



Westbourne
House School

CHICHESTER

BEHAVIOUR & DISCIPLINE POLICY

This is the policy of Westbourne House School, which incorporates the Prep School, Pre-Prep, Early Years Foundation Stage and Boarding

Policy Statement

It is our policy to promote high standards of behaviour from all pupils at all times.

Aims

It is a primary aim of our school that every member of The School community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School Behaviour Policy is therefore designed to support the way in which all members of The School can live and work together in a supportive way and due consideration is given to pupils with individual educational needs and disabilities and reasonable adjustments are made for these pupils. It aims to promote an environment where everyone feels happy, safe and secure. The safety of the children is paramount in all situations (further detail of procedures for dealing with any safeguarding issues and The School's measures that serve to negate bullying including cyberbullying can be found in The School's Child Protection (Safeguarding) Policy and the Anti-Bullying & Cyber-Bullying Policy), as well as The School's Accessibility Plan and Policy for Pupils with Disabilities, SEN & Learning Difficulties. This policy has been developed with the current DfE guidance *Behaviour in Schools Advice for headteachers and school staff* (February 2024), together with *Further guidance and resources for supporting behaviour in schools* (February 2024), *Keeping Children Safe in Education* (Sept 2024) and is rooted in the Equality Act 2010.

The School has a recognised Code of Conduct, but the primary aim of this policy is not a system to enforce rules. It is a means of promoting self-discipline and good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports The School community in aiming to allow everyone to work together in an effective and considerate way as well as maintaining liaison with parents and other agencies (where appropriate).

We aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of The School community. The School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

It is our policy to promote positive behaviour, rather than merely deter anti-social behaviour.

The School adopts a zero-tolerance approach to any child-on-child abuse; staff will challenge any abusive behaviour between peers that comes to their notice and will report on to the DSL immediately any issues of this nature. Please see the Safeguarding Policy for further details about dealing with child-on-child abuse.

At Westbourne House School unacceptable, excessive or idiosyncratic punishments used by staff, including any punishment intended to cause pain, anxiety or humiliation are not used or ever deemed acceptable.

Corporal punishment is not used or threatened at Westbourne House School, but like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances.

Practice and Procedure

The School expects every member of The School community to:

- behave in a considerate way towards others, treating everyone fairly;
- apply rewards and sanctions consistently across The School;
- distinguish right from wrong and respect the civil and criminal law;
- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which The School is situated and to society more widely;
- acquire an appreciation of and respect of their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- be respectful of the protected characteristics set out in the Equalities Act in so far as they apply to school life e.g. *sexual orientation*

Rewards, Sanctions and Code of Conduct

Children are congratulated by their teachers throughout the term, and specifically: Years 3&4 are awarded with behaviour certificates at their bi-half termly Celebration Assemblies, Years 5, 6, 7 & 8 are awarded 'Star of the Form' which is received at Leave Out, half term and end of term. These awards recognise pupils' contributions to and adherence of the Westbourne Way. Names are displayed and parents informed via the Headmaster's Newsletter.

In addition to the above rewards, pupils in Years 6,7&8 also start to work towards Positions of Responsibility which are awarded in these three years. Please refer to Appendices 1 and 2 (Behaviour and Rewards Procedures) of this policy and the Pupil Roles and Responsibilities Policy. Pupils in other year groups are also able to gain Positions of Responsibility on the Eco Committee, School Council, Kindness Committee. Pupils also vote for their Form Captain and Deputy Form Captain.

We distribute credits linked to HPL as a reward for good behaviour and work. A log of credits received is kept in individual pupil diaries and also tallied by tutors on The School database. Tokens are given to children when they have been awarded five credits.

Once a child has received 25 credits in a particular subject, the subject teacher will award a Credit Certificate. This is then handed out in Patrol Meetings.

The credit system is very much linked with the School's Patrol system. Credits are totalled against each Patrol. Tokens are put into transparent patrol boxes for all to see and are totalled at leave outs and half terms. Each period is a separate mini competition.

After each count up there is a Patrol Meeting. Patrol Leaders take an active role in running these meetings, supported by the Head of Patrol staff member. At these meetings credit certificates are handed out. At the end of term there is a winning patrol for that term.

Pupils in Y3-8 are rewarded for their acts of kindness with Kindness Stars. These are collated and deposited in the same way as credit tokens (into the patrol boxes) and the winning patrol receives a treat in their final patrol meeting of each term.

