WEST **HEATH**

REBUILDING LIVES THROUGH EDUCATION

Promoting Positive Behaviour Policy

APPROVED BY:	Full Board of Trustees
LAST REVIEWED:	October 2023
REVIEW FREQUENCY:	This policy will be reviewed annually and aligned with any legislative amendments
NEXT REVIEW:	October 2024

This Policy has been written for:	All staff at West Heath School who have contact with students, their parents and carers and other stakeholders should have a detailed knowledge of this policy. Whilst most students will not be familiar with the details of this written policy document, they should be very aware of the positive 'thumbs up' behaviours are seen throughout the school and are recorded on Satchel One and negative behaviours are recorded on Behaviour Watch. Students will also be made aware of expectations through their day-to-day interactions with staff, during PSHE, assemblies and form time, through displays in every classroom and through the direction of the Pastoral Team.
Rationale:	Most students come to West Heath School with little sense of their own worth and often with a history of negative behaviour patterns. This policy outlines the principles and procedures which underpin the philosophy of West Heath School, promotes the 4Rs- Responsibility, Respect, Resilience, Relationships- and assist staff in their efforts to help students behave and perform to the best of their ability.
Consultation:	**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) • Staff Behaviour Group and Head of Outdoor Education • Behavioural Consultants with SEN school experience • Student Council Representatives **Monitoring and Evaluation:** • The Student Council, SMT and Pastoral Teams
Legislation and Guidance:	• The Education Act 1996 National Guidance (DfES/DoH 2002) • LA Policy Statements • Keeping Children Safe in Education 2023

Under Review

	• A Guide for Parents on School Behaviour and Exclusion, May 2023 • Behaviour in Schools Guidance 2022
Links to other Policies/ Procedures:	**This policy should be read alongside:** • *Positive Handling Policy* • *Exclusion Policy* • *Drugs and Alcohol Policy* • *Health & Safety Policy* • *Anti-Bullying Policy*
Key Definition/ Terms:	• '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. • Restorative Justice is a term for a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved and encourages the person to reflect on their behaviour and learn from their mistakes. • Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening, resolve them if they do happen and enable the student to reintegrate into the West Heath School community. • The 4Rs- Respect, Resilience, Responsibility, Relationships.
Appendices & Procedures:	This policy has the following appendices: • West Heath School Behaviour Chart • Escalation Chart • Overview of Satchel One Parent App • Behaviour Watch Slip • Classroom Posters • Individual Student IEP Template/Dashboard • Restorative Questions Framework • Emergency Review Meeting Checklist • Mobile Phone Policy • Parental Behaviour Contract

1. 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 using a restorative

	approach, where students are encouraged to reflect on the causes which lie beneath their behaviour and to restore 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.
2. Aims	**The aims of the policy are:** • 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 use the Satchel One programme and Behaviour Watch to create a fair and transparent behaviour system that can be viewed and accessed by staff, and for positive behaviours by students and parents and carers. • 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.
3. Roles and Responsibilities **3a. SMT**	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: • 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.
3b. 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.
3c. All Staff	• All staff will put the students' health, wellbeing and needs at the forefront of all interactions at the school and will; o model positive behaviour and promote the West Heath School Expectations in all lessons; o 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; o apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND as well as the additional challenges that many of our susceptinle students may face; o make reasonable adjustments for disabled students as required; o promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need; o challenge students to meet the school expectations and maintain the boundaries of acceptable conduct; o record incidents of negative behaviour and any given sanction on Behaviour Watch, as well as provide praise, rewards and reinforce positive behaviour, on the West Heath School's Satchel One Programme; o deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively; o 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; o recognise that there may be contributory factors which affect student's behaviour and respond according to individual need; o 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 Willow Farm, Box Fit, to address specific challenges; • completing a specified length of time in The Bridge 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; • 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; and • 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 anddevelop 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 consultation with other staff, parents, and the student. Targets are monitored continually and reviewed every day; • contact home regarding exclusions or after-school restorative meetings and also to inform parents of any safeguarding matters arising.
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, including signing the School's Home- School Agreement on an annual basis; • 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 behaviour and adhere to any parenting contracts put in place; • inform the School in writing of any medication their child needs to take; • support their child in homework and other opportunities for home learning;

f. Students	• 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; • support the School and accept that The Bridge provision may be more appropriate for the school, if the child is a safeguarding concern for other members of the community; • attend Parents' Evenings and discussions about their child's progress, if reasonably possible; • 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. **Students are much more likely to follow rules they understand and believe to be fair and the Escalation Chart (Appendix B) 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 PSHE and in school assemblies.** • All students must try to adhere to the School Classroom Expectations, which are displayed in all classrooms. 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 their meetings and complete the Restorative Reflection Sheet. 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.
4. 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. **See Appendix A.** This list of strategies will be included in the Staff Handbook to encourage staff to adopt a positive behavioural management approach before resorting to the **West Heath Escalation Chart. See Appendix B.**

5. Recording Positive and Negative Behaviour:	The Satchel One Behaviour System is an online points-reward system that can be used by all West Heath staff to enable staff to award positive points to students. For extra special efforts, custom badges can also be made on Satchel One for students. These will be used to recognise positive behaviours that students have shown and achieved that cannot be measured academically. For example, a Kindness Badge or a Hobby Badge.
5a. Satchel One	The **Satchel One Parent App**, which all West Heath parent/ carers have access to, also gives an overview of the students' timetable, lesson attendance, as well as positive behaviour in school. The app enables parents/ carers to access and review school information, such as letters and school trips, and an ability to review and complete homework and/ or additional work that has been set. **See Appendix C.**
5b. 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. **See Appendix D.** 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.
5c. 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.

