



Windsor Academy Trust

Student Behaviour and Discipline Policy

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Responsible Committee:	Windsor Academy Trust, Performance and Standards Committee
Date revised by Board of Directors:	28 January 2021
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Aims and Principles

RATIONALE

We believe that excellent behaviour is necessary for effective learning and unlocking academic and personal potential. Behaviour forms one of the foundations of our School Improvement Pyramid.

All people have the right to be respected and the responsibility to model this. The environment and personal property should be respected.

Good behaviour is an expectation and will be recognised and rewarded; unacceptable behaviour must be challenged and can be changed.

We maintain high standards, supported through our WAT ASPIRE Framework and Prepared for Excellence system.

AIMS

We aim to:

- Provide an orderly, caring and supportive community where all members of our community feel safe and secure.
- Educate students to be self-regulating and behave impeccably so that they are able to prosper as responsible global citizens.
- To have behaviour that provides the foundation for all students to flourish academically and personally.

Objectives:

- Students behave with consistently high levels of respect for others.
- Commonalities are celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Students have consistently highly positive attitudes and commitment to their education.
- Students behave consistently well, demonstrating high levels of self-control and have consistently positive attitudes to their education

Expectations - Prepared for Excellence

EXPECTATIONS WHEN LEARNING

1 - Excellence in lessons:

- Arrive on time, prepared for excellence
- Follow all instructions straight away
- Have all basic equipment out and ready to use
- Work in silence when asked to by an adult
- Produce work to the best of your ability

2 - Excellence in our interactions in lessons:

- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Allow and support others to learn and excel
- Treat and speak to others with respect, politeness and kindness

3 - Excellence in our appearance in lessons:

- Wear your uniform correctly and with pride
- Actively help to keep the school looking smart and tidy
- Bring your PE kit/subject specialist uniform and wear it correctly and with pride

All secondary academies in Windsor Academy Trust operate the Prepared for Excellence behaviour model, where parents, staff and students work collaboratively and proactively to ensure the highest possible outcomes. Prepared for Excellence is based on the research and practice of the binary behaviour model. Students will receive one warning when not demonstrating the expectations of Prepared for Excellence and should they demonstrate not being Prepared for Excellence again during that lesson they will be sent to work in the Refocus room until the same time on the following school day. Staff will still use a variety of behaviour strategies where appropriate to engage and support students to demonstrate the Prepared for Excellence expectations, such as non-verbal cues, physical positioning, group reminders or praise about being Prepared for Excellence before the need to give a formal warning. Staff will focus on and reinforce positive behaviour and achievement and will be consistent and fair in setting and applying standards for behaviour, rewarding where appropriate. When students are not Prepared for Excellence staff will re-establish working relationships through restorative practices.

EXPECTATIONS IN THE SCHOOL AND WIDER COMMUNITY

In the school community

Students must:

- Move quickly and sensibly, keeping to the left hand side of corridors
- Keep voices low and use appropriate language
- Be polite and courteous, demonstrating respect and responsibility at all times
- Wear uniform correctly and with pride
- Follow all instructions the first time

In the wider community

Students must:

- Demonstrate respect and responsibility for members of our community
- Use appropriate language
- Be polite and courteous

Above all students must:

- Be outstanding ambassadors of Windsor Academy Trust and Cheslyn Hay Academy being kind and considerate to all

Stakeholder expectations:

- All stakeholders have a responsibility to maintain and promote an orderly atmosphere in and around school, seeing themselves as a positive presence empowered to influence the atmosphere for good
- Stakeholders should not tolerate behaviour which goes against The Windsor Way and will challenge and report such to the school

EXPECTATIONS - MOBILE PHONES

Mobile Phones and other such smart devices are not allowed in school. The school accepts that parents may wish their child(ren) to carry a mobile phone. However, the school does not allow this from a 'Safeguarding' or 'Health and Safety' perspective. The school policy is that a mobile phone will be confiscated if it is seen or heard anywhere on the school site. This includes before and after school. Students need to wait until they are outside the school gates before they use their phone or it is likely to be confiscated.

Upon confiscation the mobile phone/device will be returned at the end of the next school day. If the incident occurs on a Friday it will be returned at the end of the day (Friday) and the device should be handed in on Monday morning to follow normal consequences.

Mobile phones will be collected from students upon entry to the refocus learning area.

Sixth form students may have mobile devices but these should not be seen and only used in the appropriate places (ILC and Sixth Form Centre).

MANAGING BEHAVIOUR

Rewards and recognition

All WAT Schools place a great deal of importance on the positive effect that rewards and recognition have on students of all ability levels. The students are encouraged to earn rewards. Students are consulted on a regular basis via Form/Class, House and Student Senate.

See appendix 2 for full details.

Sanctions and Support

A tiered approach to sanctions and support is always used, within the Prepared for Excellence Framework, to ensure our high standards and expectations are maintained.

See appendices 4 and 5 for full details.

Exclusions (separate policy)

A fixed term exclusion from school is viewed as an extremely serious sanction and is used accordingly.