The Pre-Prep run their own system of rewards appropriate to their age range.

The School also employs a number of sanctions to enforce the School's Code of Conduct, and to ensure a safe and positive learning environment. Again, corporal punishment, in any form, is strictly prohibited, nor should it be threatened – as is any form of physical contact between staff and pupils. Shouting at pupils should not be necessary.

If we are aware that a pupil is likely to behave in a way that may require physical intervention or restraint, it will be sensible to plan how to respond, should such a situation arise. Restraint should only be used in circumstances where there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property. Any event of this nature will be reported to the Headmaster, and parents informed on the same day or as soon as reasonably practicable. Please refer to the Child Protection Policy 'Restraint of Pupils'.

Similarly, the Headmaster will authorise a senior member of staff (in all likelihood the Deputy Head – as the Authorised Member of Staff – with another member of staff present) to search a pupil or their possessions if it believed he/The School has reasonable grounds to suspect that the pupil may have a prohibited item. (See *Searching, Screening and Confiscation Advice for schools* July 2022)

We employ each sanction appropriately to each individual situation and make any reasonable adjustments necessary for pupils with special educational needs/disabilities.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or somewhere which will help them take part in the lesson more effectively.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, s/he will be sat on their own until s/he calms down and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the member of staff records the incident and informs the Form Tutor/Link, Personal Tutor and/or the Head of Year as appropriate.
- The child will receive a proportionate sanction (as set out in this policy) from an appropriate member of staff.
- If a child repeatedly acts in a way that disrupts or upsets others, and after discussion with the Head of Year, the Deputy Head will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, a referral will be made to local agencies – as set out in the Safeguarding Policy.
- It would be an expectation that in the event of disclosures about child-on-child abuse that all children involved, whether perpetrator or victim, are treated as being at risk.
- If a child is found to have made malicious accusations against a member of staff (See Safeguarding Policy p.21/22 and KCSIE 2024: Allegation Outcomes 406) immediate referral of the incident is passed to the Deputy Head and appropriate sanctions are made as quickly as possible, as per this policy, for the benefit of all concerned.
- When deemed appropriate, Progress Report Cards are produced. These are to monitor behaviour and are individually designed with individual targets.

Pupils are made aware of the School behaviour standards, expectations, pastoral support, and the consequence processes at Westbourne. The children's awareness happens in myriad ways, explicitly and implicitly. The class/form teacher discusses the Code of Conduct and the Westbourne Way and their class rules with each class. In addition to the Westbourne Way, each class may have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. The Headmaster, Heads of Year and other staff members continually remind and embody the aims and principles that are set out in this policy.

In this way, every child in the School knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Learning 4 Life/circle time'.

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we immediately implement the *Anti Bullying Policy*.

With due regard to boarding, the School adheres to the National Minimum Boarding Standards with particular reference to Standard 15 which is implicit within this policy. Sanctions and rewards are structured somewhat differently to the day environment in the School, the aim of which is to delineate 'life after school' with a sense of home life. The aims and expectations of this policy, however, always applies to boarders. Behaviour that falls below (or above) expectation in a boarding house might result in one or some of the following sanctions/rewards:

- Extra "tuck" might be earned for tidiness and good dormitory behaviour.
- Kindness Tokens/HPL Credits might well be earned in much the same way as they are throughout the day.
- Similarly, a sanction might be given (and recorded) that might involve withdrawing privileges such as "tuck" or going to bed early. (A sanction could be incurred for talking after lights out, constant lateness or untidiness in the boarding environment, for example).

The Anti Bullying Policy also applies at all times.

The role of the form/subject teacher/tutor

It is the responsibility of the teacher to ensure that the School's Code of Conduct is adhered to in their class, and that their class behaves in a responsible manner during lesson time.

The teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The teacher treats each child fairly and enforces the School's Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the teacher will keep a record on ISAMs of such incidents, which will also inform the Head of Year, the Deputy Head and the IENCo who checks the database daily. In the first instance, the child's Tutor deals with incidents. However, if misbehaviour continues, the Tutor seeks help and advice from either the Head(s) of Year or Deputy Head and parents are informed.

The teacher may also liaise with the IENCo to support and guide the progress of each child through the delivery of emotional and/or behavioural coaching or refer to outside agencies in consultation with parents. See Appendix 7.