6. 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 receive positive points on Satchel One and students will be able to review when and where they earned the points, as well as by which teacher. These positive points will also be sent home to the Satchel One Parent App for the parent/ carer to view. The end balance of positive points (once negative points have been removed from the total) can be converted into prizes for each student. The idea of this system is to share positive behaviour with parents/ carers and encourage students to see that positive behaviour leads to both acknowledgement and reward.
a. Praise	Showing care, concern, and approval are also very successful rewards for positive behaviour and effort. The need for praise and recognition is within us all and many of our students will have experienced very little, if any, of either in previous school environments. Staff should as a general rule offer at least five positive statements before a negative and always seek to use language that shows all of our students' unconditional positive regard. Discretionary rewards such as words of praise/approval, praise from the Principal or Senior Members of Staff, displays of good work in the classrooms and corridors, and progress reports/letters to parents/ carers, should be used where possible. This is also reflected in the residential setting.
b. Thumbs up	All Smart and whiteboards to have a "Thumbs Up" icon so that students can visually see in the lesson that they are going to receive a positive thumbs up on the parent app and be rewarded with a positive point. There will not be a thumbs down icon, as the aim is to motivate rather than publicly display students who will be receiving a thumbs down minus point.
c. 4Rs Posters	All classrooms will have a visual 4Rs posters that reflects the positive behaviour types that can be rewarded on Satchel One. Students will not be shown the negative behaviours so that we are trying to create a positive learning environment which visibly displays what we do want to see from our students, rather than focus on behaviour we do not want to see. **See Appendix E.**
d. Raffle Boxes	Students will be able to select a prize from a Raffle Box, dependent on the number of positive points that they have collected on the Satchel system. The smaller prizes will be chosen by the students' Form Tutor, so that the tutor can choose prizes that reflect the students' hobbies and interests. The medium prizes will be stored by the Deputy/ Head of School and consist of vouchers and prizes voted for by the Student Council Representatives. Students will be able to trade their points for prizes so they are able to receive a range of instant rewards in between the below reward assemblies.
e. Reward Assemblies	At the end of every term, all students from each Key Stage 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. All students with a positive points balance are also entered into a reward raffle on a half/ termly basis. The number of positive points will reflect the number of raffle tickets that go into the raffle box, so that the higher the number of positive points, the more likely the student is to win a prize. Examination certificates are also given out to KS4 students at an annual celebration of achievement.

7. 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. **See Appendix F.** • All staff will ensure that advice will be sought from 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. **See Appendix A.** • SMT will consult the use of 'A guide for parents on school behaviour and exclusion', May 2023 to ensure that they are following SEND law and that the students are not disadvantaged due to their SEND needs *('Please note, that this document makes clear that having a SEND diagnosis does not prevent your child from receiving a sanction for misbehaviour and that 'the law does not prevent a pupil with SEND from being suspended or permanently excluded.')*
8. Restorative Justice approaches in West Heath School	The purpose of Restorative Justice is to enable staff and students who have experienced conflict to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. This system not only promotes the values of the 4Rs, as it encourages the individual who has caused harm to restore relationships and reintegrate into the community, but it also encourages them to reflect and learn from their behaviour. Using a restorative approach at West Heath School has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, anti-social behaviour, and disputes between students, their families, and members of staff. West Heath School believes it is important that all students are given the opportunity to succeed and change their behaviour before an escalation is made. All students who receive an after school restorative meeting, rather than a detention, will be asked restorative questions and **given the opportunity to reflect on, and learn, from their actions. Unlike punitive punishment,**

8a. Community Service **8b. West Heath Education Scheme**	**this approach encourages students to change to improve their behaviour.** This restorative approach may include the student explaining what they did wrong, the impact of their actions, how they can behave better in the future and reflecting on what will happen if their behaviour fails to improve. **West Heath School staff will always endeavour to restore the relationship that they have with the student during these meetings.** This Restorative Sheet also provides students with clear steps to restore the harm caused by their behaviour and will be completed during the After-School Restorative Detention. **Appendix G.** Community service is an important means of **promoting social responsibility in West Heath School.** Participating in community service helps individuals understand the importance of helping others and helps foster a sense of belonging and community. Activities such as litter picking, or repairing damage to the building, will help students to restore the harm that their behaviour may have caused, either physically or emotionally, to the school community. Bullying and anti-social behaviours in the school are often caused by a lack of education or understanding. For certain behaviours, such as the use of discriminatory language, students will be obliged to complete a short course to learn more about and reflect on the consequences of the behaviours for the victim of this treatment. Unlike punitive punishment, this reflects West Heath School's ethos about 'rebuilding lives' as the students will be educated in a manner that helps them to reflect on the impact of their actions.
9. Classifying Negative Behaviour: Escalation Chart	The School uses an **Escalation Chart** in order to show students and staff how negative behaviours are ranked, dealt with, and by whom, in the School. These negative behaviours, including any after school detentions will be recorded on Behaviour Watch. **All teachers have a copy of this Escalation Chart and it is available on the school website, however, it is not visibly displayed around the school to ensure that students focus on what to do, rather than what not to do. Appendix B.**
10. Damage to the School Community	West Heath School will not tolerate purposeful damage to the school building. All damage will be photographed and sent home with a bill. Parents/ carers will be expected to cover up to 50% of the damage and the student will be expected to complete Community Service to repair the harm to the school community.