WAT Schools follow the DFE guidance ('Guidance for 2017') as outlined at:

www.gov.uk/government/publications/school-exclusion

The behaviour of students outside of school can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the school's published behaviour policy.

It is endorsed in Alan Steer's, 'Learning Behaviour: Lessons Learned' that states: "The power of schools to discipline students extends beyond the school gates. It can be applied to deal with incidents of disorder that occurred when students were coming to, or going from school."

WAT Schools follow the DCSF list of reasons for exclusions and reports on a termly basis to the Local Authority. Following best practice, a reintegration meeting is hosted by the school when an excluded student returns to school.

See exclusions policy for full details.

Screening and Searching of Students

WAT Schools follow the guidance outlined in searching, screening and confiscation advice for Headteachers, school staff and governing bodies January 2018.

If required designated staff will therefore search without consent for:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item the school deems could be detrimental to school life

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Staff responsible for these searches would normally be limited to Leadership Team.

Reasonable Force

WAT schools follow the DfE guidance "Use of reasonable force 2013".

The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. "Reasonable in the circumstances" means using no more force than is needed.

Attendance (separate policy)

Excellent school attendance and punctuality is imperative to student wellbeing, progress and performance. School attendance will be closely monitored and absences sanctioned in accordance with school policy and within DfE guidelines. This is likely to include penalty fines and referrals to appropriate agencies.

See attendance policy for full details

Appendix 1 – The Windsor Way: Building Character and Sharing Success

Windsor Academy Trust's moral purpose is to unlock students' academic and personal potential. We strive for our students to have a love of learning, be successful learners and gain the knowledge, skills and attributes to be successful in the world of work. Equally we endeavour for our students to be good human beings, with a sense of purpose and character enabling them to flourish in life. Windsor Academy Trust has a record of success. Crucial to our success is a core set of values, beliefs, attitudes and behaviours. Our students, teachers, support staff and parents understand, support and practise these values. Daily interaction between and amongst members of our community are based on these beliefs and have become a natural part of what we do and how we do it.

We aim: "to nurture a culture of respect and responsibility for oneself and for others".

Here is how we live together at Windsor Academy Trust; we value and practise respect and responsibility.

Respect

- for myself, other students and all adults, regardless of background, ethnicity, age, gender, ability, values, lifestyles, opinions or interests
- for the property of the individual, group and school
- by using language that is not offensive or abusive to others
- by being open, honest, friendly, and accepting of others
- by sharing ideas and opinions openly and thoughtfully
- by listening actively to the ideas and opinions of others

Responsibility

- for controlling my own language and behaviour
- for resolving conflicts and disagreements in a cooperative and peaceful way
- for completing all work to the best of my ability
- for asking for support and help when I need it and helping others when they need it
- for ensuring my own physical and emotional well-being
- for creating my own success and being resilient in the face of challenge
- to approach all I do with a positive attitude
- to see failure as a form of helpful feedback for future growth
- to follow my dreams no matter what challenges I am faced with

Appendix 2 - Rewards and Recognition

At Cheslyn Hay Academy we place a great deal of importance on the positive effect that rewards can have on students of all ability levels. The students are encouraged to earn rewards. We talk to students regularly about what they find rewarding, in order to develop an individual diverse rewards “menu”. At Cheslyn Hay, students are consulted on a regular basis via Form/Class, House and School Council.

Rewards on offer at Cheslyn hay Academy:

- Verbal praise
- Smile
- Written comments/symbols
- Rewards cards
- Sharing of positive feedback with a wider audience, adults or students
- Photographic evidence in displays or workbooks
- Achievement display
- Certificates
- Verbal report to parent/carer
- Letter to parent/carer
- Achievement assemblies
- Individual praise
- Group praise
- Achievement prize
- Privileges
- Responsibilities
- KS3/KS4 credits
- Postcards

CHIPs are linked to the ASPIRE principles/virtues and will be awarded for the following reasons:

- **(Active)** Excellent contribution in class, Journal/Uniform/Punctuality, Extra-reading/research undertaken, Participation in extra-curricular activity/club, Involvement in school life/event
- **(Sure)** Supporting others in the classroom, Actively challenging yourself to excel
- **(Positive)** Recognition for being polite and courteous, Working well as part of a team, Model behaviour
- **(Imaginative)** Demonstrating outstanding ideas, Asking insightful questions
- **(Resilient)** Resilience in lesson, Excellent improvement on report, Weekly attendance
- **(Effort)** Excellent Progress in Lesson, Outstanding homework, Outstanding work in book, Praise Postcard

Appendix 3 – Prepared for Excellence

Our motto is 'Excellence for All' which underpins everything we do. Disruption free learning, every minute of every lesson, is one way we achieve this aim.

