



Windsor Academy Trust

(Insert Academy Details)

Policy: Behaviour Policy (Secondary)

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Responsible Committee:	Education Performance and Standards Committee
Date approved by the Board of Directors:	19 October 2023
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Purpose

We believe that everyone has the right to be and feel safe and respected in school. Therefore, we are committed to making sure that our schools are calm and orderly, caring, inclusive and welcoming.

This policy sets out:

- our overall approach to maintaining good behaviour in our schools;
- our commitment to inclusion;
- the expectations and responsibilities of our schools, staff, students and parents;
- how we enable everyone to meet these expectations and responsibilities.

Our overall approach

Excellent behaviour is necessary so that everyone feels safe, respected and able to be the best they can be and more. We take bullying and behaviour which displays prejudice very seriously. We never tolerate it. We deal with it quickly and effectively.

Excellent behaviour is also the foundation for effective learning. When students behave well, we have the greatest chance of unlocking their academic and personal potential. Excellent behaviour forms the foundation of a great student experience.

We are committed to excellence in inclusion. Therefore we actively create school environments where students find it easy to behave well. We teach students how to behave well. We do this through being clear about our expectations, understanding our students, rewarding great behaviour and working with students and their families where things go wrong.

We follow a graduated, holistic response to behaviour where a student has suspected or already-identified special educational needs and/or disabilities, potential trauma or poor mental health and well-being. We do this while also making sure that all students are safe and can learn in a disruption-free environment.

We are committed to working in partnership with local agencies to support students' behaviour and play our part in providing a new start for students where this is of benefit to them.

We use exclusion (both fixed-term, internal and permanent) as a very last resort.

When we make changes to policy and practice around behaviour, we carefully consider the implications for students and groups of students through an equalities assessment.

Supporting Students to behave well

Students are much more likely to behave in appropriate ways if we teach them how to behave. We take a deliberate approach to teaching students what we expect of them and why those things are important.

For all students

From the moment that students join the school, we make our school expectations and values clear. All parents are directed to this policy when they join the school. This policy has been written so that it is easily understandable by everyone in our school community. It is written in clear and accessible language.

We reiterate our expectations and values through our assembly and tutorial programmes, especially when students first join the school in Year 7.

Where school leaders see emerging trends of behaviours that don't meet our values and expectations, they swiftly make sure that students are reminded of what we expect and why it is important. This might be through single year-group assemblies, meetings with groups of students, their families or through communicating with parents.

Our staff are expected to be consistent about expectations across the school. This means that students can be sure that the same expectations exist wherever they are in school.

We use sanctions consistently, fairly and proportionately to make sure that students know the high value we place on excellent behaviour. The sanctions we use can be found in the 'sanctions' section.

When things go wrong

Everyone has times when things are tough. Sometimes, students' behaviour suffers as a result. There can be no 'one-size fits all' approach to help meet students' needs in this situation. However, support for students is likely to consist of things like:

- working with students and their families to better understand what is happening;
- the support of the Special Educational Needs Coordinator and their team;
- reasonable adjustments where students have protected characteristics;
- reasonable adjustments while students await a diagnosis or have personal crises;
- supportive behaviour tracking such as tutor report/head of year report to help students monitor their behaviour;
- mentoring by staff/senior staff;
- tutor mentoring;
- peer mentoring;
- the support of outside agencies such as the education welfare service, school health service, social services, educational psychology services etc.

Bullying and prejudice

We believe that everyone has the right to be and feel safe and respected in school. We are committed to making sure that our schools are calm and orderly, caring, inclusive and welcoming.

Windsor Academy Trust uses STOP: 'Several Times On Purpose' to define bullying. There is more information in our anti-bullying strategy.

Bullying can take many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Prejudicial behaviour is when someone says or does something negative on the basis of a person or a group's characteristics. Examples would be things like being racist or using homophobic language.

We do not tolerate bullying or prejudicial behaviour. What this means is that we are committed to:

- enabling students to know when bullying and/or prejudicial behaviour are happening
- enabling students to easily report bullying and/or prejudicial behaviour
- encouraging students to report bullying and prejudicial behaviour
- acting quickly and effectively when staff see or students report bullying and/or prejudicial behaviour.

We have an anti-bullying strategy. This outlines what we are doing as a trust and as individual schools to deal with bullying and prejudicial behaviour.