11. Escalation Chart **a. Level One Behaviours (yellow)** **b. Level Two Behaviours (light orange)** **c. Level Three Behaviours (dark orange)** **d. Level Four Behaviours (light red)** **e. Level Five Behaviours (deep red)**	Low level behaviours, such as those in the Level One category, will lead to a verbal follow up. This will be positively phrased, remind students of the lesson expectations and act as a verbal warning that the next step will be a Break Time Restorative Detention. If a student either continues to disrupt or their behaviour escalates to Level 2 this will increase to a Break Time Restorative Detention 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 Restorative Detention with the Head of Faculty. If the student chooses not to attend this second chance meeting, then this will escalate to an **After-School Restorative Detention.** Negative behaviours listed in the Level 3 (dark orange behaviours) will lead automatically to an After School Restorative Detention. All parents/ carers will either receive a phone call or a SIMS text to inform them of their child/ren's detention time. During these meetings, the **Restorative Reflection Sheet (Appendix G)** will need be filled out by the student and the member of staff who either witnessed or experienced the behaviour and stored/ recorded by the Head of School in the HoS Restorative Detention Room. Level 4 behaviours (light red) will be dealt with by the Head of School and will potentially lead to an exclusion. 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 Bridge provision. Negative behaviours listed in the level 5 (deep red) column are extremely serious, and often pose a safeguarding risk to the staff or other students at the School. These red behaviours will be investigated by the Deputy Principal and/ or Head of Care and Safeguarding and/or an external person. These behaviours will 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. When running an Emergency Review meeting, it is important that all the relevant information on the student has been gathered in advance and that parents/carers are aware that a permanent exclusion is possible. Please see the Emergency Review Checklist **Appendix H** for the information that would be gathered and prepared for this meeting. Any behaviour that poses a safeguarding risk/ risk to other members of our school community and/ or has a significant effect on the needs of the 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. Please see **Appendix I** to review the Mobile Phone Flow Chart. During Form Time, all Form Tutors will ask the students to hand in their mobile phones. If the student refuses, other staff, such as the Heads of School, will be requested to support the teaching staff. If the student continues to refuse, this behaviour will be logged on Satchel One, the parent/ carer will be informed by the tutor and an After-School Restorative Meeting will be put in place. If the

	student continues to refuse after having had the After-School Restorative Meeting, a parent/ carer meeting and an external exclusion will be implemented. Students who follow these rules will be rewarded on Satchel One, or in the school day with reward breakfasts 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 unit has a separate policy on mobile phone use.
13. Bullying	West Heath School will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include cyber, sexual, verbal, physical, ostracising, humiliation and prejudicial bullying (which covers racial, religion, disability, homophobic, transphobic and gender-related bullying). It is important to note, that although the use of one-off derogatory terms and language will be sanctioned as per the Escalation Chart **(Appendix B),** it would not constitute bullying. Additionally, it cannot be considered bullying, when both students use derogatory or abusive language towards each other. All cases of bullying will be reported on Behaviour Watch. ○ Please see the Anti-Bullying Policy for definitions of different types of bullying behaviour and more detail on how West Heath School staff will help prevent, report, inform, and deal with bullying behaviour.
14. Application of the Policy in the EOS Provision:	The Educating Offsite provision (EOS) will also follow the same Escalation Chart, however, given significant elements of the teaching and learning is delivered outside of the school site classroom, additional considerations have been made in the EOS Provision Contract. **EOS Sessions** • Any abusive, threatening or inappropriate language to either staff or to members of the public will result in an immediate end to the tuition. • Any filming or recording of staff will result in an immediate end to the tuition. • Any inappropriate touching of school staff or any members of the public, will result in the immediate termination of the session. • Staff will only stay in the library setting with the student for as long as they are able to remain quiet and focused. If the student's behaviour causes a disturbance to other members of the library, then the member of staff will have to take the student to an alternative, less formal, provision.
15. 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. When deciding whether it would be reasonable to impose a sanction for poor behaviour outside the School, staff will consider:

	• whether the student is taking part in any school-organised or school-related activity. For example, when in the boarding premises, whether the student is travelling to or from the school, is attending an EOS provision or is in some other way identifiable as a student of the School at the time of the behaviour; • the severity of the misbehaviour. For example, whether the student's behaviour could have had repercussions for the orderly running of the school; • whether the behaviour poses a threat to another student or member of the public; and/or • whether the behaviour could adversely affect the reputation of the School.
16. Application of the Policy when Transporting Students – Transport Code of Conduct	West Heath School will endeavour to keep a consistent member of staff to transport our students. However, due to staff shortages/ absence, we cannot guarantee that it will always be the same member of staff. If a parent/carer/student refuses the member of staff sent to transport them, the driver will not necessarily be replaced and/ or a new driver found. Any abusive or threatening language may result in the driver refusing to drive the student. Staff will not be able to drive students when they are heightened or being physically abusive for their own and/or the student's safety.
17. Parent/ Carer Behaviour Contract	Outside of Parents' Evenings, parent/ carer meetings can potentially be tense as they normally focus on a specific student's behaviour. Due to this, these meetings can become somewhat heightened and West Heath School staff want to ensure that all meetings are safe, constructive and focus on the student: their needs, their situation and their wellbeing. Please see **Appendix J** for The Parental/ Carer Engagement Contract, which outlines our expectations for how parents and carers interact and communicate with staff and for clear guidance on how to conduct Parent/ Carer meetings and interactions.
18. Investigating Incidents	Any behaviour that poses a safeguarding risk will be stored on CPOMS and this will be investigated by the Pastoral Team with the Support of the Head of Care and Safeguarding. Investigations or initial investigations of Level 4 and 5 Behaviours may be carried out by two staff together. Students in KS4 and above who have witnessed the behaviour will be asked to provide written, signed and dated statements. Students in KS2/3 who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If students are reporting bullying, please review the *School's Anti-Bullying Policy* which outlines the Head of School's reporting procedure on Behaviour Watch. 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. West Heath School uses Close Circuit Television (CCTV) within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV the

	footage may be viewed as part of the investigation and the content considered before imposing a sanction. When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to conclude on the balance of probabilities. In exceptional circumstances, students may receive The Bridge provision pending an investigation if there is a possibility that their own welfare or the welfare of other students may be compromised by that student remaining in the school.
19. 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 or the Principal in accordance with the *West Heath School Complaints Policy.*

Appendix A:

Promoting Positive Behaviour- Staff Handbook

West Heath School staff will always seek to be proactive rather than reactive in their response to behaviour management.

