

## UNITED LEARNING TRUST

### Winston Way Academy



**September 2023**

### BEHAVIOUR POLICY

Date of last central office review:		Review Period:	1 year (minimum)
Date of next central office review:		Owner:	Paul Dean
Date of next school level review:	Summer Term 2025		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

### REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	Summer Term 2024
School policy ratified by Local Governing Bodies	Summer Term 2024
Implementation of Group Policy	Summer Term 2024



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## Behaviour Policy

### 1. Expectations

There is nothing more important to us than pupil learning – there are no excuses or barriers to learning.

Pupils learn best in a safe secure environment, free from disruption.

We believe in early intervention: being pro-active rather than reactive. We believe that praise is the most powerful form of influencing children's behaviour.

We aim for all our pupils to leave us as mature young people, able to act and interact in all social settings in an excellent manner that reflects their core values of integrity and respect. We believe that they will be intrinsically motivated to do the right thing.

All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning.

We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupils understanding of why certain behaviours are expected and in turn help them to make positive decisions around their own conduct as we prepare them for life and learning.

Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.

### 2. Policy Implementation

Pupils' expectations	<ul style="list-style-type: none"><li>• Expected to take responsibility for their own behaviour and follow the three school expectations always.</li><li>• Moving around the school safely</li><li>• Representing the school in a positive light</li></ul>
Parental Involvement	<ul style="list-style-type: none"><li>• Work in partnership with the School to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.</li></ul>
All staff	<ul style="list-style-type: none"><li>• Responsible for ensuring the policy is implemented in a fair and consistent manner.</li><li>• Act as role models in every interaction.</li></ul>
Member of SLT responsible for Behaviour	<ul style="list-style-type: none"><li>• Responsible for training staff (including volunteers) in the implementation of the policy.</li><li>• Quality assuring the application of the policy in all areas of the School.</li></ul>



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	<ul style="list-style-type: none"> <li>Tracking and monitoring rewards and consequences systems and devising and implementing strategies to improve behaviour where required.</li> <li>Implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.</li> <li>Reviewing the rewards and consequences policy and procedures annually.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>Responsible for the implementation and day-to-day management of the policy and procedures</li> <li>Reports records of serious incidents to LGB on a termly basis</li> </ul>
Local Governing Body	<ul style="list-style-type: none"> <li>Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders.</li> <li>Governors will support the school with ensuring excellent standards of behaviour through the Governor Behaviour Panel.</li> </ul>

### 3. Behaviour expectations

Our behaviour policy is underpinned by our school values, that we are:

- Respectful
- Ambitious
- Enthusiastic
- Confident
- Creative
- Determined

We carefully consider the situation and circumstances in which a student misbehaves and do not operate a tariff system. Pupils do not have equal starting points and this Policy is designed to be responsive to disadvantage or needs that pupils may have and lead to improvements in behaviour over time. We are committed to working with other professionals and parents/carers to bring about lasting changes to negative behaviour patterns.

We do in the following three ways:

#### High expectations for all students

We want our students to be motivated by the intrinsic value of achievement. We believe that all students can acquire the skills and knowledge to go on to university and recognise that in order to do this all students need to develop self-discipline.

Student effort is critical to student success. We make no excuses for students as we recognise that there are no short-cuts. Developing positive learning habits is essential and we invest in doing this for each and every student regardless of their starting points. We believe in a 'growth mind-set' for all areas of pupil learning: pupils can learn and practice the skills and attitudes required to behave appropriately in different situations.

Our recognition and consequences procedures take into account the need for short-term and long-term consequences, responsibility to team and self, and a long-term move towards intrinsic, self-motivation.



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The school will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

### **Fostering positive relationships**

Positive relationships with a teacher can markedly influence the development of 'pro-social' behaviours such as cooperation and altruism. We invest heavily in developing relationships with students and their families and believe this is pivotal in helping students learn to manage and display the correct learning behaviours. Our approach to managing behaviour is fair, open and transparent to all parties. We promote good behaviour; we are long on positive and short on negative. As adults we are responsible for acting as positive role models and explicitly teaching routines, behaviours, etiquette and self-management.

### **Talking for a purpose**

### **Self-regulation**

We teach our pupils how to *control* their behaviour – to do this we need to change our language. Our approach to a child who is dysregulating is based on the Thrive Approach, in which we teach the behaviours and encourage students to take responsibility for regulating their conduct. Adults need to use the Vital Relational Functions (VRFs). These are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development.

They are:

- Attunement – demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
- Validation – demonstrating that their feelings are real and justified.
- Containment – Offering their feelings back to them, named and in small pieces.
- Soothing – Soothing and calming their distress repeatedly.
- Regulation – Communicating the capacity to regulate emotional states by modelling how to do it.

Staff role model self-regulation, conducting themselves in a positive, professional manner and using appropriate language and the mechanisms to articulate themselves and address any problems.

We 'over explain' the reasons why we are asking students to behave in a particular way so that students fully understand that we think about our behaviours. We help the pupils make choices about how to behave: it is our role to help them to make the best choices for their future.



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## Creating a school Family

### Rationale:

We believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.

The school family is held together through strong relationships and communication skills which are taught during conflict moments and in the classroom through active learning lessons.

(More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey).

### Purposes

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.
3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
4. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
5. To be able to deal with change. Changes are acknowledged and dealt with openly.
6. To have shared values. Accept the values of others and using positive intent, seeing the best in others.
7. To develop autonomy. Taking ownership of your own feelings and actions.

We are adopting the Conscious Discipline approach which teaches children to use socially acceptable language to help solve any problems. It teaches the whole school community to change the way we perceive conflict and emotions.