Discipline Procedures

If a child needs to be excluded from a class, he/she should be sent to the Deputy Head with work, although every effort should be made to keep them in class. A detention and parental contact will normally follow.

A record of poor behaviour, which is entered on to iSAMS, is a record of breaches to the Code of Conduct and contains a brief description of the incident/s – this is a means of communication and not a punishment in itself.

When necessary, the child will be seen by the Head of Year responsible for the child's year group and dealt with appropriately, including possible referral to the Deputy Head. Sanctions may include loss of free time and/or completion of detention papers. The strength of this system is that an overall picture of a child's behaviour can be made and then a suitable sanction can be given.

Parents may be summoned to the Head to discuss behavioural issues.

In cases of extreme and persistent poor behaviour, suspension and expulsion may be considered as appropriate courses of action.

Pupils at Westbourne House have a right to expect a reasonable level of personal privacy. However, staff can search a pupil for any item if the pupil agrees (verbally is sufficient). But they can also search pupils and their possessions without consent if they suspect the pupil has a stolen item or something prohibited such as a weapon, alcohol/tobacco/drugs or pornographic material. Female staff would search female pupils and male staff, male pupils. A second teacher would be present. The School is not required to inform parents before a search but it is highly likely that the School would contact parents as part of the situation requiring such action. (See also the Search & Confiscation Policy.)

Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is good reason to do so.

Items, however found, that might be harmful or detrimental to school discipline can be confiscated by school staff.

Restraint

In the unlikely event that a child needs to be restrained, our procedures are outlined in The School's Safeguarding Policy (Appendix 5).

Fixed-term and Permanent Exclusions

Only the Head (or the acting Head) has the power to exclude a pupil from school; details of which can be found in the Exclusion Policy.

Differentiation / Inclusion

In addition to setting out rewards and sanctions, behaviour strategy and the teaching of good behaviour, The School also includes reasonable adjustments for pupils with Special Educational Needs/Disabilities (with reference to the Equality Act 2010 – please also refer to school's Accessibility Plan and Policy for Pupils with Disabilities, SEN & Learning Difficulties); these include:

- Support systems for pupils
- Liaison with parents and other agencies
- Managing pupils' transition
- Disciplinary action against pupils who are found to have made malicious accusations against staff. The action taken would depend on specific circumstances involved so as to be appropriate, taking into account the age of the pupil

The Role of the Head

It is the responsibility of the Head, to implement The School's Behaviour & Discipline Policy consistently throughout The School. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in The School.

The Head supports the staff by implementing the policy, by setting the standards of behaviour. The Head keeps records of all reported serious incidents of misbehaviour.

The Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child.

The Role of Parents

The School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the Westbourne Way on the School website and the children's homework diaries; we expect parents to read these and support them.

We anticipate that parents will support their child's learning and cooperate with the School. We try to build a supportive dialogue between the home and the School, and we inform parents if we have concerns about their child's welfare or behaviour.

If the School has to use reasonable sanctions to punish a child, parents should support the actions of the School. If parents have any concern about the way that their child has been treated, they should initially contact the form teacher/tutor who may seek advice from the Head of Pastoral Care or Deputy Head. If the concern remains, they should speak to the Head. If matters are still unresolved, they may contact the School governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Staff Training

The School ensures that the staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may, at times, affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support/trained staff such as the School's IN Department, the School's Emotional and Behavioural Coach (and Mental Health Lead) and the School's Mental Health Support Team,

ensure that we effectively implement procedures that underpin aims and implementation of this policy.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the School behaviour and discipline policy, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

Record Keeping

Individual Boarding Records (ISAMs) are kept for every boarder (which day staff have access to so as to ensure continuity and consistency from day/boarding life) to ensure that any issues are identified, monitored and responded to as required.

A PIP (Pastoral Intervention Plan) record is kept with the Head of Pre-Prep, Head of Juniors and Heads of Year. This record identifies pupils of concern and monitors pastoral provision.

The Head keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Monitoring and review

The School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

Last Review Date	Next Review Date	Reviewer(s)
December 2024	October 2025	IENCo Deputy Head Head of Pastoral Care Head of Pre-Prep Heads of Years 3-8

Appendix 1 – Pre-Prep Behaviour and Rewards Procedures

In Pre-Prep, we have high expectations for the standard of behaviour of our pupils. It is our intention to create an environment where every child feels valued and safe and there is mutual respect. Adults are rigorous in their recognition and promotion of good behaviour, and rewards rather than sanctions are at the heart of these procedures. We do however recognise that young children need guidance, and it is therefore our aim to ensure that each child knows exactly what is expected from him or her in terms of behaviour, has clear boundaries and that there is consistency in rewards, reprimands and sanctions.