This list will include, but is not limited to:

- Keep calm and do not shout.
- Always try to use the language of unconditional positive regard. For example, rather than state, "I can see you are struggling", ask, "This must be frustrating, how can I help?" Rather than state, "Don't throw that toy", try, "Keep the toy in your hands please". Rather than state, "No Running" try, "Walking Please".
- If possible, try and meet and greet at the door and/ or ensure that the first interaction with your student is a positive interaction.
- View each lesson as a new start.
- Offer students the opportunity to use the classroom Zones of Regulation Chart so that the teacher is able to understand and identify the understand how the students are feeling. The portable ZoR also gives students the opportunity to provide staff an insight into how the student is feeling during the lesson.
- Begin each lesson with a Connect Task to calm students' nervous system and to help maintain and build positive relationships with the students. In the whole-school Attachment Training, staff studied how if nervous system is in flight or fight mode, that students will not be able to access the learning.
- If possible, tactically ignore some behaviors', particularly if it seems that the student is looking for a reaction.
- Give students a choice- "You can do this or this…"
- Use the resources available in the classroom. For example, use the therapy toolkit, which has desk screens, fiddle toys, weighted blankets and/ or ear defenders.
- Allowing students to use MP3 players to listen to music in lessons;
- Use micro scripts- plan what you are going to say if you are struggling with a student.
- Allow for short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
- Think WINE:
- I **wonder** how it felt...
- I can't/ can **imagine** that was...
- I **noticed** that you...
- I **empathise**...
- Always try to model the behaviours that you expect or desire from the students. For example, apologising if you misread their intentions or their mood.

Appendix B:

West Heath School 'Escalation Chart

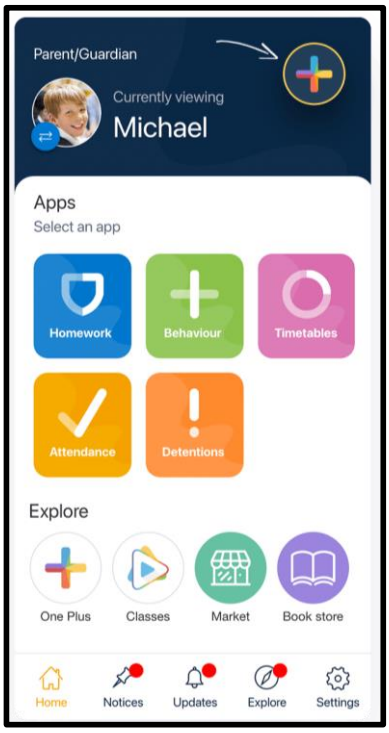
Level 1 **Verbal Follow Up** By staff member	• Disruptive behaviour • Up to 15 minutes late to lesson • Inappropriate use of language • Low-level verbal abuse
Level 2 **Break/ Lunch Time Detention** Set/ run by staff member	• Regular disruptive behaviour • Aggressive verbal abuse of staff • Aggressive verbal abuse of peers • Truancy of whole lesson • Leaving a lesson without permission • Refusal to hand in mobile phone • Refusal to move off school property
Level 3 **After School Restorative Detention** D/HoS detention room/ staff member to attend and complete restorative form	• Consistent disruptive behaviour • Consistent verbal abuse to staff • Consistent verbal abuse to peers • Consistent truancy • Consistent lateness • Consistently leaving lessons without permission • Consistent refusal to hand in mobile phone • Consistent refusal to move off school property • Refusal to attend lunch time detention • Targeted discriminatory language/ behaviour • Aggressive, violent behaviour, including fighting • Activating the fire alarm • Bullying (repeated and targeted harmful behaviour towards one/ group of students) • Smoking or vaping on site • Damaging school property
Level 4 **Internal/ External Exclusion** Determined and set by HoS/ Approved by SMT	• Persistent disruptive behaviour which affects the learning of others • Persistent bullying • Persistent aggressive violent behaviour/ fighting • Persistently activating the fire alarm • Persistent use of discriminatory language or behaviour • Persistent bullying • Persistent smoking or vaping on site • Persistently damaging school property • An intentional physical attack on staff • Continual refusal to follow instructions after restorative meeting • Possession of alcohol or solvents

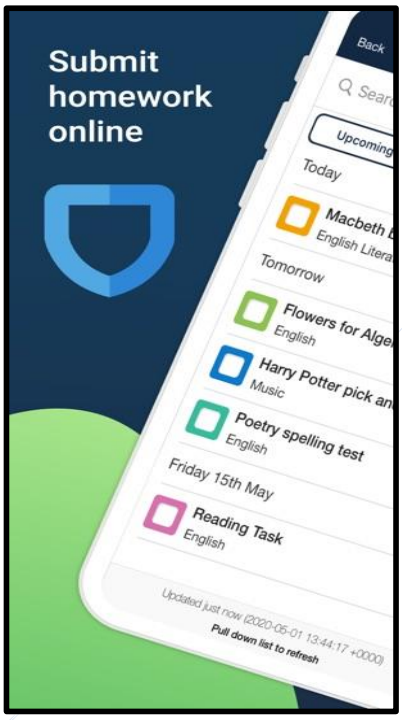
Level 5 **Emergency Meeting/ Permanent Exclusion** **HoS + Deputy/ Principal**	• Criminal behaviour that places the student or others at risk • Severe and dangerous violent behaviour • Perpetual Level 4 behaviour that shows no improvement • Possession and/ or supply of class A/B/C drugs • Possession of an offensive weapon that endangers the school community • Arson

