Westside School: Behaviour Policy

The Principles of our Policy

In line with the fundamental principles that drive our school we aim: to uphold high standards of pupil behaviour to create a safe and welcoming environment for pupils and staff in order to foster a culture of engagement, excellence, resilience and ambition to help every individual reach their full potential.

Staff will set high expectations for behaviour and learning and ensure that positive behaviour is consistently recognised whilst ensuring that inappropriate behaviour is challenged and addressed and applying the strategies and protocols in line with this policy.

This will enable pupils to:
- Enjoy and achieve in their learning.
- Promote/develop empathy and respect for self and others.
- Develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- Access the full range of learning opportunities in a calm, positive environment.
- Ensure regular attendance and punctuality to school and lessons.
- Value the school environment and its routines.

Pupils are expected to take personal responsibility for their behaviour, fostering a positive school environment is a collective effort involving staff, pupils and the wider school community.

The School Ethos

We are committed to providing the best educational opportunities we possibly can to allow all our pupils to thrive and be equipped with the skills that they will need as they prepare for adulthood. This means focusing on the wellbeing of every child to ensure that they are safe, respected, nurtured, healthy, active, achieving, responsible and included. This requires that we design a learning environment where every pupil has access to high-quality education and each pupil is helped to reach their goals and achieve positive outcomes.

The most effective means of guiding children so that they behave as expected is through sound relationships and nurturing care which help generate a level of mutual respect and encourage young people to develop acceptable responses.

The school has a holistic and inclusive approach to learning and teaching in which the above principles are respected, and upheld by all members of the school community.

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Many principles of good behaviour are reinforced daily through the consistent modelling of positive social behaviour by all adults in the school community. Alongside this, a clear and consistent system of consequences is in place to address poor behaviour and ensure accountability, supporting a balanced, considered and fair approach to maintaining high standards.

Pupils are part of a school community, to which they have responsibilities. Within our community, all individuals have the right to be respected. Mutual respect is fundamental in creating a positive and supportive learning and teaching environment.

Roles and Responsibilities

Everyone within our school community has a responsibility for maintaining high standards of behaviour and supporting the implementation of this policy.

The head teacher and senior leaders are responsible for:
● Leading a school culture that encourages positive behaviour and addresses misbehaviour effectively.
● Ensuring all stakeholders are aware of the school policy and understand their role within its implementation (this includes pupils, staff and parents as well as the wider school community, where appropriate).
● Supporting staff with managing complex behaviour issues.
● Maintaining oversight of safeguarding records.
● Providing guidance on escalation procedures.
● Overseeing the consistent application of the behaviour recording protocols, ensuring that all staff are trained to use the Go4Schools platform effectively.
● Monitoring the effectiveness of the policy.
● Supporting staff in the effective implementation of this policy, ensuring that rewards, sanctions and other methods for managing behaviour are implemented fairly and consistently.
● Ensuring behaviour is managed in accordance with Gibraltar's safeguarding legislation, the Equal Opportunities Act 2006, our Safeguarding Policy and other statutory requirements.
● Ensuring serious incidents, such as physical assaults, are reported to the Royal Gibraltar Police (RGP) when necessary.
  o The school will provide any required evidence to support investigations, ensuring accountability and the safety of all community members.
● Monitoring behaviour records to identify trends, address concerns and ensure timely interventions.
● Identifying any CPD needs associated with the implementation of this policy.
● Ensuring the policy is reviewed annually in consultation with all stakeholders.

All Staff are responsible for:

- Fostering a positive learning environment where pupils are able to complete their work, feel safe and progress academically, socially and emotionally.
- Bringing to the attention of SLT significant behavioural issues at their earliest opportunity.
- Modelling appropriate behaviour to pupils.
- Treating all pupils with respect, even when addressing instances of unacceptable behaviour.
  o While actions and behaviour are addressed firmly and appropriately, this is done in a way that upholds the dignity of all individuals and reinforces the values of the school community.

Teaching Staff are responsible for:
- Implementing strategies that have been put into place to help pupils to manage their own behaviour.

- Implementing this behaviour policy fairly and consistently.

- Keeping accurate records of behaviour in line with the school's stated requirements.
  o Behaviour events, both positive and negative, must be recorded on the Go4Schools platform and shared with the appropriate staff, including the form tutor, Pastoral leaders, Subject leaders, and SLT, as necessary.
  o Safeguarding concerns must be recorded using the specific safeguarding form, located in the Staff Handbook and accessible here.
  o Staff should keep brief records of phone conversations and face-to-face meetings for their own reference and upload any relevant details as a Go4 event where appropriate.
- Issuing rewards and sanctions in line with the school policy.