Practice and Procedure

On entering school children are introduced to the Westbourne Way as soon as it is appropriate. This code of practice is adhered to throughout The School from Pre-Nursery to Year 8. The rules within the code were initially discussed and decided upon by the children and staff.

The Westbourne Way is a point of reference to be used by both staff and children when considering matters of behaviour and conduct. Through the Westbourne Way, children are taught the importance of personal values and standards and about relationships with others. Assemblies, circle times and PSHE/L4L lessons are important vehicles for teaching and reinforcing expectations in behaviour. They are also a useful means of addressing specific issues as they arise.

Positive reinforcement of good behaviour, acts of courtesy and politeness is essential. This is done by the use of stickers, reporting to the Head of Pre-Prep and to parents and by general praise and HPL postcards sent home.

Adherence to the Westbourne Way is considered worthy of recognition and we provide opportunities, linked to HPL, to reward good behaviour, attitudes and work. Children are presented with 'Work of the Week', 'HPL Hero' awards, stickers and by signing in the 'Golden Book' at our weekly Celebration Assembly. Consistently exceptional conduct is rewarded by a Westbourne Way certificate and a Peer Leader badge.

In the event of misbehaviour, we use a Sanction Policy of 1, 2, 3 Thinking Time. This works with the child in question being given three warnings. If the child reaches number 3, they are asked to take some thinking time for a very short period (approximately three minutes) before the teacher reinforces/models appropriate behaviour, apologising to peers or teacher as appropriate and returning to their activity.

In the event of misbehaviour, most concerns can be addressed with a simple discussion or reprimand. However, if the misdemeanour is repeated after a warning, or is of a more serious nature, there may be loss of a privilege, possibly part of playtime, or a 'thinking time out' can be given, this may involve the child sitting away from the group for a minute or two to calm down. Such sanctions will be determined as appropriate by the class teacher.

Our partnership with parents is an important part of our behaviour policy. We expect their support, and work with them on both positive and negative aspects of behaviour and involve them with discipline procedures. Exclusion of a Pre-Prep pupil would be an ultimate sanction and the same processes as set out in the Prep School would be used.

Assessment and Record Keeping

All matters of behaviour that a member of staff considers to be outside that which might normally be expected, should be referred to the Head of Pre-Prep and recorded on iSAMS.

Staffing and Resources

The Head of Pre-Prep has overall responsibility for behaviour management and liaises with the IENCo as appropriate.

All staff are expected to play a full and active role in maintaining high standards of behaviour within The School and to act as exemplary role models for all pupils. Rewards and reprimands need to be consistent and it is the responsibility of all staff members to ensure that they are familiar with, and follow the practice and procedures outlined above.

Appendix 2 – Years 3-8 Behaviour and Rewards Procedures

Aims

Positive behaviour is celebrated and praised. Through Positions of Responsibility, children are encouraged to role model positive behaviour to each other. Positive behaviour is celebrated through the awards of 'Behaviour Certificates' (Juniors) and 'Star of the Form' (Years 5-8)

An essential part of our behaviour management for the senior part of The School lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The consequences, underpinned by important principles, are:

- The minimum necessary
- Immediate and short lived
- Consistent
- Focused upon the act, not the child
- Delivered in a calm way
- Accompanied by a model of acceptable behaviour
- Not humiliating for the child
- Sufficiently disagreeable to discourage repetition
- Involving parents where deemed appropriate

Staff may issue a note and choose one of three levels – each with separate outcomes: (In the Junior Department, parents will be consulted at each stage.)

- **Low-Level Note (Orange):**
A means of communication to inform SMT and pastoral staff that the teacher has reprimanded a pupil as a result of a low-level issue; that they have appropriately and sufficiently dealt with the situation and a note is being logged so that SMT can track the pupil's future behaviour in light of the misdemeanour.
- **Mid-Level Note (Red):**
A means of communication that informs SMT a pupil must sit the next available detention for a mid-level issue. This is overseen by the Deputy Head with the red note being given for either a pastoral (normally) or academic (rarely) misdemeanour. The Deputy Head will determine what might be an appropriate use of the detention time, which might be: a discussion about the incident that led to the detention, ways in which behaviours that led to detention could be avoided in the future, a task be it 'pastoral' or 'academic' in nature. In any event that task will be reflective, productive and related to the misdemeanour. Parents may be contacted by SMT for record keeping.