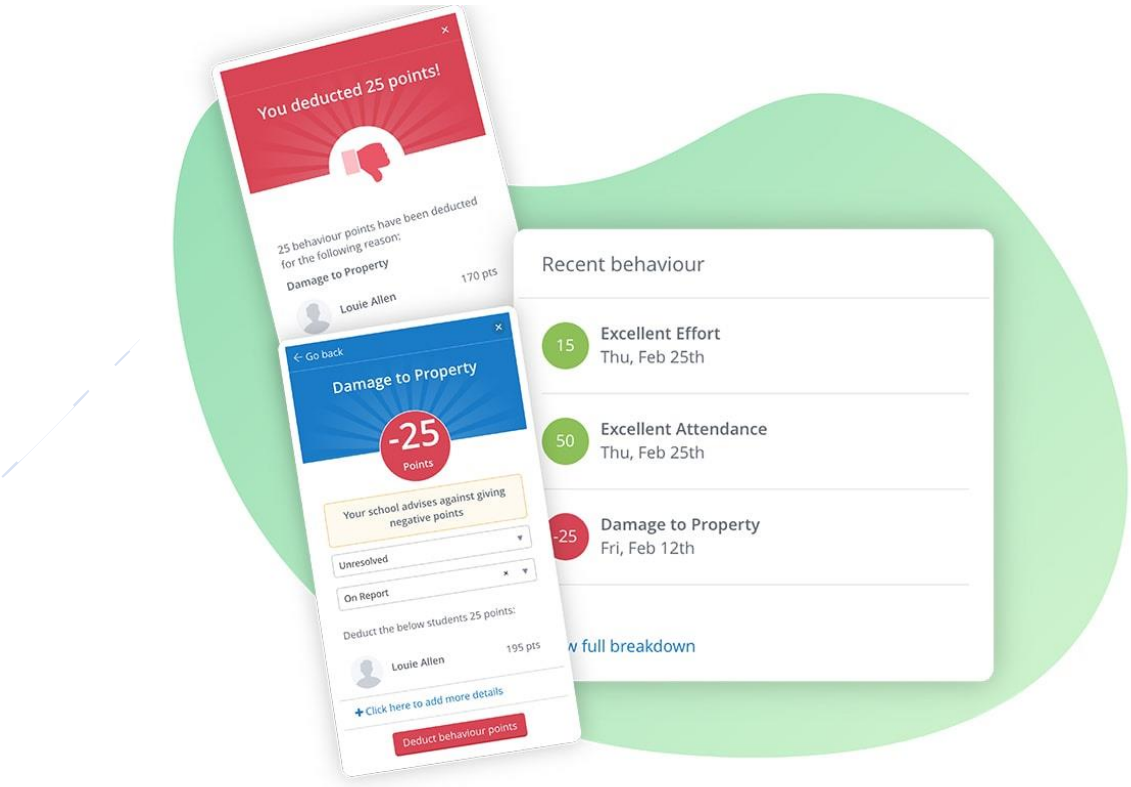
REMEMBER **CPOMs is used for:** Safeguarding Concerns **Behaviour Watch is used for:** • Negative Behaviours • Bullying (repeated and targeted harmful behaviour) • Physical Interventions (Team Teach) • Internal, External and Permanent Exclusions **Satchel One is used for:** Recording all Positive Behaviour	***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.***

Appendix C:

Overview of the Satchel One Parent App

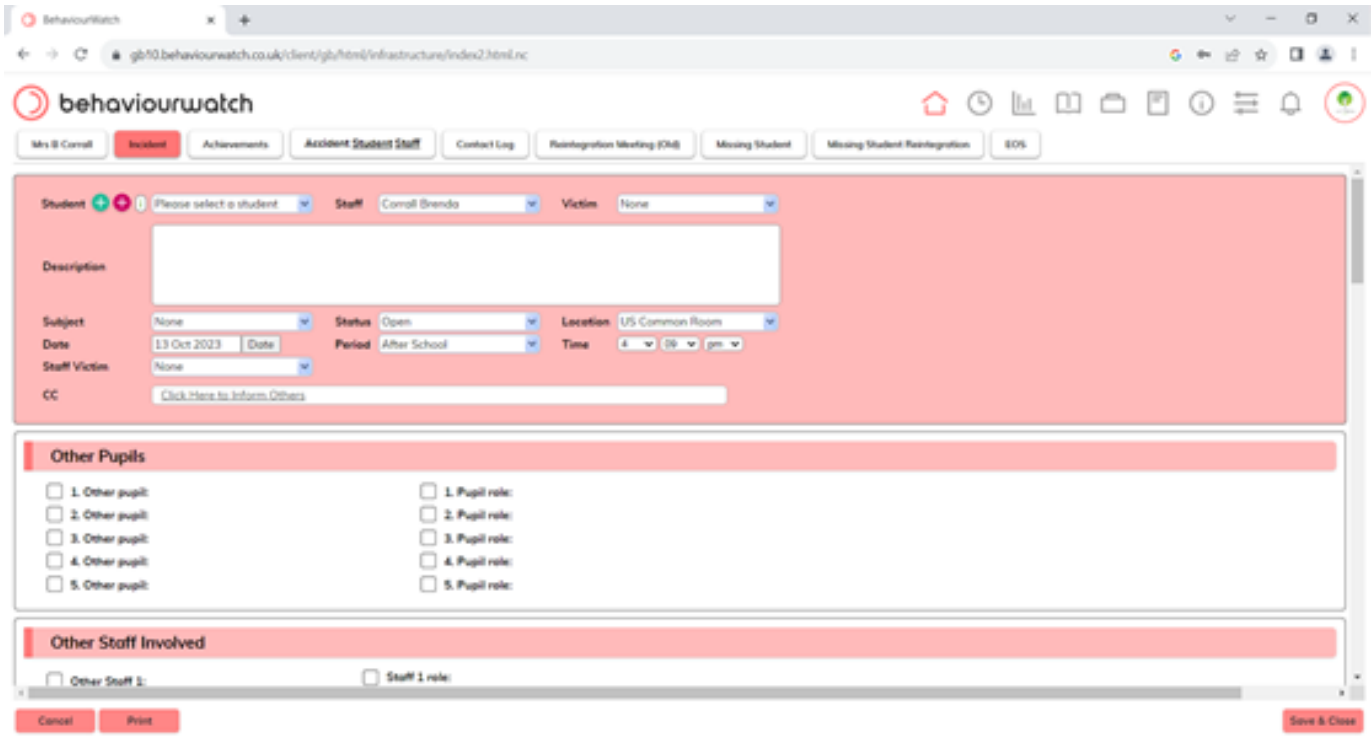






Appendix D:

