



Westcliff High School
for Boys

BEHAVIOUR POLICY

REVIEWED:	Autumn 2021
COMMITTEE:	Teaching Quality & Pastoral Care
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1. INTRODUCTION

The School will monitor and conduct an annual review of the Behaviour Policy and associated procedures in order to ensure that the Policy and procedures are effective, fair and applied consistently. The Student Body, through the School Council, will be part of the annual review process. Parents will be informed that the reviewed Policy is available on the School Website and will be invited to comment.

The Governing Board's Teaching Quality and Pastoral Care Committee will oversee the annual review of and approve the Behaviour Policy and associated procedures to ensure its continuing appropriateness and effectiveness.

The outcome of the annual review and changes to the Policy will be communicated to all those involved and incorporated into an amended Behaviour Policy.

1.1 Aims

The aim of this Behaviour Policy is to provide the School community with an inspirational, safe and nurturing environment where pupils are encouraged and supported to achieve personal excellence in a wide range of academic, cultural, humanitarian and sporting activities.

Through the enactment of our Behaviour Policy, the School will:

- Promote positive behaviour;
- Support pupils in their academic, emotional and social development;
- Enable effective teaching and learning;
- Create a safe and secure environment for all members of our community;
- Encourage the understanding and acceptance of individual differences; and
- Create a just and caring community

All teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the School rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils such as teaching assistants and cover supervisors.

Details of specific sanctions are laid out in Appendix C.

The School's Behaviour Policy acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and Disability (SEND).

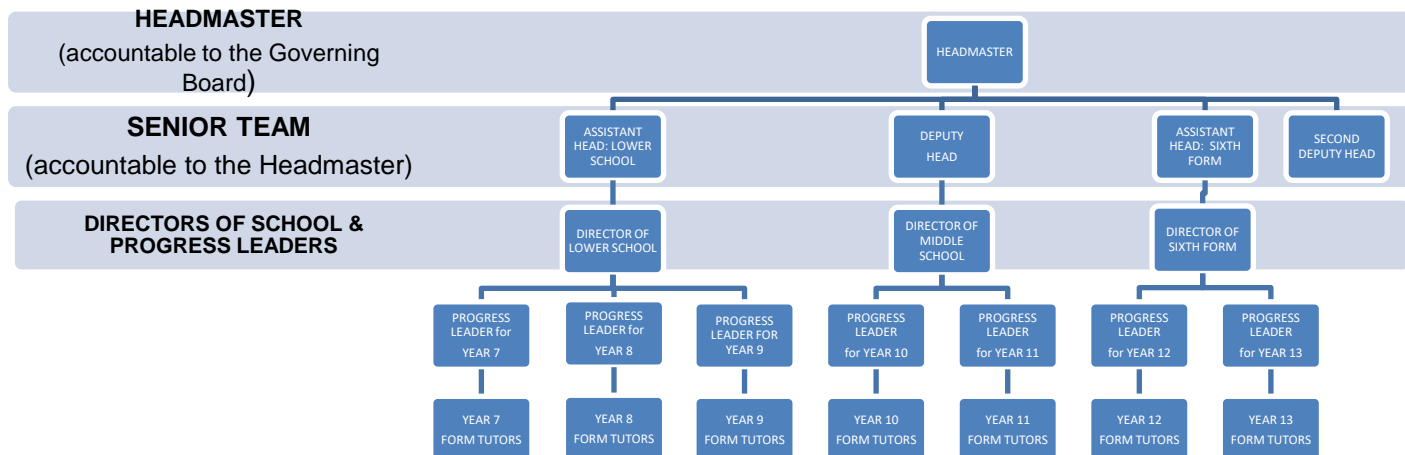
1.2 Expectations of Pupils

The Basic Rules for Pupils (Appendix A) and the Code of Conduct (Appendix B) offer the framework for discipline. They aim to create a balance between the freedom any young person needs to develop his own interests and personality and the order any School community needs if it is to be effective. Irresponsible behaviour which brings the School and its members into disrepute will be regarded as a breach of these standards. This particularly applies to behaviour in public (e.g. on buses). It is expected that the Code of Conduct and Basic Rules for Pupils will be obeyed in the spirit as well as in the letter and it is hoped that, through the environment fostered at WHSB and through our teaching, pupils from the very first year will develop sufficient personal responsibility, self-discipline, good sense and good manners to diminish the need for discipline which is externally imposed.

2. BEHAVIOUR MANAGEMENT STRUCTURE (Personnel)

2.1 All staff have a responsibility to contribute to the positive behaviour of pupils.

The Pastoral Structure for the School is laid out below:



2.2 The Role of Directors of School and Progress Leaders

The role of the Pastoral Head (including Directors of School and Progress Leaders) is concerned with directing and developing the pastoral structure. Naturally, the Pastoral Head will be concerned with day-to-day issues but she/he is also concerned with thinking in broader terms about the year group and for developing and promoting strategies directed towards the academic, personal, social, cultural, intellectual and physical development of each pupil. The Pastoral Head will have a close interest in the work of Departments, provision for individual needs, the extent of extra-curricular activity, the help we provide to pupils to develop as members of a community, the cultural interests of pupils and the extent to which the School is able both to encourage pupils to respect widely shared corporate values and to develop genuine independence of mind. She/he will also co-ordinate her/his approach to these matters with other members of the Pastoral Team. Full details of the role are contained with the relevant job descriptions.

2.3 The Role of the Form Tutor

The foundation of pastoral support is the Form Tutor who has day-to-day responsibility for the welfare and guidance of his or her tutor group and over the course of a School year (and in most cases two to three School years) will come to know the strengths and weaknesses, backgrounds, characters and ambitions of those pupils better than any other member of staff.

The particular responsibilities of the Form Tutor are set out in a job description and in the document entitled *The Role of the Form Tutor* (Appendix E). Form Tutors are encouraged to deal themselves with the full range of issues which arise from the tutor group, to communicate with parents, to maintain records of significant exchanges on a pupil's personal file and to advise the appropriate Pastoral Head of more serious cases where his or her involvement may be desirable.

Significant exchanges with pupils and parents should be recorded on a pupil's file and within SIMS. Form Tutors have sessions with their forms each week. In addition, time is provided for Form Tutors to have personal interviews with each member of their form in relation to progress. Form Tutors will also use their own professional judgment on when a lengthier interview with a particular pupil is necessary outside this framework and they will be mindful too of the need, from time to time, to arrange interviews with parents other than at scheduled parents' evenings.