For Years 3 & 4:

The child will attend a 'Period of Reflection' with Head, or Deputy Head, of Juniors. During this time, they will be spoken to about how their actions have affected others

and the consequences of these choices. The child will be encouraged to share in this dialogue and be encouraged to actively participate in this reflection. If appropriate, they will be asked to write a letter of apology or produce a poster demonstrating positive behaviour choices.

- **High-Level Note (Blue):**

A means of communication that informs SMT a pupil must be sent to the Deputy Head for a private meeting and for an extended period of time (Wednesday afternoons during Games for example) given the seriousness of the issue. The outcome would be an extensive reflective task for the pupil to learn from the mistake they have made. Parents to be contacted by SMT for record keeping.

The aim of the system is to categorise in a fair and reliable way the misdemeanours that are occurring around school and for a clear and consistent consequence to be implemented as appropriate. The system provides pupils and staff with a clear picture of what the knock-on implications will be for any given misdemeanour that a pupil commits.

The SMT member will be able to access a list on iSAMS that will show them the pupils expected to be present at any detention. If a pupil has not turned up, the Prefect's job is to find the pupil so that the SMT teacher can remain in the room. The detention obligation **MUST override** ALL other commitments regardless of their importance or the system will not work. If the pupil has to miss an important commitment (e.g. choir practice/ play rehearsal/ School Council) they can expect further discussions with the teacher of the commitment that they have been obliged to miss.

The detention (Year 5-8) will be:

- A PASTORAL detention for those involved with non-academic issues (Written Follow up Task Allocated by SMT)

If either the SMT member or teacher who gave the note is unhappy with what the pupil has produced in the time, the pupil will be put into the next detention slot.

Appendix 3



THE WESTBOURNE WAY



Be the best that you can be



Help others to be the best that they can be



Enjoy life and include others



Be kind, honest and truthful



Be respectful



Persevere

Appendix 4



PUPIL CODE OF CONDUCT

All pupils at Westbourne House are expected to behave in a manner that is:

Appropriate

Respectful

Courteous

Responsible

Appropriate behaviour and language is expected in all areas of school life; this is particularly important in concerts, assemblies, chapel and when travelling in minibuses. Be punctual for lessons, ready and willing to take part in all activities and refrain from using bad language.

Being **respectful** towards others is expected at all times, throughout the day and in boarding time. You should show respect towards all school property, equipment and the personal possessions of others. You should show kindness to all members of our community.

Courteous behaviour is expected from all pupils. You should move around school in a calm and sensible manner, showing consideration and sensitivity towards others. Be honest and truthful in all that you do and be supportive of others.

You are **responsible** for your own actions and possessions. Be proactive in your learning, ensuring your behaviour does not disrupt any class. Look after The School environment and take pride in your appearance, both in school and when representing The School in the wider community.

Appendix 5 – Searching, Screening and Confiscation Advice for schools (July 2022)

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs; stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Any child found in possession of any of the above items will have the item(s) immediately confiscated. The Headmaster and the Designated Safeguarding Lead will be informed with next steps as outlined in this policy.

Appendix 6 – National Minimum Boarding Standards

Standard 15 – Promoting positive behaviour

15.1 The School has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The School's approach to behaviour is easily apparent to anyone joining or visiting The School and is evident in the actions and messages from all staff and pupils, including boarders. The School behaviour policy includes detail on:

- the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of The School;
- the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;
- the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems;
- how the needs of all pupils, including boarders, and staff are met so members of The School community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;
- school systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of The School and including when outside of The School premises and online;
- pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action;
- when restraint³⁴, including reasonable force³⁵, is to be used and other physical contact and how this will be managed; and
- arrangements for searching and screening³⁶ children and their possessions and how this relates to safeguarding policies. Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.

Appendix 7 – Referral Process

Emotional & Behavioural Needs

Step 1	Step 2	Step 3	Step 4	Step 5
Staff notice issues <ul style="list-style-type: none"> Pupils are unhappy Pupils going to Matrons frequently Pupils are getting lots of notes 	Drop in sessions with Emma Pledger <ul style="list-style-type: none"> Open to all pupils – they do not need referral for this Openly encouraged by all staff If parents approach staff this is the first step 	Discussion with Sharon Morton <p>After discussion with SMO, parents approached and asked if they would like 1:1 with Emma NB there is a waiting list</p>	1:1 support from Emma Pledger <p>This is a 6 week intervention charged to parents</p>	Outside agencies <p>School (in consultation with parents) or parents approach ...</p> <ul style="list-style-type: none"> GP A fully trained counsellor CAMHS
<ul style="list-style-type: none"> Keep an extra eye on child Mention in staff meeting 	<ul style="list-style-type: none"> Emma to keep a list of pupils attending Pupils discussed at weekly pastoral meeting (EPL / SPO / SMO / Gina) 	<ul style="list-style-type: none"> Referral form filled out by HoY / SPO or appropriate staff Included on IN register 	<ul style="list-style-type: none"> SMO and HoY / SPO kept updated with progress 	<ul style="list-style-type: none"> DSL / EPL / SMO / SPO to continue to monitor situation at school and liaise with outside agencies

Years 5 - 8

Step 1	Step 2	Step 3	Step 4	SLT or OT Support
Staff notice discrepancies <p>Often there is a discrepancy between verbal and written work.</p>	Subject teacher to talk to IN Department (SMO) <p>Advice sought</p>	SMO / BLA talk to parents <p>If parents contact subject teacher then all staff should refer parents to SMO (step 2)</p>	IN Department	Organised privately by parents <ul style="list-style-type: none"> Parents MUST inform SMO (this is organised in collaboration with the IN Department) SLT or OT to pick pupil up from their form room Parental consent is sought for SLT or OT to share information
<ul style="list-style-type: none"> Differentiation in lessons Extra support in lower sets in Maths and English Collection of evidence 	<ul style="list-style-type: none"> Join the IN list for monitoring Pupil brought up in staff meeting to collect other subject views Referral form filled out by all teachers 	<ul style="list-style-type: none"> Explain present situation and what has already been done Offer internal assessments or 1:1 	<ul style="list-style-type: none"> Subject teachers and IN Department to monitor progress ALPs written 	

IN department referrals

Pre-Prep and Juniors

Step 1	Step 2	Step 3	Step 4	SLT or OT Support
<p>Staff notice discrepancies</p> <p>Often there is a discrepancy between verbal and written work</p> <ul style="list-style-type: none"> Differentiation in lessons Class based groups Extra in-class Internal management of the situation Collection of evidence 	<p>Form teacher to talk to IN Department (SMO)</p> <p>Advice sought</p> <ul style="list-style-type: none"> Referral form filled out by form teacher Join the IN list for monitoring 	<p>Form teacher to talk to parents</p> <p>Parents may approach teacher – go to step 2</p> <ul style="list-style-type: none"> Form teacher to explain present situation and what has already been done 	<p>IN Department</p> <ul style="list-style-type: none"> IN Department to contact parents offering internal assessments or 1:1 ALPs written Form teacher and IN Department to monitor progress 	<p>Organised privately by parents</p> <ul style="list-style-type: none"> Parents MUST inform COG or SMO (this should not be organised through the form teacher but the form teacher should know) SLT or OT to pick pupil up from their form room Parental consent is sought for SLT or OT to share information

Click to add speaker notes

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Appendix 8 – Unkindness Poster: Distributed and posted throughout The School



Westbourne
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UNKINDNESS AND BULLYING

WHAT HAPPENS IF YOU GET IT WRONG?



Level 3

You have chosen to carry on with the behaviour for which you were given a Level 2. **THIS IS VERY SERIOUS!**

What happens now?

Your parents will be told. Together, you and your parents will meet with **Mr Barker** and your Head of Year. Mr Barker will seriously consider how best to support and protect all the pupils involved.

Level 2

You have continued to be unkind and have ignored advice given to you after being placed on Level 1.

What happens now?

Meet with **Mr Fisher**. Your parents will be informed and we will discuss ways to help you from continuing to hurt or be unkind to others.

Choose to change your behaviour.

Level 1

You have been unkind to someone regularly and it could be said that you are bullying.

What happens now?

Meet with your **Head of Year** to talk about your behaviour. Your parents will be informed. We will discuss how you can stop being unkind.

Warning Stage

You have been unkind to someone.

What happens now?

Meet with your **Form Teacher** and talk about your behaviour. You will receive an orange note .

Remember:

The Westbourne Way - Be Respectful