Behaviour Watch Slip



Appendix E- Classroom Posters

‘Thumbs Up’ Behaviours (4Rs)

- Positive academic achievement.
- Accepting your role when mistakes are made.
- Being organised and having equipment for lessons.
- Handing in your phone without fuss.
- Arriving to the lesson on time.
- Completing a piece of work to a set deadline.
- Offering positive feedback to staff/ peers.
- Showing self-respect through diet.
- Listening to and valuing what others have to say.
- Respecting the school environment/ equipment.
- Showing good manners.
- Being helpful to staff/ peers.
- Showing excellent effort/ progress.
- Completing additional work/ activity.
- Attempting something that you find challenging.
- Expressing feelings in appropriate ways.
- Demonstrating positive growth mindset.
- Bouncing back after something difficult.
- Being kind or thoughtful to others.
- Celebrating people’s differences and welcoming diversity.
- Reflecting on behaviour and apologising if needed.
- Helping to promote WH School to stakeholders and/ or the local community.
- Sharing your resources.
- Showing patience with your staff and peers.

Academic Skills

My academic strengths

Doing really well in

Music Technology course

Areas of development:

	Working Level	End of KS 2/ 3/ 4
Maths		
English		
Reading		
Science		
Art		
Music		
Performing Arts		
Technology- catering/ textiles		
PE		
Humanities		

Strategies to engage me in my learning:

- **Consider each lesson on a fresh start**

	WRAT score		Accelerated Reading		
Reading level	Age @ test	Standard score	Date of test	Age @ test	Reading age

Appendix F:

Individual Student IEP/EHCP/Dashboard

Appendix G:

Restorative Meeting Questions

In your own words, what happened? *Incident / Sanction*	**Location:** **Who was present:** **Date:** **Time:**

How are you feeling about this situation / incident now? *Self / Others involved*

What parts of the incident are you able to take responsibility for? *Which parts were as a result of something you did / or did not do?*

If you could go back in time, what would you do differently that may have helped or stopped the incident from happening? *What could you have done better?*

If other people could go back in time, what could they have done differently that may have helped or stopped the incident from happening? *What could have been done better by others (staff or students)?*

What can happen now to put right anything that has gone wrong? What can you do? *Next steps?*

Agreed Actions

☒ **Community Service** ☐ **West Heath Awareness Course:** ☐ **Apology** ☐ **Other:**

Appendix H:

Emergency Review Meeting Checklist

Before entering into an Emergency Review Meeting, please complete the following checklist and add all evidence to this form:

1) Have we ensured that they have contacted the parents/ carers regularly and kept them updated on how their child's behaviour is changing or escalating.

Y/N
DATE/S OF CONTACT:
INFORMATION STORED:
ADD PRINT OUT OF CONTACT LOG/ WELL-BEING NOTES:

- 2) Have you kept a log of positive and negative behaviours on Behavior Watch and seen a pattern of negative behaviours across more than one subject?

Y/N
DATE RANGE:
SUBJECTS INVOLVED:
ADD PRINT OUT OF SATCHEL ONE GRAPHS/ EVIDENCE

3) Have you used elements of the Teaching Therapeutic Toolkit to help students focus in lesson such as allowing students to use MP3 players to listen to music in lessons, wobble stools, desk screens?

Y/N
ADD LIST OF ITEMS USED:

4) Have you used restorative approaches that encourage students to reflect and learn from their behaviour, including the participation in a Restorative Meeting?

Y/N
DATE/S OF RESTORATIVE MEETING:
ADD RESTORATIVE MEETING NOTES

5) Have you created a bespoke student timetable and included additional interventions?

Y/N
ADD COPY OF TIMETABLE:
ADD LIST OF INTERVENTIONS (INCLUDE COT FORMS IF NECESSARY)

APPENDIX H (CONT'D):

6) Have you reduced the student's timetable or reduced number of days at school?

Y/N
ADD COPY OF TIMETABLE:

7) Has additional work been provided for the student on Satchel One?

Y/N
ADD SCREEN SHOT OF SATCHEL ONE WORK (INCLUDE WHETHER WORK HAS OR HAS NOT BEEN SUBMITTED)
ADD EXAMPLES OF WORK GIVEN

8) Has the student had:

- an Internal or External Exclusion;
- spent time/ participated in EOS provision;
- Spent time in the EOS house.

Y/N
ADD TIMES/ DATES

9) Has the student completed an Independent Learning Plan (ILP) during this exclusion?