3. BEHAVIOUR MANAGEMENT PROCEDURES

3.1 Rewards

We seek to encourage personal responsibility and self-discipline through promoting high expectations of our pupils. We encourage pupils to develop a respect for themselves and for the School by rewarding pupils when they have achieved excellence and by giving them the opportunity to exercise responsibility. Student democracy, House (ePraise) points in the Lower School, Senior Commendations and Colours for sporting excellence and drama are examples. Responsibility is also promoted by the Prefect system, and equally students are encouraged to become involved in the administration of clubs and societies and to support Departments as subject prefects. Moreover, the general climate of teaching is open and pupils are encouraged to question received opinions and to develop a genuine independence of mind. Freedom within the context of discipline is something we encourage. It is an important matter of principle in the School that rewards and responsibilities given to pupils are awarded fairly and consistently and always on merit alone.

Individual Departments provide further guidance on the issue of rewards and members of staff should familiarise themselves with these.

3.2 Enforcing Sanctions

The School believes that appropriate sanctions are part of the process by which young people learn good behaviour and avoid negative actions.

The expectations of pupil behaviour, the School rules and related sanctions, all apply in School, travelling to and from School, on School trips, residential visits and foreign exchanges. The School reserves the right to withdraw a pupil from an activity on or off-site if there is reason to believe that these standards will not be maintained.

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a School rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of School staff or a member of staff authorised by the Headmaster;
- The decision to punish the pupil and the punishment itself must be made on the School premises or while the pupil is under the charge of the member of staff;
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. Appendix C provides guidance on appropriate sanctions.

A punishment must be proportionate. In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Staff must consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, colleagues should follow the School's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School should consider whether a multi-agency assessment is necessary.

3.3 Types of Sanctions

A variety of sanctions are used against students who either break School rules or produce work of an unsatisfactory nature. These sanctions are intended to be constructive and in each case the punishment is related to the seriousness of the offence and emphasis placed on the principle of restitution. A summary of our approach is set out below. The School uses a system of lunchtime and after School detentions if it feels that the offence is sufficiently serious to detain a pupil. Lunchtime detentions are for less serious offences and will be of such a length as to allow the pupil sufficient time to take lunch. Parents will receive at least twenty-four hours' written notice of an after School detention and the written notice will inform parents why the detention has been given, when and where the detention will take place and for how long it will be. In exceptional circumstances, the Headmaster reserves the right not to give twenty-four hours' notice.

The paper, *a Guide to Disciplinary Procedures and Sanctions at WHSB from September 2021* (Appendix C), gives guidance to staff on the levels of disciplinary response which may be appropriate in particular cases. While members of staff are expected, in the interests of consistency, to be mindful of and to respect its guidelines, an element of professional judgment will always be needed to meet the circumstances of individual cases. If in doubt, colleagues should ask a Pastoral Leader for guidance on the balance between respecting rights, defining values and protecting others.

3.4 The School Detention System

The detention system plays an important part in the School's disciplinary structure. Detentions are intended to be a deterrent in the sense that they deny free time to pupils but they also have a constructive element in that frequently they enable pupils either to catch up with missing work or to reflect on their own misbehaviour.

There are four stages in the School's detention system:

- **Stage One: Lunch time Detention:** organized by individual members of staff and not in excess of thirty minutes. Such detentions may be given after a verbal warning for minor infringements of the School's reasonable expectations. They are recorded on a pupil's Conduct Card.
- **Stage Two: Subject Detention after School:** These are organized by individual members of staff and should not be in excess of 40 minutes' duration. Pupils must be issued with a yellow detention card by the member of staff and the pupil must follow the instructions given on the card. After issuing a Subject detention, the tear-off slip must be handed to the appropriate Pastoral Office for record keeping. Subject detentions after School are given for work related or behavioural offences in circumstances where a lesser sanction has proved ineffective.
- **Stage Three: Lower School/Middle School Detention or Head of Department Detention:** These are organised by the relevant Pastoral Offices under the direction of the Head of School or Department. A letter will be sent home to parents detailing the nature of the offence(s). Detention letters request parents to telephone the School to confirm receipt. The relevant Pastoral Office will log such acknowledgements. These detentions are given for Conduct Card infringements, missed subject detentions (which

result in a Head of Department Detention) and repeated subject detention sanctions (which result in a Head of School Detention). The detention will be of one hour's duration and will be supervised by a Pastoral Leader.

- **Stage Four: School Detention:** These detentions will be of one hour and twenty minutes in duration and the following procedure should be followed:

3.5 School Detention

Any member of staff wanting to place a pupil in School Detention should first secure the agreement of the appropriate Pastoral Leader depending on the nature of the offence. The member of staff should then complete a pro-forma detention letter for completion in the relevant Pastoral Office, giving the name of the pupil, his Form and detailed reasons for the detention. Letters should be sent by post to parents concerned informing the parents of the time, place, length of and reason for the detention. Pastoral Leaders and/or the relevant Assistant Head/Deputy Headmaster will see all such letters for approval and copies should be sent to all concerned parties.

School Detentions will be supervised by senior staff in rotation. The Deputy Head and Assistant Head with management responsibility for the Lower and Middle School will oversee and direct the supervisory arrangements. The Headmaster, Deputy Headmaster, Second Deputy, Assistant Headteachers or Pastoral Leaders may for very serious, aggravated or accumulated offences also impose Saturday and Holiday detentions.

Detention letters request parents to telephone the School to confirm receipt. Pastoral tutors will log such acknowledgements.

A copy of the detention letter should be filed in the pupil's file in the Office. A record should also be entered in SIMS by the relevant Pastoral Office. Behaviour points are awarded for different levels of sanctions and these points will be recorded on the pupil's Report. Information on the number of detentions will be collated by the relevant Pastoral Office and passed to Pastoral Leaders.

Work must be set by the teacher who has placed the pupil in School detention. It must keep the pupil silently occupied for the duration of the detention. It should not merely be catch-up work or missed homeworks although this may be appropriate in some serious cases.

A School Detention should not be given lightly. The decision should send a signal to the pupil, his peers and his parents that his conduct has been sufficiently unsatisfactory to deserve a severe punishment. School detention is a currency which must not be devalued by use for trivial offences.

A School Detention may be given for late homeworks or unsatisfactory work if other teacher and Departmental interventions such as subject, Head of Department or Lower/Middle School detentions have failed to elicit necessary work from a pupil. A School Detention may also be given for behavioural offences requiring a severe punishment but not sufficiently severe to merit a Saturday detention.