A *Classroom Behaviour Management Guide for New Teachers* is available here to provide explicit guidance for supply teachers, student teachers and ECTs.

Parents/Carers are responsible for:
- Working in partnership with the school to support them in implementing this behaviour policy. See Parents Handbook here.
- Supporting their child to understand how to behave appropriately.
- Informing the school of any circumstances that may impact their child's behaviour.
- Engaging with the school when concerns are brought to their attention.

Pupils are responsible for:
- Ensuring that their behaviour aligns with the school's rules and expectations.
- Taking responsibility for their own actions and understanding the consequences of not meeting behaviour expectations.
- Communicating concerns or issues regarding behaviour to an appropriate member of staff.

School Rules

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Westside School has established a set of guidelines to ensure a positive and productive environment for all pupils. These rules can be summarised into three clear instructions:

Be ready,

Be respectful,

Be safe.

In practice, this means that pupils should:

- Behave in a manner that reflects the high expectations of the school.

- Follow instructions at all times.

- Wear the correct uniform.

- Keep their phone in their bag.

- Attend all lessons regularly.

- Bring everything they need for lessons.

- Be punctual to all classes.

- Respect others and school property.

- Move purposefully around the school.

- Submit homework on time.

- Use Google Classroom appropriately.

- Adhere to specialist area & health and safety rules as signposted around the school.

These expectations are shared with all pupils and parents/carers each term by:
- Email to parents/carers
- Form time and Year group assemblies using this Powerpoint Template HERE which is adapted to include the Whole School Target each term.

The Whole School Pupil Behaviour Target is identified by the SLT in collaboration with Pastoral Leaders after monitoring behaviour records to identify trends, address concerns and ensure timely interventions.

Rewards and Consequences

The school recognises the importance of valuing positive behaviours as well as addressing negative ones. Laid out below is the range of rewards and consequences applicable at Westside.

Rewards:
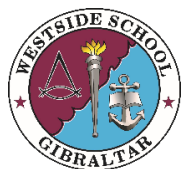
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We value good behaviour and strive to recognise and reward pupils' positive contributions to the school community. Rewards aim to celebrate achievements, reinforce positive behaviour, and promote motivation.

Our Commitment:

We regularly praise and reward pupils for:
- Demonstrating good behaviour.
- Exhibiting positive social skills.
- Contributing to the school community.
- Showing progress and attainment.

Methods of Rewarding Pupils:

Reward Type	Description
Verbal Praise	Recognising efforts and achievements through verbal acknowledgement.
Achievements Assemblies	Celebrating students' accomplishments during assemblies.
Celebration Postcards	Sending postcards home to celebrate students' successes.
Sharing Achievements Online	Sharing achievements on platforms like Google Classroom, Twitter, and Instagram with pupil consent.
Displays of Good Work	Showcasing outstanding work on school display boards and screens.
Communication with Parents/Carers	Informing parents of achievements via emails or phone calls.
Reward Trips	Organising trips for exemplary behaviour and achievements.
Positions of Responsibility	Recognition through roles like Head Student, Prefect, Peer Mentor, Student Ambassadors, greeting visitors, showing visitors around the school, etc.

Escalating Series of Consequences:

The consequences for inappropriate behaviours will depend on the nature and severity of the incident, as well as the circumstances of each individual case. They may include:

- A cooling-down period or time-out if a pupil is highly dysregulated, allowing them to regulate emotions in a safe environment.
- Restorative conversations or actions to repair harm caused to individuals or the school community.

- A meeting with parents or carers to discuss the incident and agree on next steps.
- Placement in isolation for a fixed period to reflect on their behaviour and complete

work away from peers.
● Suspension from school for serious or repeated infractions.

The school reserves the right to adapt consequences to ensure fairness, support and the overall safety of the school community.