Y/N
ADD COPY OF ILP

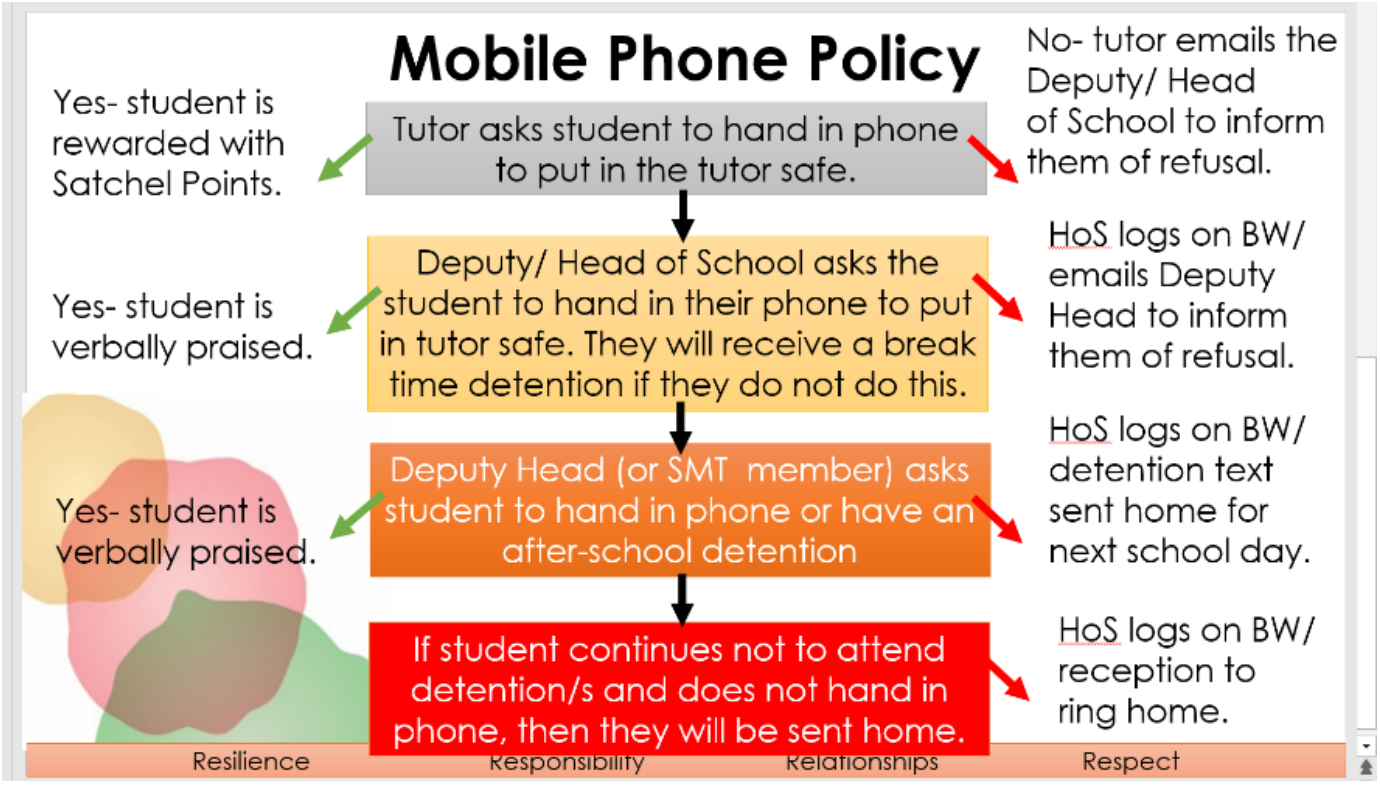
10) Internal Professionals Meeting

11) Has a previous meeting with the parents/ carers, Head of School and Deputy Head been completed where by it has been made clear that the next escalation would be an Emergency Review Meeting?

Y/N
DATE OF MEETING:
ADD COPY OF MEETING NOTES

Please note that some Red Behaviour Types (such as Arson) will trigger an automatic Emergency Review Meeting

Appendix I:


Mobile Phone Policy
Tutor asks student to hand in phone to put in the tutor safe.
Yes- student is rewarded with Satchel Points.
No- tutor emails the Deputy/ Head of School to inform them of refusal.
Deputy/ Head of School asks the student to hand in their phone to put in tutor safe. They will receive a break time detention if they do not do this.
Yes- student is verbally praised.
HoS logs on BW/ emails Deputy Head to inform them of refusal.
Deputy Head (or SMT member) asks student to hand in phone or have an after-school detention
Yes- student is verbally praised.
HoS logs on BW/ detention text sent home for next school day.
If student continues not to attend detention/s and does not hand in phone, then they will be sent home.
HoS logs on BW/ reception to ring home.
Resilience
Responsibility
Relationships
Respect

APPENDIX J:

Parental Behaviour Contract

Rationale:

At West Heath School we believe that positive and trusting relationships with parents/ carers are key to ensuring that all members of the community work together and that the students have a consistent message both at home and at school.

West Heath School staff, parents/ carers and children are entitled to a safe and protective environment in which to learn and work. Behaviour that will cause harassment, alarm or distress to users will not be tolerated and is contrary to the ethos of the school.

Aims:

- That all members of the school community treat each other with respect.
- That all members of the school community feel safe and protected in the work place.

Expectations:

- That parent/ carers set a good example to children at all times, showing them how to get along with all members of the school and the wider community.
- That parent/ carers help support the policies that are in place at the School. For example, to discuss the sanctions outlined in the West Heath Escalation Chart and/ or encourage children to take responsibility for their actions by participating in Restorative Meetings and Community Service.
- Parents/ carers will support exclusions, keeping students at home if necessary, and will not bring students on site during the exclusion period.
- That no members of staff are the victims of abusive behaviour, or open to threats from other adults on the school premises.
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children will not be tolerated and will result in withdrawal of permission to be on school premises.
- That all parents and carers adhere to and sign the Meeting Protocol attached **(Appendix B)** to ensure that all meetings on school premises are student-focused and professional.
- Any parent/ carer who is asked to leave the school premises will have the right to appeal the decision by writing to the Head of Trustees.
- **Unacceptable behaviour may result in the police being informed. The School reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse.**

Please note that incidents of rudeness will be logged with the Chair of Trustees.