The good judgement, reasonableness and consistency of members of staff when giving detentions is crucial if the system is to retain credibility. The provisions of the Education Act 2011 regarding punishment are regularly discussed with existing staff, part of the induction of new staff and must be respected.

3.6 Power to Discipline Outside the School Gates

Teachers can discipline pupils at any time the pupil is in School or elsewhere under the charge of a teacher including on School visits. Teachers also have a statutory power to discipline pupils for misbehaving outside of the School premises to such extent as is 'reasonable'.

While Schools are able to regulate certain conduct off School premises, they can only impose sanctions when the pupil is on the School site or under the lawful control or charge of a member of staff. A sanction could be imposed whilst a pupil is on a School trip, but not whilst the pupil is on his journey home from School for instance.

In such circumstances, the member of staff could indicate to the pupil that he has been seen misbehaving and will be punished, but must wait until the pupil is next in School to issue the punishment.

Schools must act reasonably both in relation to expectations of pupil behaviour and in relation to any measures determined for regulating behaviour by pupils when off the School site and not under the lawful control or charge of a School staff member.

Members of staff should take into account of the following factors:

- the severity of the misbehaviour;
- the extent to which the reputation of the School has been affected;
- related to this, whether the pupil(s) in question were wearing School uniform or were otherwise readily identifiable as members of the School;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff);
- whether the misbehaviour in question was on the way to or from School, outside the School gates or otherwise in close proximity to the School;
- whether the misbehaviour was whilst the pupil was participating in a School enrichment activity (such as a in a sports event with another School (i.e. when the pupil might be expected to act as an ambassador for the School) which might affect the chance of opportunities being offered to other pupils in the future.

Staff should be aware that technology (such as mobile phones, internet sites (for example, *Facebook* and *Twitter*) and chat rooms) can be exploited by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages / images inside or outside of School will not be tolerated and appropriate sanctions will be applied to perpetrators.

3.7 Power to Search

A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a mobile phone or smart watch that is causing disruption and the School might use its legal power to discipline if the pupil unreasonably refuses to cooperate. Staff can search a pupil for any item if the pupil agrees to the search. The School also has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item, Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property (*Searching, screening and confiscation*, DfE, January 2018). Searches of this nature should only be carried out by a member of the Senior Team (ST) or a member of the relevant Pastoral Office. The member of staff carrying out the search must be of the same sex as pupil being searched and there must be another member of staff present to witness the search.

It should also be noted that, while confiscation of a mobile phone is legitimate (as set out in our *Mobile Phone policy*), searching through a phone or accessing text messages without the pupil's

permission is not unless there is 'good reason'. In determining a 'good reason' to examine or erase the data or files on a pupil's device, the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the School rules. If an electronic device that is prohibited by the School has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as practically possible. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. The School is not required to inform parents before a search takes place nor seek their consent to search their child. There is no legal requirement to keep a record of a search (*Searching, screening and confiscation*, DfE, January 2018).

3.8 Confiscation of Inappropriate Items

Following the introduction of the Education Act 2011 and supplementary advice to headteachers, school staff and governing bodies (*Searching, screening and confiscation*, DfE, January 2018), Schools have been given new powers in relation to the confiscation of inappropriate items. As with other sanctions, the sanction of confiscation must be applied in a **reasonable** and **proportionate** way.

In practice, this means that members of staff can confiscate items which are creating a disturbance or which are not permitted to be used within the School grounds. This includes inappropriate garments which are not part of the School uniform.

When retaining a confiscated item, teachers are expected to:

- write a note in the pupil planner to inform the pupil's parent that an item has been confiscated, and ensure the note is countersigned on return.
- for items of obvious value or illegal nature, place the item in an appropriate secure storage place (for example, in a locked office or for items of an illegal nature in the Headmaster's Office).
- take care to ensure that they are clear which item belongs to which pupil.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and racist or pornographic material. This material should be referred to a member of the Senior Team (ST) or the relevant Pastoral Office who will decide on most appropriate action to take.

3.9 Power to use Reasonable Force

The legal provisions on School discipline provide staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Reasonable force may be used to either to **control** or **restrain** pupils. Control generally implies passive physical contact such as blocking a pupil's path or physical contact like leading a pupil by the arm away from a situation which might escalate. Restraint means to hold back physically or to bring a pupil under control, such as dealing with pupils who are fighting and who refuse to separate. At all times staff should try to avoid causing any injury to pupils. Any occasion where physical intervention is used must be recorded in writing and signed by any witnesses. Parents must be informed about any use of force on the same day by the Headmaster.

Any use of force by staff must be reasonable, proportionate and lawful and in accordance with the guidance given in DfE publication *Use of Reasonable Force (Advice for Head Teacher, Staff and Governing Bodies)*, a copy of which can be found at :

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force-advice-for-School-leaders-staff-and-governing-bodies>

3.10 **Harmful sexual behaviour**

The School already has comprehensive policies in place to protect children and young people against harmful behaviour, including its Child Protection Policy, Relationships and Sex Education Policy and the Behaviour and Discipline Policy. For further information, please refer to the Harmful Sexual Behaviour/Peer-on-Peer Abuse Policy which has been specifically developed to link with the aforementioned policies in order to provide further clarity on the School's approach to addressing harmful sexual behaviour/peer-on-peer abuse in line with the safeguarding requirements in Keeping Children Safe in Education (Department for Education, 2021).

3.11 **Malicious Accusations against School Staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take any disciplinary action in accordance with this policy.

Where a parent makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious the Headmaster will consider (whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

4. EXCLUSIONS

- 4.1 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 came into force from September 2012. The Governing Board recognizes that the 2006 and 2011 Education Acts empower the Headmaster to exclude a pupil temporarily or permanently. The School follow the guidance outlined in *Exclusion from maintained schools, academies and pupil referral units in England* (Department for Education, September 2017).

The Governing Board recognize these as appropriate sanctions in circumstances where either:

- a) the offence is one of exceptional gravity **or**
- b) the offence is one which is less serious but relates to unacceptable behaviour which has not been modified through lesser sanctions.

- 4.2 Where the Headmaster excludes a pupil who is under 18 for a fixed-term, he will take immediate steps to inform the parents of the duration of the exclusion and the reasons for it. Where the Headmaster temporarily excludes a student who is over 18 years of age, he will take immediate steps to inform the student.

In respect of fixed-term exclusion the Headmaster will inform either the parent or the student of his/her right to make representations.