We use our behaviour policy to respond to bullying. Each case is dealt with individually. However, students who perpetually bully others are likely to be excluded from the school.

Rewards and Recognition

WAT Schools place a great deal of importance on the positive effect that rewards and recognition have on students. Students are encouraged to earn rewards. Students are consulted on a regular basis via form/class, house and student Senate. You can find more details in our schools' rewards policies. [Schools to reference/link any local rewards and recognition processes here.](#)

Expectations and responsibilities of staff

Our staff work hard to make sure that there is a calm, safe and orderly environment so that we can unlock students' academic and personal potential. We have high expectations of ourselves in the same way that we have high expectations of students. Our expectations of ourselves are that we will be fair and consistent in applying and upholding our behaviour policy. This way, students know that wherever they are in school, the expectations are the same. Our staff will always aim to model

what we expect of students” excellence in lessons, interactions, around the school and in our community.

Our staff will:

- use the language of Prepared for Excellence
- use a variety of behaviour strategies as appropriate
- refer to Prepared for Excellence posters as a visual aid and reminder of expectations
- ‘wipe the slate clean’ after each lesson as warnings do not carry over to the next lesson.

Expectations and responsibilities of students

We expect students to be ‘Prepared for Excellence’. When students display excellence, staff name it and reward it. When students do not display excellence, staff help them to meet our high standards. We have four main expectations: excellence in lessons, interactions, around the school and in the community.

Excellence in lessons, including:

- arriving on time;
- following instructions straightaway;
- having the right equipment at all times;
- always working hard.

Excellence in interactions

- listening when others speak;
- making sure our behaviour helps others learn;
- having social conversations in social time;
- speaking to and treating others with respect, politeness and kindness.

Excellence around the school

- moving around the school and site smartly and in an orderly way;
- going out of our way to look after others and our environment;
- wearing our uniform proudly.

Excellence in our community

- demonstrate respect and responsibility for members of our community;
- use appropriate language;
- be polite and courteous;
- be outstanding ambassadors of the school and trust.

If students do not meet these expectations, we will remind them of this. If they continue not to meet the expectations, we will act in line with the ‘sanctions’ section of this policy.

We cannot allow students to disrupt others’ learning. For this reason, if students disrupt learning they will be reminded of our expectations straight away. If they continue to disrupt learning they will continue their lesson outside of the classroom.

Things that are not allowed in school

So that we can keep everyone safe and focused on learning, there are some things that students are not allowed to bring into school. This list isn’t complete, as we

cannot imagine everything that might cause students or staff not to be safe or able to focus on learning.

Students cannot bring into school:

- knives, regardless of size or purpose
- weapons of any kind
- alcohol
- illegal drugs
- recreational drugs and 'vapes'
- stolen items
- tobacco, cigarette papers, filters or other smoking equipment
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Mobile Phones

We do not allow students to use mobile phones during the school day. If a student has a mobile phone out in school, it is likely to be confiscated. The first time the phone is confiscated it will be returned at the end of the school day. On subsequent occasions, a parent or carer will need to collect the phone. **Schools add any local arrangements here.**

Expectations and responsibilities of parents/carers

Everyone has a role to play in making sure that our school is a calm and orderly environment. We need parents/carers to work with us to make sure that all students unlock their academic and personal potential. There are some specific things that parents can do to help us. These include:

- openly supporting the expectations in this policy;
- letting us know of any practical difficulties you might have, for example in getting hold of equipment or uniform;
- letting pastoral staff know of anything that might affect your child's ability to behave well in school;
- helping us to celebrate when students have successes or behave well-celebrating the successes at home;
- working with us to resolve issues of poor behaviour - for example coming to a reintegration meeting, reiterating expectations at home etc.

Sanctions

Being clear on what sanctions are for helps us to use sanctions effectively.

Sanctions are used for the following purposes:

- to make our high expectations of behaviour clear to the school community,
- to help students reflect on their behaviour and choose to behave differently,
- to enable us to maintain a safe, calm and orderly environment.

We will only use sanctions that are reasonable, fair and proportionate. We will only use sanctions when students do not follow our school's expectations (disciplinary matters).

Some sanctions are much more serious than others. Therefore, some sanctions can only be applied by more senior members of staff and some only by the headteacher.