Level	Examples of Behaviour	Staff Involvement	Possible Consequences
Level 1	Persistent low-level disruption. Ignoring warnings, refusal to follow instructions, minor disruptions.	Classroom Teachers with Support of Subject and Pastoral Leads where necessary	Verbal warnings, seating plan changes, teacher-managed detention, parental contact. (Behaviour always logged on Go4)
Level 2	Antagonistic behaviour, discriminatory language, repeated disruptions.	Referral to Subject Lead or Pastoral Lead	Reflection sheets completed by Pupil behaviour contracts, report cards, loss of privileges. Moved to another class. (See Time-Out Protocol) (Behaviour always logged on Go4)
Level 3	Aggressive behaviour, possession of prohibited items, serious actions endangering others, bullying.(See Preventing and Tackling Bullying Policy)	Immediate referral to SLT, consultation with relevant Education Advisor and/or referral to external agencies.	Parent meetings, isolation, fixed-term suspension, removed from class, exclusion from school (in extreme cases) and reported to RGP where appropriate. (Behaviour always logged on Go4)

Consequences can be used to address a behaviour that contravenes the school's rules and expectations. When pupils receive a consequence:

- It must be made clear why the consequence is being applied, using language aligned with the school's core values 'Ready, Respectful, Safe' (e.g., "You have not been ready to learn," "Your behaviour has been disrespectful," or "Your behaviour is unsafe").
- It must be made clear what changes in behaviour are required to avoid future consequences.
- The consequence is applied to the behaviour that the person has displayed on that occasion, not to the person.

In Class Consequences

- Verbal warning.
- Change of seating plan.
- Time-Out in neighbouring class with work as appropriate.
- The Confiscation of forbidden items (see below).
- Detentions issued by:
    - Class Teacher.
    - Form Tutor.
    - Pastoral Leads.
    - Subject Leads.
    - SLT.

The length of the detention is at the discretion of the staff member and should be commensurate with the severity of the behaviour.

- Reflection sheet completed by the pupil and signed by parents
- Report Cards
    - Subject report cards (yellow) initiated by Class Teacher in conjunction with Subject Lead.
    - Behaviour report cards (pink) initiated by Pastoral Lead in consultation with Class Teachers.
    - Online progress reports initiated by Pastoral Lead.
    - Attendance monitoring card (green) initiated by Pastoral Lead.
- Contact with Parents/Carers

    Prior to contacting parents, teachers shall liaise with the relevant Pastoral Lead to ensure that appropriate context and support are provided.

- Telephone Call to Parents/Carers: Teachers may contact parents/carers to discuss the behaviour. Pastoral Leads and/or SLT are available to provide guidance and support
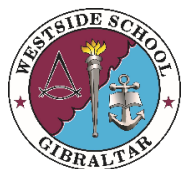
during these communications, ensuring a constructive and consistent approach is taken when addressing concerns.

- Email to parents/carers (Some suggested wording provided here)
- Letter of concern shall only be sent after communication with parents via email or telephone call home.
- Isolation from Lessons
  Pupils isolated from lessons are provided with a reflection sheet and appropriate work by class teachers and supervised, and supported as necessary.

Isolation

Pupils may be isolated in a predetermined Alternative Learning Environment (see Time-Out Protocol) in consultation with Subject and/or Pastoral Leaders with:

- Subject Leader
- With the Pastoral Leader
- In the Student Support Centre
- In the Hub with a member of SLT

For pupils with persistent or long-term disruptive behaviour the most appropriate isolation setting will be determined and a Pupil-specific Risk Assessment updated. Relevant staff will be informed to ensure consistent implementation.

- Supporting staff with managing complex behaviour issues.
- **Loss of privileges** e.g. school trips, tournaments, fun days etc.
- **Cooling off period** Pupil is either sent home after informing parents or directed into the sensory room or soft room.
- **Behaviour contracts**
- Exclusion from school as per the Exclusion from School protocol

Cooling-Off Period:

If a pupil becomes highly dysregulated and is unable to engage safely or productively within

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the mainstream school environment, they may be taken to one of the Soft Rooms or Sensory Rooms in the Student Support Centre, or be sent home for a short cooling-off period. This allows the pupil to regulate their emotions and reflect on their behaviour in a supportive setting before consequences are addressed.

Behaviours That May Merit a Cooling-Off Period:

- Severe emotional distress or dysregulation that poses a risk to the pupil's wellbeing or the safety of others.
- Escalated behaviour where immediate intervention within school has been unsuccessful.
- Situations where continuing in the school environment may exacerbate the issue, such as aggressive or highly disruptive behaviour.