The Headmaster will inform the Governing Board and Local (or 'Home') Authority of:

- any permanent exclusion (including where a fixed-term exclusion is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in a pupil being excluded for more than five days in any one term (in aggregate);
- any exclusion which would result in the pupil missing a public examination.

Notifications to the Governing Board and Local Authority will include the reason(s) for the exclusion and the duration of any fixed-term exclusion.

Where a pupil is excluded for more than fifteen days in any one term (in the aggregate) or is permanently excluded or the exclusion would result in a pupil missing a public examination, the Headmaster will inform the Chairman and Vice-Chairman of Governors and all members of the Teaching Quality & Pastoral Care Committee without delay of the period of the exclusion and the reasons for it.

Once the TQPC has been notified of the Headmaster's decision to exclude permanently a pupil from the School, the Chair of Governors will arrange for a Disciplinary Committee of no less than three Governors to consider, confirm or rescind that decision. The parent (and, where requested a representative or a friend) or the student if she/he is over 18 and Headmaster will be invited to make representations at the meeting of the Disciplinary Committee.

The Disciplinary Committee, when considering a case relating to permanent exclusion will inform the parent in writing (or the student if she/he is over 18) either that the Headmaster's decision has been confirmed (in which case the parent or student will be informed of her/his right to take the case to an Independent Review Panel appointed by the School) or that the pupil has been reinstated.

The Independent Review Panel shall consist of three or five members and be constituted in line with current DfE guidance.

- 4.3 The circumstances that may lead to a **fixed term or permanent exclusion** this School are laid out below:
- a) Actual or threatened serious physical violence towards another person.

- b) Verbal abuse of a member of staff or another pupil.
- c) Behaviour which may lead directly or indirectly to serious injury to others or serious damage to property.
- d) Serious and persistent disruptive behaviour the effect of which is to deny to others the education to which they have an entitlement.
- e) Gross or persistent misuse of communication technology to be harmful or hurtful to others.
- f) Theft.
- g) Arson.
- h) Sexual harassment and assault.
- i) Serious and persistent breaches of the School rules or of the Code of Conduct.
- j) Using, smoking, possessing, supplying, offering to supply or selling drugs either in School or on any occasion which reasonably falls within the jurisdiction of the School.

APPENDIX A

BASIC RULES FOR PUPILS

Pupils are expected to:

1. **Act as a responsible member of the community** showing good manners, kindness, common sense and consideration towards others at all times and respecting the authority of staff.
2. **Remember that physical or verbal aggression towards another pupil is not acceptable** and will be punished severely by measures including exclusion.
3. **Remember that to introduce drugs to the School community or to promote drugs within the School community are exceptionally serious offences** which normally attract the penalty of permanent exclusion.
4. **Remember that abuse of Information Technology is seen as a serious issue** in School and pupils transgressing in this area will face severe penalties.
5. **Conduct yourself sensibly in School**, coming to School and going from School.
6. Dress in School uniform and ensure you are clean, neat and presentable. You should also carry your Appearance Card at all times. **Remember that electronic devices and games should not be brought into School. Mobile telephones may be brought into School but if they are switched on or go off during the School day you will be liable to punishment.**
7. **Show respect for the property of the School and others** and, in particular the equipment, books and materials the School provides for your education.
8. **Ensure that your litter is properly disposed of** in a bin and that other litter is picked up if it is seen around the building. Ensure also that your bags are deposited tidily using the racks provided.
9. **Look after your form room.** It is, most importantly, a teaching room and should be treated as such. You should:
 - a) Never move tables and chairs
 - b) Sit on chairs and not on tables
 - c) Never eat, drink, chew gum or shout.Remember also to avoid running in the corridors and always walk on the left.
10. Enter classrooms in an orderly manner, be seated, and be ready for the lesson to begin. In Science, Technology and Physical Education all pupils in Years 7-11 should wait outside teaching rooms for the member of staff to arrive.
11. **Remember that the areas behind the Theatre, in the undergrowth and to the west of the Sports Hall are out of bounds.**

APPENDIX B

PUPILS' CODE OF CONDUCT

The Code of Conduct offers the framework for discipline. It is simple and aim to create a balance between the freedom any young person needs to develop his/her own interests and personality and the order any School community needs if it is to be effective. Irresponsible behaviour which brings the School and its members into disrepute, will be regarded as a breach of these standards.

This particularly applies to behaviour in public (e.g. on buses). It is expected that the Code will be obeyed in the spirit as well as in the letter and it is hoped that, through the environment fostered at Westcliff and through our teaching, pupils from the very first year will develop sufficient personal responsibility, self-discipline, good sense and good manners to diminish the need for discipline which is externally imposed.

1. CONDUCT COMING TO AND GOING FROM SCHOOL

When coming to or leaving School your behaviour matters. Members of the general public will form impressions very quickly about you and the School and it helps none of us for these impressions to be poor. Your responsibilities are to:

- Ensure that you are dressed in full School uniform. Blazers are to be worn and not carried in bags.
- Treat others - pupils and members of the general public - with courtesy.
- Avoid loud and vulgar language: it creates the worst of impressions.
- Behave sensibly when waiting for the bus or the train and, when travelling, to take a seat and remain in it unless you are offering it to an adult passenger.
- Remember that smoking is prohibited in School and on School occasions
- Behave sensibly in the playground and keep the School grounds litter free.

Remember: Your personal conduct matters. Regard it as important.

2. CONDUCT IN FORM ROOMS

The form room is **your** base and you will have access to it at particular times. But your form room is essentially a teaching room and has to be kept fit for that purpose. There is a partnership here between yourself and the School. Your responsibilities are:

- **Never to eat, drink or chew gum in your form room** - Take a pride in your room and help to keep both the room and display materials attractive.
- **To sit down in your room on a chair not a desk** - Remember that your room is not a playground.
- **To be quiet and orderly** - you should not shout or run about in your room and neither should you move the tables or furniture. Ball games should not be played.

Remember: Our behaviour reflects our maturity. Let us never disappoint ourselves.

3. CONDUCT AT REGISTRATIONS

The School day begins with Morning Registration, and Afternoon School begins with a pupil line-up followed by Afternoon Registration. The School has a legal duty to register pupils and, in addition, your Form Tutor may wish to make some general comments to you. It is your responsibility to:

- **Ensure that you present yourself promptly for registrations.** You should leave the playground or field on the appropriate whistle or warning bell, and ensure that you are in your form room or line-up promptly at 8.45 am or 1.45 pm as required.
- **Remain seated and silent when the register is called** - your Form Tutor will expect silence when he/she calls the register.
- **Go to Assembly or to lessons in an orderly manner.**
- **Ensure that if you are late you sign yourself in the late book** and report your presence to your Form Tutor as soon as possible.