All staff	Verbal reprimand Written comment Loss of free time to complete work Loss of privileges – e.g. unsupervised time Detention	If a member of staff feels it necessary, they will involve a student and their family in a conversation about behaviour involving the appropriate pastoral leader . If we give an after-school detention we do not legally need to inform parents. However, we will always endeavour to do so.
Curriculum leaders and faculty directors	Withdrawal from lesson Faculty Report Leadership detention	We will always communicate with parents if we apply any of these sanctions. If we give an after-school detention we do not legally need to inform parents. However, we will always endeavour to do so.
Pastoral leaders	Withdrawal from lesson Head of House Detention General Behaviour report Loss of unsupervised time Target report/card Refocus Room Targeted inclusion work Leadership detention	We will always communicate with parents if we apply any of these sanctions. If we give an after-school detention we do not legally need to inform parents. However, we will always endeavour to do so.
Headteacher	Managed move	See the exclusions policy for full details. Sometimes, a student will benefit from a fresh start at a new school. A managed move aims to support this new start. The behaviour of students outside school can be considered as grounds for a managed move.
	'Off-site direction'	See the exclusions policy for full details. The headteacher can require a student to be educated off the school site to improve the student's behaviour. This will be discussed with the student and their family, but students and their parents do not need to agree to the off-site direction. The behaviour of students outside school can be considered as grounds for an off-site direction.

	<p>Fixed-term and permanent exclusions</p>	<p>See the exclusions policy for full details.</p> <p>When a student returns from a fixed-term exclusion there will be a meeting between the student, parent and a representative of the school. The aim of this meeting is to work together to prevent more exclusions.</p> <p>The Headteacher may permanently exclude in line with the Department for Education’s Statutory Guidance. A permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school’s behaviour policy, and where allowing the student to stay in the school would seriously harm the education or welfare of the student or other students in the school.</p> <p>The decision to give a fixed-term or permanent exclusion is a very serious one. The headteacher will always take the context and circumstances into consideration. It is not possible to list all of the reasons that a student could be excluded, but reasons are likely to include:</p> <ul style="list-style-type: none"> ● serious violence, actual or threatened, against a student or member of staff ● bringing onto academy premises or being found in possession of a weapon or illegal/recreational substance ● bullying/cyberbullying or other harmful online behaviour ● sexually inappropriate behaviour, sexual abuse or assault ● threatening others – physical or verbal ● deliberate involvement in or instigation of conflict ● verbal aggressiveness ● willful disobedience or serious disrespect to a member of staff ● stealing ● knowingly possessing stolen property ● vandalism and destruction of property ● consistently disrupting learning ● misusing fire alarms or extinguishers ● smoking (including shisha pens or e-cigarettes) drinking alcohol, using or distributing drugs or other illegal substances ● cheating in a test or exam ● any other one-off behaviour considered by the Headteacher to be exceptionally serious. <p>The behaviour of students outside school can be considered as grounds for exclusion.</p>
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Reasonable force, screening, searching and confiscation

School staff can use reasonable force in certain circumstances, normally to keep students safe or to stop damage occurring. These circumstances are likely to be extreme and infrequent. We follow the Department for Education's guidance in the use of reasonable force. Although schools do not have to tell parents when reasonable force has been used on their child, we always communicate with parents following any use of reasonable force and make a full record of incidents.

Schools can use hand-held wands or walk-through detectors. None of our schools use these routinely

WAT Schools follow the Department for Education guidance outlined in 'searching, screening and confiscation advice for Headteachers, school staff and governing bodies September 2022;'. School staff will always seek the permission of a student before any search takes place. When talking to a student about a search, a member of staff will explain why the search is taking place and how the search will be conducted to help the student understand why the search is taking place.

Staff are allowed to search for items that are prohibited in the school rules with a student's agreement.

Staff are allowed to search for some items that are prohibited by the school rules *without* the student's permission. They can do this if they reasonably believe that the student has any of the items listed below:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

We will never ask a student to remove anything other than outer clothing. Unless it is an emergency (for example, a student or students are going to get hurt), searches will be done by a member of staff who is the same sex as the student, with another member of staff there, too. Normally, a search will be done by senior staff. It is important to remember that searching for a student is unusual. It does not happen often.

If a student brings in an item that is against the school rules, or that the headteacher considers is inappropriate, this item can be confiscated. Sometimes we will need a parent or a carer to pick up a confiscated item. Sometimes, we cannot return an item to the student. An example of this would be a knife, or something that has been stolen.