Always:

1 - Excellence in the classroom:

- Arrive on time, prepared for excellence
- Follow all instructions straight away
- Have all basic equipment out and ready to use
- Work in silence when asked to by an adult
- Produce work to the best of your ability

2 - Excellence in our interactions:

- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Allow and support others to learn and excel
- Treat and speak to others with respect, politeness and kindness

3 - Excellence in our appearance:

- Wear your uniform correctly and with pride
- Actively help to keep the school looking smart and tidy
- Bring your PE kit

Form Tutors are responsible for:

- Ensuring students leave form time Prepared for Excellence with every chance of success
- Ensuring uniform is correct and send to pastoral to correct or gain the required medical note/pass if not
- Ensuring students have basic equipment with pens/pencils being lent if required or providing paper copies of planner
- Calling home to ensure parents/carers resolve issues swiftly

Teaching staff are expected to:

- Have the desired outcome that all students remain in the classroom wherever possible
- Use the language of Prepared for Excellence
- Use a variety of behaviour strategies where appropriate to engage and support students to achieve, such as non-verbal cues, physical positioning, group reminders or praise about being Prepared for Excellence before the need to give a formal warning
- 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

When a verbal warning is required the teacher will:

- Use the students name, saying they are not prepared for excellence and why e.g. "Sally, you are not Prepared for Excellence as you have not begun your written task yet, so I am giving you a warning"
- Write the student's name on the board next to the Prepared for Excellence sign
- Send students pre- identified (Exit Card) to the appropriate area (SEN/Inclusion/Behaviour)
- Record students names who deserve recognition for their efforts, work or progress next to the Achievement card on the board
- Log students achievements and behaviours on SIMs/Classcharts

When a student fails to be 'Prepared for Excellence' a second time in a lesson the teacher will:

- Send them to the Pastoral Office/Behaviour Team Office, calmly explaining in a similar manner that they are not Prepared for Excellence and why
- Send a message via the electronic Prepared for Excellence system (PfE email)
- Continue teaching the remainder of the class free from disruption without further comment

Refocus Learning Environment Protocols

- The refocus environment will be classroom style and not individual isolation booths.
- Students in Refocus Learning Environments are still expected to meet Prepared for Excellence expectations. Students are expected to work in exam conditions and at all times.

Appendix 4 – Sanctions

Sanctions available to subject teachers and tutors are:

- Verbal reprimand – (informal reproof at the time or a more formal discussion at the end of the lesson)
- Written comment – in Student Planner/exercise book
- Loss of free time – to rewrite or complete work
- Use of SIMs to pass the matter upwards
- Tasks – e.g. tidy classroom
- Extra work
- Loss of privileges – e.g. unsupervised time
- Discussion with parents – (keep Head of House/Head of Faculty informed)
- Detention and letter home – (including use of Period 7s)
- Escalation Leadership detention for a persistent issue

Additional sanctions available to Curriculum Leaders/Faculty Directors are:

- Withdrawal from lesson and letter home
- Faculty Detention and letter home
- Faculty Report and letter home
- Faculty Behaviour report and letter home
- Faculty Target Report/Card

Additional sanctions available to Heads of House are:

- Withdrawal from lesson and letter home
- Head of House Detention and letter home
- ASPIRE Behaviour report and letter home
- Loss of social time – break and lunch
- Target report/card
- Re-focus Room
- Targeted inclusion work

Senior Leadership Team have access to all sanctions.

The Headteacher may exclude as a last resort when other strategies have not worked or in the case of a serious 'one-off' offence. Return to school from a fixed-term exclusion will involve a reintegration meeting between student, parent and a representative of the school. A managed move may be considered if it is felt the student would benefit from a fresh start at another local school. The Headteacher has the right to permanently exclude a student in accordance with the DfE guidance.

The behaviour of students outside school can be considered as grounds for exclusion.

If the support and sanctions systems are not successful with a student and in order to avoid further exclusion, then a student may be requested (accompanied by a parent/carer) to appear before the Disciplinary Committee of the LAB for a formal warning. A contract may be used in conjunction with other appropriate measures to enable the student to make a fresh start.

Tutors and Head of House are kept aware of difficulties being encountered by any of their students. Heads of House are informed of all detentions by a copy of the detention letter.

'SLT Duty' and 'Behaviour Alert' facility – there is a system for staff to use in an emergency. Specific staff are timetabled to be visible around or in their offices so that the rest of the staff have access to them if an emergency arises in their area or classroom. Reception should be contacted in the first instance.

Appendix 5 – Supportive Network For Students

There are times when a student will need supportive intervention in order for them to function well socially and/or academically. Tutors and subject staff are kept aware of any particular difficulties affecting their students and should be sensitive and flexible in their expectations and dealings with that student.

There are a variety of ways in which students are supported:

- The Pastoral System
- The Pastoral support programme (IBP/PSP)
- SEN Code of Practice
- Academic Tutoring
- ASPIRE Curriculum (PSHE)
- Target sheets/Student Monitoring sheets – from Heads of House
- Personal intervention – through tutor, elected teacher, Head of House or Deputy Headteacher / Director of Upper School, Director of Lower School
- Use of outside agencies – Education Welfare Service, School Health Service, Social Services, Educational Psychology Service, Child Psychiatric Service, DIP/SEND HUB
- Child Protection Policy
- Disability and Discrimination Act
- Equal Opportunities Policy
- Anti-bullying Policy
- Peer Mentoring
- Leadership team are always available to support staff and students