Follow-Up Process:

- The pupil's parents or carers will be contacted immediately to inform them or collect the pupil and discuss the situation. A reintegration meeting will be scheduled in order to facilitate the pupil's return.
- Reintegration meetings ensure a discussion is had which explores the behaviour that led to the exclusion, reinforcing the expectations about behaviour and considering appropriate further consequences that may be required.
- Following a reintegration meeting with the pupil and their parents/carers, the pupil will return with appropriate measures implemented as necessary. Support strategies, such as referral to pastoral staff, school counsellors, or behaviour interventions, may be introduced to prevent recurrence.

Consequences of behaviours are to be recorded as behaviour events on Go4Schools, with the pupil's Form Tutor and Pastoral Lead selected in the 'Share with other staff' box along with all other relevant staff. Details of the behaviour and the consequences shall be included in the behaviour event.

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The following behaviours are not tolerated at Westside School and will result in an appropriate consequence (see below):

- Any form of aggression.
- Rude, disrespectful or discriminatory language or behaviour.
- Carrying any unsafe or banned items (see below).
- Graffiti, littering or damage of property.

Classroom Expectations

Arrival:

- Pupils must **not** enter classrooms without a teacher present.
- Upon arrival, pupils are to line up quietly outside the classroom until the teacher arrives.

Entering the Classroom:

Once the teacher arrives, pupils should:
- Leave their bags in the designated area.
- Proceed to their places quietly and orderly.

During Lessons:

- Pupils must listen respectfully when others are speaking.
- Follow instructions promptly and fully.
- Engage actively in the lesson, contributing positively to discussions and activities.
- Use equipment and resources responsibly.

Dismissal:

- Teachers should ensure that the end of the lesson allows pupils to ready themselves for the transition to the next lesson and promote a calm and organised dismissal by stopping lessons 2-5 mins before the 'pips'.
- Teachers stand at the door of the classroom to supervise pupils as they line up in a single file line after pushing in chairs and leaving the classroom tidy for the next lesson.

- On the 'pips', the teacher opens the door and allows pupils to step into the corridor in a calm and controlled manner to facilitate movement between lessons on their floor.

Movement around the school:

(Between lessons, during break times and lunchtimes**)**

- Pupils should follow instructions and move swiftly, calmly and purposefully to their next location.

Mobile Phone Usage

- Pupils must keep mobile phones in flight mode or switched off, and stored in their bags at all times during the school day.
- Pupils may not wear headphones (or Ear Defenders) in the school building, unless exceptional permission has been given.
- A list of the pupils with this permission is kept in this document: [Pupils with Alternative Provisions](#) which also indicates which pupils have Time Out Cards, Lift Passes, Toilet Passes, Leave 5 mins early, use the Accessible Entrance, or use their mobile to monitor their blood sugars if diabetic.
- Failure to follow these expectations will lead to the confiscation of a pupil's device. All confiscations are to be recorded on the Go4Schools platform, and mobiles are to be taken to Reception and left with the secretaries.
- If a pupil refuses to hand over their phone, a member of SLT or designated member of staff can be contacted via the secretaries to come and assist. The child will subsequently work in isolation.

Confiscated phones can be collected from Reception by pupils at the end of the school day at 15:30. If a pupil is leaving early for an appointment or is unwell, they will be able to collect it when leaving the premises. If a pupil goes home for lunch and requires use of their phone (eg apple Pay/Revolut), they will be permitted to collect their phone at 12:45 and will be expected to resubmit it at 13:45.

Repeated Violation of this Rule will result in Confiscation until a parent comes to collect the device from the Hub. Parents will be informed by SLT.

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The following is a non-exhaustive list of items that pupils are prohibited from bringing into school:

- Vapes or e-cigarettes
- Tobacco products
- Non-approved medication or drugs
- Weapons: any object used with the intention to harm, threaten or intimidate others
- Alcohol
- Stolen goods
- Pornographic images or materials
- Fireworks

Prohibited Items and Consequences

The possession, use or distribution of prohibited items is treated with the utmost seriousness. Specific actions and consequences will depend on the nature of the incident, but the following outlines key protocols:

Weapons and Illegal Substances:

- SLT should be alerted immediately.

- Any incident involving weapons or illegal substances will result in the immediate confiscation of the item and the pupil being removed from the school environment for safety reasons.
- The Royal Gibraltar Police (RGP) will be contacted, and the school will fully cooperate with any investigation.
- Consequences may include suspension, placement in isolation, or, in the most serious cases, exclusion from school.
- The school will act in compliance with Gibraltar's laws, including safeguarding legislation and protocols for reporting criminal activity.