……

Supportive Parental/ Carer Engagement

All research suggests that schools that actively seek to form positive relationships with parents/ carers have improved student outcomes. It is an integral part of West Heath culture that all staff welcome anyone who wants to the champion our diverse community. Part of this is to support the School's policies, all of which are designed to keep your children happy, safe and able to achieve to the best of their ability.

In order to help your child/ren understand the policies that are used at the School, it would be helpful to review following documents with your child:

- The West Heath Escalation Chart and discuss the consequences for behaviours in and outside of the School, including the use of detentions and exclusions.
- The Satchel One Parent App to celebrate positive points earned.
- The Show My Homework Portal to ensure you can see the status of any additional work set for your child/ren.

Unacceptable Behaviours:

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. Please see **Appendix A** to review actions following this behaviour in more detail:

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Inappropriate posting on Social Networking sites which could bring the school into disrepute or be deemed as bullying;
- Speaking in an aggressive/threatening tone;
- Physically intimidating .e.g. standing very close;
- The use of aggressive hand gestures/exaggerated movements;
- Physical threats;
- Shaking or holding a fist towards another person;
- Swearing;
- Pushing;
- Hitting e.g. slapping, punching or kicking;
- Spitting;
- Racist or sexist comments, including sexual innuendo.

Persons Causing Nuisance / Disturbance on School Premises

Section 547 of the Education Act 1996

School premises are private property and parents/ carers have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may ban parents from entering school.

It is also an offence under section 547 of the Education Act 1996 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned.

School is not responsible for organising arrangements for children in the above circumstances. Parents will need to provide alternative arrangements for bringing children into school.

Inappropriate use of Social Networking Sites:

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases, other parents/ students.

The Trustees of West Heath School consider the use of social media websites being used in this way as unacceptable and not in the best interests of the students or the whole school community.

Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, Head of School, or Principal, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any student or parent/carer of a child/ren being educated in West Heath School is found to be posting libellous or defamatory comments on Facebook, or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site, and they provide robust mechanisms to report contact or activity which breaches this. The School will also expect that any parent/carer or student removes such comments immediately.

In serious cases, the School will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyber bullying and the use by one child or a parent/ carer to publicly humiliate a member of staff or another parent/ carer by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

Procedure to Address Inappropriate Behaviour by Adults

At West Heath School we operate a 'zero tolerance' of the use of inappropriate behaviour anywhere on the school site.

***Inappropriate behaviour means disrespectful conduct towards people or property within the school site.*

Our Parental/ Carer Behaviour Policy states:

- That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community
- That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises.

All staff and trustees agree that any adult found to be using inappropriate behaviour towards other adults or children should be dealt with using the following steps:

An adult approaches another child	The adult will be spoken to immediately and the issue investigated by a school leader. This will be reported to the Principal and recorded. The adult will receive a warning letter.
A parent/ carer approaches another parent/ carer	The parent/ carer should report this to a member of staff. The offending parent/s carer/s will be spoken to as soon as possible after the incident and reminded that we have a zero tolerance of inappropriate behaviour. A letter will be given to the parent/s/ carer/s. This warns a parent/ carer that if it recurs they could be banned from the school site under section 547 of the Education Act 1996.
An adult approaches a member of staff	This should be reported immediately to a member of the Senior Management Team. This will be investigated as soon as possible and the member of staff will be informed of the action taken. The adult will be

	spoken to and given a warning letter. This warns a parent/s that if it recurs they could be banned from the school site under section 547 of the Education Act 1996.
Recurring inappropriate behaviour	If a parent/s continues to use inappropriate behaviour, they will be referred to the Policy for Parental Behaviour. This indicates how anti-social behaviour, when not corrected, can lead to interviews with the Principal and Trustees. This can then lead to a ban from the school site under section 547 of the Education Act 1996.

Parent/ Carer In-Person Meeting Protocol

For a staff member to meet a parent/ carer (online and face to face), both the staff and the parent/ carer will sign a contract that states that they will all adhere to the following:

- all meetings are to be solution-focused and should begin with agreed actions/ outcomes. At the outset, the Chair will outline the parameters of the meeting and the expectations of those present. The Chair will often be a neutral person such as alternative Head of School or the Head of Tribunals, but a staff member who is not directly involved with the issues;
- all meetings are to be either minuted or recorded;
- any abusive or threatening language by either the staff or the parent/ carer will result in an immediate end to the meeting. Likewise, if any participant has been subjected to inappropriate behaviour, such as deliberate misinterpretation or misrepresentation by any other person present in the meeting, the meeting will be terminated; and
- in extreme cases, the school will insist those who fail to abide by this conduct will be excluded from future meetings. This is to protect all participants and ensure that all meetings are professional and do not escalate. Tutors will still ring parents/ carers at least once per week to provide comment and feedback. Emails will be sent if contact by phone is not possible.

Parent/ carer name: .....

Signature: .....**Date:**.....

Staff Name/Role: .....

Signature: .....**Date:**.....

Parent/ Carer Email and Telephone Meeting Protocol

All of the above also applies to the use of phone calls and email from staff and parents/ carers.

- All meetings should be pre-arranged. West Heath staff will always try to accommodate unexpected meetings, but it will not be guaranteed.
- The parent/ carer should notify the School in advance if a representative will be present and notify them of their name.
- Any abusive or threatening language by either the staff or the parent/ carer during phone calls home will result in an immediate end to the meeting. The fact that the call had to be terminated will also be logged on Behaviour Watch Contact Log. In the case of staff members, this would be seen as a disciplinary issue.
- Any abusive or threatening language used in emails will also be logged on the Behaviour Watch Contact Log and, in the case of staff, be seen as a disciplinary issue.
- In extreme cases, the school will insist those who fail to abide by this conduct will be excluded from future phone calls or from responding to emails. This is to protect all participants and ensure that all contact with parents/ carers is professional and does not escalate.