Remember: Good sense at registration is helpful to all.

4. CONDUCT IN ASSEMBLY

Morning assembly is a time when we come together for a few moments of thought, prayer and reflection. It is also an occasion for hearing of achievements on the sports field or elsewhere. Your responsibility is to:

- **Enter and leave the hall quietly and in an orderly fashion.** Chattering, pushing and shoving are inappropriate to the occasion.
- **Follow the Assembly; sing the hymn and listen to what is said.** It matters as much as any lesson.
- **Leave the hall by row** - at the end of the assembly you should remain seated until you are dismissed by a member of staff or prefect.

Remember: Assembly should be a dignified occasion. Help to make it so.

5. CONDUCT IN LESSONS

It is important that lessons are conducted in an orderly fashion. Learning is a partnership between yourself and your teacher. If that partnership is to succeed you will have to help learning take place. Your teacher has prepared the lesson. It is your responsibility to ensure that you:

- **Are courteous at all times** and do not shout out answers or questions. You put your hand up and wait for the teacher to acknowledge you.
- **Listen carefully** to what others are saying, you do not fiddle with your books and you do not distract others.
- **Do what the teacher tells you to do** and work to the best of your ability at all times.
- **Participate in the lesson**, contributing to any discussion and listening to what others have to say.
- **Produce your homework on time.** If homework is late then you have evaded an important responsibility and will be punished.
- **Respect the Library as a place for silent reading and study.** There must be no talking.

Remember: Education requires order. You can help to achieve it.

6. CONDUCT IN THE CORRIDORS AND ELSEWHERE

The corridors are narrow and congested. You should consider smaller boys, the teaching staff and potential danger on the stairs. It is your responsibility to:

- **Walk along the corridors on the left and without running or pushing.**
- **Take care in going up or coming down steps.**
- **Defer to an adult** - it is polite and courteous to allow an adult, especially a lady, to have the right of way and to help them.
- **Talk quietly and remember that others may be working.**
- **Carry bags in your hand rather than over your shoulder** - a bag over a shoulder can easily hit someone in the face when you turn around.
- **Be mindful of visitors to the School.** They may need to be directed to the School office and you should help them.
- **Keep clear of areas which are out of bounds.**

Remember: Orderly corridors help to make an orderly School.

7. INTERPERSONAL CONDUCT AND BULLYING

How we conduct ourselves in public and how we speak and act towards each other are important issues. We expect pupils to respect each other's point of view, to be polite and use PLEASE and THANK YOU at the appropriate times. We also expect them never to show aggression - either physical or verbal - towards another pupil. But there is one area of conflict between pupils which is especially serious. This is bullying. It will not be tolerated. Bullying covers a wide range of practices.

The following examples illustrate some practices we will not tolerate:

- Hitting, physically threatening or name calling any pupil.
- Demanding money or goods from a fellow pupil under threat of violence or other form of pressure. Please note that this can sometimes arise from pupils selling goods to other pupils in School, which is for that reason also banned.
- Pushing, intimidating or generally abusing younger or smaller pupils.
- Making adverse comments about a fellow pupil's appearance, his family circumstances, his ability or anything else which causes the recipient to feel uneasy or threatened.
- Using ICT or text messaging to insult or humiliate someone.

**If you feel threatened by any of these practices you must tell a teacher.
He or she will help you and stop the problem.**

Remember: What we **are** matters as much as what we **know**. Conduct is an area in which we may **all** excel.

8. **PERSONAL CONDUCT AND APPEARANCE**

Your appearance and habits reflect on you as a person and point to the pride you have in yourself. Ensure that your attendance is exemplary, that you are punctual and that you think about your appearance. It is your responsibility to:

- **Ensure that you attend School unless your health makes it impossible for you to do so.** Most of us can manage to come to School when feeling less than 100% if we make the effort.
- **Wear your School uniform with pride** keeping it clean and tidy. Casual garments, earrings or studs are not part of School uniform.
- **Keep your hair clean, tidy, its natural colour and of reasonable length and style for a professional community.**
- **Remember that smoking is prohibited** in School, coming to and going from School and on other School occasions.

Remember: Appearances count - they reflect on you and on the whole School.

The main items of School Uniform are set out in Appendix Three - Notes on School Uniform and Equipment.

9. **RESPECT FOR PROPERTY**

Your parents try to provide you with the things you need and want. The School tries to provide you with an environment in which you can work and develop. Everything costs money and the School's resources are finite. You should:

- **Care for your own property** – your parents have spent hard-earned money on clothing and equipment for your benefit. Look after it as carefully as possible!
- **Respect other people's property** - stealing will be treated very seriously by the School and, if you are found guilty, exclusion is probable. Tampering with the property of others is also unacceptable, as is the 'borrowing' of sports kit from pupils' bags without their permission.
- **Respect the School's property** - sometimes genuine accidents happen and property is damaged. This is accepted and will probably only result in yourself or your parents being asked to contribute towards its repair. Malicious damage is different and will have serious repercussions.
- **Respect the equipment and books you are given** - remember the more the School has to pay for lost or damaged equipment, the less there is to pay for other things.
- **Respect the School's computer facilities** and use those facilities only for legitimate educational purposes. Abuse of ICT is a very serious matter.

Remember: Carelessness costs money we can ill afford.