In this eventuality, staff must report incidents immediately to the Senior Leadership Team (SLT). The SLT will assess the situation and notify external agencies and the RGP where required. Parents or carers will be informed promptly of the incident and next steps.

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Exclusion from School as a Consequence: While exclusion from school is a last resort, it remains a possible outcome for severe breaches of school rules, particularly those that compromise the safety of others, such as using or distributing weapons or illegal substances.

Support System for Individual Pupil Needs

When a pupil demonstrates persistent behavioural challenges across the curriculum, a tailored Behaviour Support Programme will be developed to address their specific needs. These programmes are created collaboratively with the pupil and their parents/guardians and may involve input from Senior Leadership Team (SLT) members, the ALC coordinator, the SENCo, and Pastoral Leads. The goal is to provide a clear and structured roadmap for improving the pupil's behaviour.

To ensure a consistent and supportive approach throughout the school day, all staff working with the pupil, including break-time supervisors, will have access to the Behaviour Support Programme.

If behavioural challenges persist despite the implementation of the programme, the school will collaborate with external agencies to explore additional solutions to support the pupil. Furthermore, the school may provide targeted pastoral support or mentoring through various means, such as peer mentors, Learning Support Assistant (LSA) interventions, or support from the ALC (refer to the ALC policy for detailed guidance).

Support Systems for Staff

The school is committed to supporting all adults working with pupils by providing clear processes, training, and assistance to ensure a safe and productive learning environment. This support includes:

- **Training and Professional Development**: Adequate training, whether through whole-school initiatives or personalised sessions, is provided to equip staff with the tools needed to manage behaviour effectively. This includes onboarding staff new to the school with the policy and relevant protocols and guidance.

- **Discussion of Behavioural Issues**: Opportunities for staff to discuss and reflect on behavioural challenges with clear objectives, such as identifying solutions, agreeing on

strategies, and ensuring alignment with the school's Behaviour Policy including Case Conferences which take place at 08:45 or Solution Circles which are a longer process and take place during an allocated staff meeting at 15:30 for specific cases that arise.

- **Senior Leadership Guidance and Advice:** [Senior staff](#) are available to advise on behavioural matters, including the application of the most appropriate consequences. This ensures consistency and fairness in line with the Behaviour Policy.

- **Emergency Support**: Members of the SLT are available for urgent situations during the school day. Clear communication protocols are in place to ensure staff can access support promptly through the school's Secretary in the Hub.

- **Senior Leadership Support:** Senior Staff are aware of the impact that managing behaviours of concern can have on the wellbeing of staff and will be alert to these and support staff at a personal level when required.

- **Wellbeing Support:** Staff have access to a dedicated Wellbeing Team as part of the Civil Service, which they can reach out to at any time for guidance and support.

- **Advisory Team and Main Office Support:** School staff inclusive of SLT can also access additional guidance, advice and support from colleagues at the Main Office. In cases where staff has been subject to serious misbehaviour or violence, the Advisory Team will be informed and appropriate support will be put in place. The incident may require further investigation by the Advisory Team, with appropriate measures and follow up action put in place as necessary. Where necessary, incidents will be reported to the RGP and injuries will be recorded according to HMGoG's DPD Accident at Work policy, with appropriate support measures implemented.

- **Support from Other HMGoG Departments, Agencies and Authorities:** The Advisory Team and the Educational Psychology Team will work with school SLT to liaise with colleagues across the Public Service, including but not limited to the RGP, Care Agency, GHA and GYM, wherever a pupil's needs require further strategic inter-agency discussion, advice, action and/or support.

Support system for parents/carers

The school actively encourages parents and carers to play a positive role in the behaviour of their children. The school ensures that parents are well-informed by sharing the behaviour policy through various channels, including the school website, emails and dedicated assemblies for parents. These efforts aim to foster a clear understanding of expectations and a consistent approach to behaviour management.

Should any concerns arise, parents can contact the school via the main switchboard or the enquiries email address, where concerns will be passed to the relevant members of staff. Should an appointment be required, these are strictly by appointment only to ensure the availability of the appropriate staff. The Senior Leadership Team (SLT) will determine who attends these meetings based on the nature of the concern to ensure effective communication and resolution.

By working together with parents and carers, the school aims to support positive behaviour in pupils, address and resolve behavioural issues effectively, and foster a supportive and collaborative school community.

Policy Shared with Staff:

Policy feedback and amendments:

Policy to be reviewed: