



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 as well as provision for 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 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. The school follows DfE guidance (Behaviour & Discipline in Schools 2016) and the Equality Act 2010.

The school has a recognised Code of Conduct (please refer to Appendix 5), but the primary aim of the behaviour 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.

### **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;
- respect based upon sexual orientation.

### **Rewards, Sanctions and Code of Conduct**

Teachers congratulate children. In Y3&4, the children are rewarded for good behaviour and attitude with a weekly 'Golden Time'.

Y3&4 are awarded 'Star of the Week', Y5&6 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.

Pupils in Y7&8 are not included in these reward schemes but start to work towards Positions of Responsibility which are awarded in these two years. Please refer to Appendix 3 of this policy and the Pupil Roles Responsibilities Policy.

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 50 credits a Credit Certificate is also awarded; thereafter Credit Certificates are then awarded at multiples of 50 (ie: 100, 150, 200 etc).

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. 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. Please refer to Appendix 5 of the Child Protection Policy 'Restraint of Pupils'.

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 teacher, personal tutor and/or the Head of Year as appropriate.
- The child will receive a sanction from the appropriate member of staff.
- If a child repeatedly acts in a way that disrupts or upsets others, 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.
- It would be an expectation that in the event of disclosures about pupil on pupil 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, immediate referral of the incident is passed to the Deputy Head and appropriate sanctions are made as quickly as possible 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.

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. 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:

- Sanctions and rewards are structured differently to the day environment in the school so that there is a marked difference in the life after school, as there would be at home.
- A positive ethos is fostered whereby rewards such as "tuck" or sweets are earned for tidiness and good dormitory behaviour.
- If there is any cause to give a sanction it would be recorded and involve withdrawing privileges such as "tuck", or going to bed early.
- Sanctions could be incurred for talking after lights out, constant lateness or untidiness in the boarding environment.
- The Anti Bullying Policy operates as during the day.
- Individual Boarding Records are kept for every boarder to ensure that any issues are identified, monitored and responded to as required.

### **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 may write a record on the school database 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 the either the Senior Tutor 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.

### **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.

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.

### **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 co-operate 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 Senior Tutor 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.

### **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**

The school keeps a variety of records of incidents of misbehaviour, primarily on iSAMS.

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.

<b>Last Review Date</b>	<b>Next Review Date</b>	<b>Reviewer(s)</b>
March 2021	September 2021	IENCo Deputy Head 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 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.

Adherence to the Westbourne Way is considered worthy of recognition within our Celebration Assembly where certificates and stickers are awarded.

Consistently exceptional conduct is rewarded by a certificate and by signing in the “Golden Book” at our weekly Celebration Assembly.

In the event of misbehaviour, we use a Sanction Policy of 1, 2, 3 Time Out. This works with the child in question being given three warnings. If the child reaches number 3, they are asked to sit on the ‘time-out tile’ where they must sit for a very short period (approximately three minutes) before returning to the activity and apologising to the 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.



**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 – Junior Department Behaviour and Rewards Procedures

### Aims

We expect high standards of behaviour from all pupils in the Junior Department at all times; taking into account the School's Behaviour and Discipline Policy and the Westbourne Way. We attach great importance to the key values of discipline, courtesy, manners, kindness and respect for all. Parents, pupils, staff and governors alike all share responsibility for creating an atmosphere which is conducive to a well-disciplined and happy school which meets the personal, emotional and social needs of our pupils.

The Junior Department aims to encourage pupils to develop self-discipline, to be aware of how their behaviour choices affect other people and to understand the importance of mutual respect and courtesy between themselves, other pupils and members of staff. There will be times when an individual pupil's behaviour is noteworthy of praise and/or a reward is suitable. There will be also be times when an individual pupil's behaviour is unacceptable and, in such circumstances, prompt and clear action needs to be taken to discourage such behaviour being repeated in the future. This Policy sets out how we reward good behaviour in the Junior Department and how we discourage unacceptable behaviour.

### The Ten Golden Rules

Each pupil in the Junior Department follows the Ten Golden Rules. The Ten Golden Rules provide the pupils with important guidelines for behaviour while they are in the Junior Department. It is important that everyone follows these Rules so their time in the Junior Department is safe, happy and enjoyable.

The Rules are displayed in each classroom and they also appear in the prep diaries for pupils. The pupils agree to the following:

1. *We are kind, helpful, honest and **respect** everyone;*
2. *We do not **hurt** the **feelings** of anyone by our actions or words;*
3. *We work **hard** and try our best in everything we do: we also help others to do the **best** they can do;*
4. *We are good **listeners**;*
5. *We are on **time** and we look tidy and presentable;*
6. *We look after our classroom and locker-room and make sure they are **clean** and **tidy**;*
7. *We look after **property**;*
8. *We walk inside the school and open **doors** for others;*
9. *We **play** outside at break-times and*
10. *We have good **manners** in the dining room and do not **waste** food*

### Promoting the Golden Rules

The Golden Rules are displayed in each classroom and also appear in the Prep diaries for pupils. The Rules are discussed with the pupils at the beginning of each term and throughout the course of the term in assemblies and the wider curriculum.

Members of staff treat pupils with respect and politeness and act as a model of good behaviour. Positive reinforcements and rewards are the main means of how the Junior Department promotes good behaviour. In addition, there is a system of sanctions to help children to modify unacceptable behaviour.

### **Rewards for Good Behaviour**

A six-fold system is in place to reward pupils. These rewards are given to pupils who show positive behaviour by close adherence to the Ten Golden Rules.

The type of reward is commensurate with the type of good behaviour and takes into account the pupil's previous history.

- **One**  
Praise from an adult with a suitable explanation.
  
- **Two**  
Award of a patrol credit/token with Class Teachers maintaining an up to date log of individual credit scores with a view to periodically commending the most deserving children. A 'credit cup' is awarded at the end of every term to those pupils in each of the four patrols in the Junior Department with the highest number of credits for that particular term. A separate cup is also awarded to the individual in Y3 and Y4 who has shown the most positive change or improvement as reflected in their credits total. A congratulations postcard is dispatched to the parents of the credit cup winners for each term.
  
- **Three**  
In the case of particularly noteworthy behaviour, pupils will be instructed to see the Head of Juniors (Curriculum/Pastoral) who will award a suitable reward commensurate with the behaviour.
  
- **Four**  
Certificates are awarded in regular Junior Celebration Assemblies for good behaviour and a Behaviour Cup is awarded for exemplary behaviour. Congratulations postcards are sent to the parents of the pupils who have been awarded.
  
- **Five**  
For truly outstanding behaviour, a Headmaster's Letter of Commendation is personally delivered by the Headmaster to the pupil with an accompanying congratulations golden ticket to the relevant parent. In addition, each half term, a pupil from each Junior Department class is invited to share afternoon tea with the Headmaster.

## **Sanctions**

### **Introduction and Philosophy**

Sanctions exist to modify behaviour which falls below the Golden Rules and to indicate to others that such behaviour is unacceptable. The aim is a well-disciplined, happy and orderly school not a punitive one. Sanctions will be applied fairly and consistently. Wherever possible, an incident of unacceptable behaviour will be addressed by the member of staff present and/or (in more serious cases) by the Head of Pastoral Care-Juniors, Deputy-Head or the Headmaster. The type of sanction will be appropriate to the incident and take into account the previous history of the child.

The Head of Pastoral-Juniors has the overall responsibility to ensure that the system is applied consistently and all members of staff should seek his advice if in doubt as to what action to take.

### **Type of Sanctions**

An incremental scale of sanctions is in place as follows:

1. **Reprimand**

This can be done via a quiet word or a look which prevents more serious problems from occurring.

2. **Notes**

A note can be entered onto the School Manager system with a brief description of the incident by reference to the Golden Rules. In addition or by way of an alternative strategy, a note can be made in the pupil's homework diary or via email to parents (copied to Junior Head of Pastoral) setting out details of the unacceptable behaviour. Where appropriate, the child may also be asked to apologise (verbally or in writing) to the person affected by the unacceptable behaviour.

3. **Loss of Break time**

In the case of persistent poor behaviour or a singular incident of poor behaviour or where a child has not completed a written task in class time because of unacceptable behaviour, the child may lose free time. There are a variety of ways to support this sanction depending on the incident. These ways are as follows, in order of severity:

- a) Some/all of break time with Class Teacher. The Class Teacher will set an appropriate task for the pupil to complete;
- b) Some/all of break time accompanying the teacher supervising the break duty;
- c) Some/all of break time carrying out community based work in the form of, for example, litter collection in the School grounds, tidying up the library/classroom etc

- d) Some/all of break time with Junior Head of Pastoral. The Junior Head of Pastoral will set an appropriate task for the pupil to complete. In the case of a) and b), this step will be arranged by the Class teacher with notification given to the Junior Head of Pastoral. In the case of c) and d), this proposed action must be notified to Junior Head of Pastoral and he will arrange for its implementation and completion.

For any of these sanctions and where appropriate, the pupil may also be asked to apologise (verbally or in writing) to the person affected by the unacceptable behaviour and a note will be entered into Prep diary/School Manager and/or an e-mail to parents will be sent. Any such email should be copied to the Junior Head of Pastoral. Once again, it may be appropriate with this sanction for the child to write a letter of apology to the person affected by the unacceptable behaviour.

**4. Meeting with Head of Juniors (Curriculum/Pastoral)**

In the event of unacceptable behaviour (either a singular incident or persistent unacceptable behaviour), the pupil will be asked to attend a meeting with the Head of Juniors where the behaviour will be discussed and a suitable sanction will be given.

**5. Meeting with Deputy Head/Headmaster**

Where appropriate, the child may be referred to the Deputy-Head/Headmaster to discuss the situation with a view to improving the behaviour of the child. The Deputy Head/Headmaster may wish to implement any of the above sanctions to include loss of break time and/or e-mail to parents/request a meeting with parents to discuss the situation.

**6. Loss of privileges**

Where appropriate, the child may lose the right to go on trips/membership of school teams. However, consideration is given to the impact of others teaching or taking part in these activities.

For persistent serious misbehaviour or dangerous behaviour, temporary or permanent exclusion might be appropriate

## Appendix 3 – Years 5-8 Behaviour and Rewards Procedures

### Aims

An essential part of our behaviour management for 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:

- **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 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 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.
- **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 have been obliged to miss.

The detention will be split in two:

- An ACADEMIC detention for those with the subject-related issues (work set)
- 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 4



**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 5



### 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 lesson, 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.



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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**