APPENDIX C: A GUIDE TO DISCIPLINARY PROCEDURES AND SANCTIONS AT WHSB FROM SEPTEMBER 2021

OFFENCE		A	B	C	D	E	F	J	H	I	J	K	L	M
		Verbal Warning/ Conduct Card	Lunchtime Detention	Afterschool Detention	Subject Support Card	HoD Detention	Report to Pastoral Office	Pastoral Support Card	LS/MS Detention	School Detention	HM's Detention	Internal Exclusion	Reparation/ Restorative Justice	Fixed Term Exclusion
1	Unsatisfactory dress/appearance	Conduct Card							When Conduct Card is full					
2	Eating or drinking in School building	Conduct Card							When Conduct Card is full				✓	
3	Creating litter	Conduct Card							When Conduct Card is full				✓	
4	Being poorly equipped for lessons	Conduct Card			2 = (if issue in single subject)		2 = (if issue in multiple subjects)	3 =	When Conduct Card is full					
5	Misbehaviour in lessons	Verbal Warning	2 =	3 =	4 = (repeated misbehaviour in particular subject)	4 = (serious misbehaviour in particular subject)	4 = (poor behaviour across multiple subjects)	4 = (poor behaviour across multiple subjects)	4 = Three subject detentions in half term	5 = Second LS/MS detentions in half term → School Detention	6	7		8
6	Green Card removal									1	2	3		
7	Failure to attend Subject Detention					1				2	3	4		
8	Failure to produce homework	Verbal Warning	2 =	3 =	4 = (in particular subject)	4 =	4 =	4 = (in multiple subjects)	4 Three subject detentions in half term	5 =	6	7		
9	Misbehaviour around School	Conduct Card	2	3			4	5 (if unresponsive)	6	7	8	9	✓	
10	Misbehaviour travelling to and from School		1 (depending on severity)				2		2	3	4	5		6
11	Lack of respect towards property			1					2	3	4	5	✓	6
12	Foul or abusive language	Verbal Warning	2 =	3 =			4 =		4 =	5	6	7	✓	8
13	Truancy									1	2			
14	Lack of respect towards	Conduct Card	2 =	2 =			3 =		3 =	4	5	6	✓	7

	member of staff													
15	Bullying – physical, verbal, cyber.			1 (depending on severity)			2 = (recorded in log)		2 =	3	4	5	✓	6
16	Plagiarism			1 (depending on severity)		2				3 (in internal exams)				
17	Theft						1 =			1 =	2	3	✓	4
18	Introducing weapon to School													1
19	Drugs-related involvement	A range of responses (both pastoral and disciplinary) may be deployed in relation to the particular offence : see School's Drugs Policy												

NOTES:

- 1 This paper has been prepared to give guidance to staff on the levels of disciplinary response which may be appropriate in particular cases. While members of staff are expected, in the interests of consistency, to be mindful of and to respect its guidelines, an element of professional judgment will always be needed to meet the circumstances of individual cases. Colleagues may well take more than one step at a time, for example, or may choose in the light of particular circumstances to pardon an offence. If in doubt, ask a Pastoral Leader for guidance on the balance between respecting rights, defining values and protecting others.
- 2 The numbering against particular issues indicates a probable sequence of response but the School's response in individual cases will not necessarily follow the sequence set out here. A particular example of foul and abusive language (13) may lead to fixed-term exclusion without the prior use of lesser sanctions. In responding to cases the School must always have regard to the full range of circumstances which are relevant.
- 3 The School also reserves the right to use permanent exclusion where appropriate within categories 14, 15, 17, 18 and 19.

September 2021

APPENDIX D

PROTECTION OF PUPILS FROM PHYSICAL AND VERBAL ABUSE (BULLYING)

1. INTRODUCTION

1.1 Definition of Bullying

Bullying is not simply the physical abuse by a larger pupil of a smaller pupil: it covers a wide range of activities. Listed below is a range of the practices which are definable as bullying and which will not be tolerated by the School. The list is intended to be full but it is acknowledged that it may not be exhaustive.

- Physically attacking another pupil.
- Verbally intimidating or threatening another pupil.
- Demanding money or goods from another pupil under threat of violence or other form of duress.
- Pushing or generally abusing younger or smaller pupils.
- Verbal abuse of another pupil by making adverse comments about his physical appearance, family circumstances, level of ability, religion, ethnicity or anything else which causes him to feel isolated, intimidated or insecure.
- Name calling.
- Spreading malicious rumours about another pupil.
- Use of mobile phones, the School's computer network or the Internet for the purposes of intimidation or verbal abuse in its various forms.
- Isolating or excluding another pupil in a hostile or aggressive manner.
- Unwarranted interference with the activities of other pupils.
- Interference with the property of other pupils.

1.2 The School abhors bullying in any of these forms and serious, though measured and proportionate, action will be taken against those who engage in it. Sanctions can only be determined on a case-by-case basis but it should be understood that in the case of physical attack or sustained or extreme verbal abuse or intimidation they are likely to fall within the upper part of the scale so far as severity is concerned (in other words, temporary or permanent exclusion from School).

1.3 The School's Anti-Bullying Policy has two main elements, namely :

- seeking to develop an ethos within the School in which bullying does not occur because pupils recognise it to be morally wrong;
- responding vigorously to cases of bullying where they occur.

2. FOSTERING AN ANTI-BULLYING ETHOS AND ENVIRONMENT

In order to prevent as far as possible the occurrence of bullying, the School will:

- 2.1 Raise awareness in staff through consideration of the issue as frequently as possible, including, no less than annually, the provision of guidance to Form Tutors on recognising, and responding to, bullying.
- 2.2 Provide training for Newly Qualified Teachers (NQTs) and other new staff including School Office staff, lunchtime supervisory staff and other ancillary staff as part of their Induction Programme, focusing on the recognition of warning signs and the need to report incidents of suspected bullying.
- 2.3 Conduct surveys of pupil perceptions as frequently as seems appropriate but no less than annually and following up any messages that emerge.

- 2.4 Maintain a detailed log of bullying incidents with a view both to enhancing understanding of incidence and patterns of bullying and to ensuring that there is an easily accessible record of those who have been involved in and around episodes of bullying.
- 2.5 Ensure that staff supervision of the School premises before School, at breaks and after School is adequate, and that no physical location where bullying might take place remains unvisited by duty staff.
- 2.6 Ensure that the issue of bullying is explored and analysed within a social and moral framework in Personal, Social and Health Education (PSHE) lessons in Years 7-9.
- 2.7 Make bullying the focus of at least one year assembly during the course of the academic year in Years 7-11. This may take the form of using for educative purposes a specific case of bullying which has occurred.
- 2.8 Encourage within forms and within the School in general an atmosphere in which pupils are confident about the need to disclose any bullying of which they are aware. This may involve the disclosure and analysis of incidents of bullying by members of staff taking form periods or giving whole-School or Year Assemblies.
- 2.9 Seek to ensure that all members of the School's staff act as role models in inter-personal relations.
- 2.10 Supply parents with information explaining how they should proceed if their child reports bullying to them.

