates are also given out to students at an annual celebration of achievement.

## 9. SEND Needs and Behaviour Policy

The staff at West Heath School are aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the School will do all it can to ensure that all students receive appropriate support. The School is conscious of its legal duties under the **Equality Act 2010** in respect of students with SEN and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their additional needs. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their needs than would be imposed for a student exhibiting the same behaviour who does not have the same needs.

- All students at West Heath School have an EHCP and a dashboard with a range of strategies, which will be reviewed when determining sanctions.
- All staff will ensure that advice and support will be sought in collaboration with external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.
- Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs, may at times affect a student's behaviour. Where relevant, engagement with experts i.e. such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams and the School's Therapy Team, can help to inform effective implementation of this policy. This might also include a Designated Safeguarding Lead making enquiries into circumstances outside of the School. The Head of Safeguarding will also be involved in any safeguarding events that have been recorded on CPOMS.
- West Heath School will, as far as possible, anticipate likely triggers of misbehaviour and will put in place support to prevent these. In doing so, West Heath School will always focus on de-escalation and preventative strategies by being proactive, rather than being solely reactive.

## 10. Negative Behaviour

The school staff understand that all behaviour is communication, but will endeavour to support the learner to understand that actions which are unacceptable will receive a supportive sanction by agreement with Heads of School, Teachers and SMT.



## 11. Behaviours that need supporting

Behaviours, such as low-level disruption, will lead to a verbal follow up. This will be positively phrased, reminding students of the lesson expectations and act as a verbal warning that the next step will be a Break Time Restorative Chat.

If a student either continues to struggle and disrupt or their behaviour escalates this will increase to a Break Time chat with the member of staff that witnessed or experienced the behaviour. If the student chooses not to attend, then the meeting will escalate to a Lunch Time chat with the Head of School or Faculty. If the student chooses not to attend this second chance meeting, then this will escalate to an **After-School catch up**.

Higher level dysregulation will lead automatically to an After-School catch up. All parents/carers will either receive a phone call or email if unavailable to inform them of their child/ren's **After-School catch up**.

High level dysregulated behaviours will be dealt with by the Head/Deputy Head of School and will potentially lead to an a time out of school to allow for decompression. All exclusions, both internal and external, must be signed off by a member of SMT. Parents/carers should be notified of this exclusion both in written and verbal format. However, any exclusion from school should be time limited. It is the sanction, not the length of sanction, that matters. An internal exclusion may take place in the Main School or the EOS provision.

Negative behaviours that require intervention from the Head/Deputy Head of School are extremely serious, and often pose a safeguarding risk to the staff or other students at the school. These behaviours will be investigated by the Deputy Principal and/or Head of Care & Safeguarding and/or an external person. These behaviours could trigger an Emergency Meeting with the Deputy Principal, where it will be determined whether West Heath School is able to meet the needs of the student.

Any behaviour that poses a safeguarding risk/risk to the learner or other members of our school community and/or has a significant effect on the needs of the student and other students, can lead to an Emergency Meeting to review the student's placement at West Heath School.

As in any SEMH environment, the Principal and SMT will view each decision with the individual student's circumstance in mind, weighing up what is right for both them and the school community before deciding on an outcome.

## 12. Mobile Phone Policy

Students are allowed to bring mobile phones into school, however they must be handed to their Form Tutor who will keep them for the remainder of the day. Students should not have their mobile phones on their person during lessons or unstructured times such as break and lunch time. All mobile phones will be returned to students at the end of the school day.

Students who follow these rules will be rewarded in the school day with reward for positive use of the mobile phone and given praise during contact home by the Form Tutor.

West Heath School can provide students with an MP3 player as a therapeutic tool to listen to music in lessons, so that students do not lose this comfort when giving up their mobile phones.

The residential setting and the HEART department has a separate policy on mobile phone use which is still based on limited screen time to support staff and peer interaction.

### **13. Bullying**

All cases of bullying will be reported on Behaviour Watch.

Please refer to the West Heath School Anti-Bullying Policy for more information.

### **14. Application of the Policy Outside of School Hours**

The school will also apply sanctions within this policy for behaviour that takes place outside of school premises, where it is reasonable to do so. For example, if allegations of bullying or inappropriate online activity taking place outside of hours are reported to the school.

### **15. Investigating Incidents**

Any behaviour that poses a safeguarding risk will be stored on CPOMS and investigated by the DSL Team with the support of the Heads of School.

Investigations or initial investigations of safeguarding Behaviours may be carried out by two staff together. Students in Middle School, Upper School and Sixth Form who have witnessed the behaviour will be asked to provide written, signed and dated statements.

Students in Lower School who have witnessed the incident will be supported by staff, if necessary, to write their statement. Any questions raised by staff will be open and non-leading.

If the police wish to question the student, West Heath School will ensure that a responsible adult is present at all times and will inform the student's parents/ carers of what has happened as soon as possible.

### **16. Staff**

A strong relationship with learners is based on trust and respect. This is one of the most effective preventative measures and will lead to staff understanding and better supporting learners. Know the learner and their experience of living and learning will best aid you in supporting them. Learners are provided with a structured learning experience with a wide curriculum in small groups. Learners are encouraged to build a positive relationship with a trusted adult. The combination of relationships, structure, routine, clear boundaries and opportunities for thinking positively and reflecting when things go wrong for learners and staff promotes the development of positive, healthy, safe ways of relating to others and starts to support rebuilding lives through education. Student welfare meetings are held to hold discussion of how best to support learners. These meetings are held with curriculum, pastoral and therapeutic staff teams to work on how best to support staff and learners and to consider behaviour as communication.

### **17. Team Teach**

All staff are trained in Team Teach strategies to manage challenging behaviour. Once trained staff take part in practice sessions every year. Practice sessions focus on emerging themes, children's individual plans, triggers, de-escalation techniques, stages of crisis and restrictive physical intervention as a last resort to stop learners from hurting themselves or others.

## **18. Links with other Policies**

- Positive Handling Policy
- Exclusion Policy
- Drugs and Alcohol Policy
- Health & Safety Policy
- Anti-Bullying Policy

## **19. Consultees**

### **Persons with particular responsibility:**

- The Principal and Deputy Principal, all of SMT
- All staff at West Heath School have a responsibility to uphold the values of the 4Rs and to follow the systems and escalation process outlined in this policy

### **Consultees:**

- Staff (consulted during INSET and Head of Department/ Faculty Meetings)
- Student Welfare Group
- Behavioural Consultants with SEN school experience
- Student Council Representatives

### **Monitoring and Evaluation:**

The Student Council, SMT and Pastoral Teams

## **20. Complaints**

If parents or carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member, the Deputy Principal or Principal in accordance with the West Heath School Complaints Policy.