3. RESPONDING TO CASES OF BULLYING: WHEN BULLYING IS DISCOVERED

- 3.1 Whenever an incident of bullying beyond low-level name-calling arises, the matter must be reported by the member of staff concerned to the relevant Pastoral Head who will investigate fully in conjunction with either the Pastoral Tutor or Form Tutor.
- 3.2 No hasty conclusions should be drawn and pupils on both sides of the situation must be given the chance to explain their view of events fully. Written statements should be taken not only from those involved but as well from witnesses (if available).
- 3.3 Care should be taken not to make judgments unless and until the facts are clear. Bullying issues are complex.
- 3.4 Parents of both the bully (or bullies) and the bullied should be advised of the situation in writing as soon as possible after initial investigations are complete and it has been clearly established that bullying has taken place.
- 3.5 An incident form should where appropriate be completed and filed along with any statements taken.
- 3.6 Pastoral Heads dealing with cases of bullying should keep the Deputy Headmaster or Headmaster informed through the cycle of scheduled weekly meetings. Where the matter is manifestly serious and exclusion is a possible sanction, it should be referred to the Headmaster for decision.
- 3.7 Information should be circulated to other staff via email, notice boards and briefings.

4. RESPONDING TO CASES OF BULLYING: DEALING WITH THE BULLY

- 4.1 The bully must be warned quite clearly about the unacceptable nature of his action and the possible consequences of any repetition (see hierarchy of sanctions in the Staff Handbook). Episodes of low-level name-calling may be addressed in the first instance at Form Tutor level, but in more serious cases appropriate sanctions will be applied either by the Pastoral Head or the Deputy Head or, in the most serious cases, by the Headmaster.
- 4.2 The reason(s) for the bullying behaviour must be identified if possible. That the bully may also be a victim in School or outside must be kept in mind, as must the possibility that learning difficulties are a contributory factor. Any underlying causes will have to be addressed and consideration should be given to enlisting the help of the educational psychologist or other support services.

5. RESPONDING TO CASES OF BULLYING: DEALING WITH THE VICTIM

- 5.1 The victim must be reassured that he has done the right thing in speaking about the bullying and must be encouraged to report again should there be a recurrence.
- 5.2 If the victim has 'provoked' bullying by unnecessary and unwelcome behaviour he will need to be advised about the need to modify it, and checks must be made on the progress he is making.
- 5.3 If the pupil is an 'anxious' victim and therefore a particularly vulnerable target, he should be given guidance on how to deal with future incidents of bullying. Again, the help of welfare professionals may be needed.
- 5.4 The victim and his parents must be contacted two to three weeks after the bullying has been identified to ensure that it has stopped. The matter should be raised repeatedly with the victim by the Form Tutor until he/she is satisfied that the bullying has stopped. Should this not be the case, the Deputy Headmaster should be informed.

6. CONCLUSION

All staff have a responsibility to help create an environment in which bullying is seen as unacceptable. Even small incidents where pupils are ridiculed or belittled by other boys in lessons should be cause for serious comment. Form tutors in particular should be constantly vigilant for evidence of bullying within their forms. A climate in which all pupils feel secure and have a full understanding of the importance of respect for the feelings of others is the aim.

THE ROLE OF THE FORM TUTOR

Westcliff High School for Boys has an ethos which is caring and considerate but which also sets the highest standards for achievement and conduct. Progress Leaders (supported by Form Tutors and the Pastoral Offices) are responsible for overseeing the academic, personal and social development of each pupil and they have an important role in maintaining high standards in pupil welfare and conduct. Nevertheless, the Form Tutor is at the centre of our relationship with pupils, and carries significant responsibility for the day-to-day care of our young people.

1. Form Tutors are responsible for the welfare of pupils in the Form, and should be available as the first point of contact for pupils seeking help or guidance or wishing to express concern. Form Tutors should report immediately any safeguarding concerns to the Second Deputy Head and Designated Safeguarding Lead (Mrs K Mumford) or, in her absence, the Deputy Designated Safeguarding Leads, Mr Bleakley, Mr Neagus or Mr McGee.
2. Form Tutors liaise with other members of the Pastoral Team where a pupil's needs require alternative solutions. They take an active interest in the personal circumstances and development of each pupil, in his/her happiness and security, and are available for advice or consultation with parents/carers.
3. Form Tutors should maintain good communication between home and the School and ensure parental communication and correspondence is handled sensitively and processed correctly. All serious matters should be brought to the attention of the appropriate Progress Leader and parents/carers should be advised that concerns will be investigated. In discussions with parents/carers, the Form Tutor should be in a position of authority regarding the academic and personal development of each of the pupils in his/her Form. Such discussions require thorough preparation on the part of the Form Tutor and an atmosphere conducive to careful thought and exchange. Finally, communication with parents/carers must be logged using SIMS (for reference purposes).
4. Form Tutors should communicate as appropriate with subject teachers, the SEND Coordinator (Mr A Baggs), mentors, the Careers Adviser (Ms N Weller) and the Pastoral Offices. The Progress Leader and appropriate teaching staff should be informed of any issues likely to affect a pupil's education such as health problems, family difficulties or social problems.
5. Form Tutors should communicate and cooperate on educational issues with persons or bodies outside the School as appropriate and as agreed by the Progress Leader.
6. Form Tutors should promote high standards of behaviour, attendance, punctuality and attitudes to work, and ensure that pupil dress and appearance conforms to the requirements set out in the Code of Conduct. The Form Tutor must lead by example.
7. Form Tutors should encourage pupils to develop their interests and talents through participation in extra-curricular activities and the corporate life of the School, and to make informed comment upon this via School Reports.
8. Form Tutors should provide guidance and advice to pupils on educational and social issues, on Higher Education and careers, including information about sources of more expert advice on specific questions.
9. Form Tutors should participate as required in the preparation of pupil records, School Reports, references, and handle correspondence relating to the Form.
10. Registrations and Form Periods are a valuable use of educational time. Form Tutors will be guided and supported in their conduct of such periods by members of the Pastoral Team. They should ensure that Form time is always used productively and that the majority of the time is devoted to considering

academic progress, giving emphasis to the Code of Conduct, promoting our values and supporting the extra-curricular programme.

11. Form Tutors should monitor the academic progress of members of the Form in cooperation with subject teachers, Progress Leaders and members of the Pastoral Offices. Form Tutors are:

- a) To be aware of the academic strengths/weaknesses of each member of the Form and must be knowledgeable about a pupil progress.
- b) To discuss pupil tracking data and School Reports with each pupil in the Form and to encourage pupils in self-assessment.
- c) To monitor each pupil's homework record (where relevant) and to communicate with parents/carers via the Student Planner if necessary.

12. Form Tutors should discharge effectively a range of professional duties including:

- a) Registering the Form twice daily in a formal and orderly manner.
- b) Notifying the Pastoral Offices of any unexplained absences and overwriting a pupil's absence on SIMS using the relevant code (once letters have been received). Absence letters should be initialled to indicate action has been taken and then placed in the Form Register. School Office staff will then remove these letters.
- c) Issuing letters and circulars to parents/carers and collecting reply slips from pupils when that is necessary.
- d) Ensuring by personal example that the Form attends Assembly promptly, is correctly seated and well behaved.
- e) Notifying the relevant Progress Leader of any change in family circumstances.
- f) Ensuring that the Form Room is cared for and that furnishings are respected.
- g) Administering the School's House Point system as appropriate.
- h) Attending Pastoral Meetings and contributing as appropriate.

Sixth Form Tutors only:

- a) To implement the arrangements in the Sixth Form Handbook and Sixth Form Discipline Guidance document and to be responsible to the Director of Sixth Form Studies for the use of the Pastoral Period.
- b) To give guidance to students on the completion of UCAS Personal Statements.
- c) To make effective use of the timetabled Tutorial Period ensuring that each student is seen for at least ten minutes per half-term and that a record is kept of exchanges and targets.
- d) To participate as required in the preparation of UCAS references.

A FORM TUTOR CHECKLIST

FUNDAMENTALS (PROGRESS/PARTICIPATION/PROBITY):

1. The Form Tutor should support the culture and values of the School at all times.
2. The Form Tutor is responsible for the welfare of pupils and should be available as the first point of contact for any pastoral issues.
3. The Form Tutor must report any safeguarding concerns to the Deputy Head and Designated Safeguarding Lead (Mrs W Williams) or, in his absence, the Deputy Designated Safeguarding Lead, Mr Bleakley or one of the Vice Safeguarding Officers, Mr McGee (Sixth Form), Mr Barnett (Middle School) or Mr Baggs (Lower School).
4. The Form Tutor should monitor the conduct/progress/participation/attainment of pupils in relation to the different aspects of the Learner Profile.
5. The Form Tutor should liaise with teaching and support staff in the monitoring of pupils.
6. The Form Tutor should attend Pastoral Meetings and make a positive contribution.

EXPECTATIONS:

1. Form Tutors should arrive promptly for Registration.
2. Pupils should be seated alphabetically (where appropriate).
3. Form Tutors should maintain an accurate record of reply slip returns.
4. Form Tutors should maintain an accurate record of latecomers using SIMS.
5. Pupils should be silent during Registration and during the reading of the Daily Notice.

ROUTINE DAILY TASKS:

1. The Form Tutor should collect the Form Register from the School Office (pupils are not authorised to do this).
2. In the Lower/Middle School, the Form Tutor should review/sign Student Planners (using Form Captains) every week and Pastoral Support booklets should be checked daily.
3. Notices should be read clearly and audibly, and letters distributed.
4. Registration should be conducted using SIMS (emergency sheets are stored in the Form Register in case of difficulties with ICT).
5. Form Tutors should accompany their pupils to School Assembly/Year Assembly and ensure they are seated correctly. Form Tutors should stand with their Forms. They should not be seated in the Screens Area unless their Form is located there
6. In the afternoon, Lower School teaching groups (Years 8-9) should be collected promptly from the South Playground at 13.45 after Form Line-Up. Year 7 pupils should be collected from the Year 7 Playground.
7. The Form Tutor should collect any House Points/Conduct Cards/letters of absence and place them in the Form Register/return to the Pastoral Office as instructed.
8. The Form Tutor should conduct a uniform check at either the start or end of every Registration.

FORM PERIODS:

1. Form Periods should be planned as carefully and creatively as subject lessons and tailored to the needs and interests of the Form Group.
2. Form Periods should involve both discussion tasks and formal writing tasks.
3. Form Periods should promote high expectations (i.e. progress, participation, probity).
4. In the Lower/Middle School, Form Periods should be used to maintain a Form Journal and Form Tutors should delegate tasks to the Form Chairman, Vice Chairman and

Secretary (for example, the Form Secretary could be required to record the minutes of Form Periods in the Form Journal).

HOW CAN THE FORM TUTOR ENHANCE PROGRESS?

1. **Understand Your Role:** be strategic and proactive rather than reactive. An effective Form Tutor is able to communicate, listen, decide, coordinate, delegate, guide, support, encourage, contribute, arbitrate, monitor, and evaluate.
2. **Develop Effective Relationships:** it is essential for the Form Tutor to foster effective working relationships with the relevant Progress Leader/Pastoral Office. It is also important to have an understanding of and support for individual subject teachers, Heads of Department, members of the Senior Team, support staff, and parents/carers.
3. **Know The Context:** Westcliff High School for Boys is a traditional educational environment with a very particular character and ethos. Our essential nature must be preserved and cherished but this should be within the light of the evolving best interests of the School, its pupils and the wider national agenda. The Form Tutor should be mindful of this.
4. **Manage/Interpret Data:** information should be interpreted and acted upon at regular intervals. Key information can be derived from sources such as RAISEonline (renamed Analyse School Performance), FFT, ALPS, School Reports, subject teacher commentary, parent/carer commentary, attendance, sanction data, House Point/Senior Commendation information etc.
5. **Challenge Underachievement:** the Form Tutor should ensure that pupils not performing at the level expected by various indicators are provided with a remedial programme of action. A range of options might be pursued for the optimum outcome including contact with parents/carers, the School's established systems of monitoring, the SEND Coordinator, mentoring, external support agencies and so on. Effective contact with parents/carers must be sustained throughout.
6. **Promote Enjoying and Achieving:** it is paramount that efforts, progress and achievements are recognized. The Form Tutor could therefore involve himself/herself in supporting or creating a Form-based reward and incentive structure appropriate to age and stage. Form Periods should also be used to celebrate examples of individual achievement, as well as fostering a positive Form Group identity and spirit through praise and recognition. It is all too easy for an older Form Group to become cynical – beware!
7. **Encourage Participation:** on the whole, the success of the individual is in direct proportion to the extent to which that same individual participates in the corporate life of the School. The Form Tutor should therefore create a climate in which making a positive contribution is respected by members of the Form Group by driving this attitude during Registration and Form Periods. Furthermore, the Form Tutor should facilitate pupil participation by initiating and/or supporting activities, promoting School events and the Westcliff Diary, and creating opportunities for Pupil Voice.