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## Summary of Conscious Discipline approach

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate and help each other to be successful. (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skills	Power	Value	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
<b>Composure</b> Being the person you want your children to become	<b>Perception</b> No one can make you angry	Integrity	Remain calm and teach children how to behave.	The brain functions optimally in a safe environment.	Anger management is integral for social competence	<b>S – Smile</b> <b>T – Take a breath</b> <b>A – And</b> <b>R – Relax</b>
<b>Encouragement</b> Building the school family	<b>Unity</b> We are all in this together	Interdependence	Create a sense of belonging.	Social successes prime the brain for academic successes.	Relationships are the motivation for learning	You did it! You ____ so ____ That was helpful.
<b>Assertiveness</b> Setting limits respectfully	<b>Attention</b> What you focus on, you get more of	Respect	Set limits for expectations	Telling children what to do aligns their bodies with their willpower.	Healthy boundaries are essential for all relationships.	Did you like it?
<b>Choices</b> Building self-esteem and willpower	<b>Free Will</b> The only person you can make change is yourself	Empowerment	Empower children while setting targets	Choices change brain chemistry.	Building self-esteem and willpower reduces impulsivity.	You may ____ or ____. What is your choice
<b>Positive Intent</b> Creating teaching moments	<b>Love</b> See the best in others	Diversity	Create teachable moments especially for difficult children.	Thoughts physically alter cells in the body.	Positive intent improves self-image and builds trust.	You wanted _____. You may not _____. When you want _____, say _____.
<b>Empathy</b> Handling fussing and fits	<b>Acceptance</b> The moment is as it is	Compassion	Help children accept & process feelings.	Empathy wires the brain for self-control and higher cognition.	Empathy is the heart of emotional intelligence.	You seem _____. Something _____ must have happened.
<b>Consequences</b> Helping children learn from their mistakes	<b>Intention</b> Mistakes are opportunities to learn	Responsibility	Help children reflect on their choices and change.	The brain thrives on feedback.	Consequences help children learn cause & effect relationships.	If you choose to _____ then you will _____.





#### 4. Graduated Approach

Stages		Response
<b>Stage 1</b> <ul style="list-style-type: none"> <li>Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children</li> <li>Inappropriate language (not aimed at children)</li> <li>Not listening</li> <li>Not keeping hands and feet to themselves</li> </ul>	1 <sup>st</sup> Verbal warning	Low key response  Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice  Remind "At Winston Way we..."
<b>Stage 2</b> Continued... <ul style="list-style-type: none"> <li>Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children</li> <li>Inappropriate language (not aimed at others)</li> <li>Not listening</li> <li>Not keeping hands and feet to themselves</li> </ul>	2 <sup>nd</sup> Verbal Warning  Name moved from green to Yellow  Pupils makes positive choices move from yellow to green	Child asked to move their name from green to yellow.  Child can move back to green if correct choices are made  Low key response Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice  Remind "At Winston Way we..." If behaviour continues- child is reminded of rule/ explained that they may move to red
<b>Stage 3 Level one behaviour</b> <ul style="list-style-type: none"> <li>Inappropriate language aimed at others</li> <li>Beginning to challenge authority/ minor level.</li> <li>Treating classroom without respect</li> </ul>	Time taken back from closest Playtime/ Lunch  Incident logged on CPOMS	Rule reminder "At Winston Way we..., by continuing to... you are choosing to lose 5 minutes from your playtime..." Name moves to red.  Child to miss play or lunch to make up for lost learning time with the person who gave the consequence. If occurs in the afternoon, work is to be sent home to be returned the day after.  Discuss with parent at the end of the day, if needed.
<b>Stage 3 Level two behaviour</b> <ul style="list-style-type: none"> <li>Continued disruption to class and other despite Level 1 or Level 2</li> <li>Obstructive behaviour in refusing to participate/ refusing to work</li> </ul>	Time taken back from closest Playtime/ Lunch  Incident logged on CPOMS	Rule reminder "At Winston Way we..., by continuing to... you are choosing to lose 10 minutes from your playtime..." Name moves to red.  Praise those making correct choices Support children to make the right choice  Rule reminder/ quiet reminder.  Child to miss play or lunch to make up for lost learning time with the person who gave the consequence. If



		occurs in the afternoon, work is to be sent home to be returned the day after.  Discuss with parent at the end of the day.
<b>Stage 3 Level three behaviour</b> <ul style="list-style-type: none"> <li>Serious and deliberate</li> <li>Rudeness to adults</li> <li>Leaving room without permission</li> <li>Continues refusal to complete set tasks after having level 2 consequence</li> <li>Upsetting and name calling to other pupils</li> <li>Highly disruptive behaviour</li> <li>Throwing objects across the room</li> </ul>	Immediate move to red  Incident logged on CPOMS  Consequence given	Rule reminder "At Winston Way we..., by continuing to... you are choosing to be..."  <b>Consequences could include:</b> <b>Full play/lunch lost</b> <b>Work being sent home</b> <b>Internal exclusion for next lesson including play/lunch</b>  Praise those making correct choices  Phone call home made by class teacher
<b>Stage 3 Level four behaviour</b> <ul style="list-style-type: none"> <li>Persistent offensive/ abusive language</li> <li>Throwing objects to hurt</li> <li>Break/destroying class equipment</li> <li>Physically hurting others</li> <li>Damaging property</li> <li>Racist/Religious/ homophobic incident</li> </ul>	Sent to Senior Leader/ Behaviour Lead  Behaviour Lead in lesson time, SLT lunch time  Incident logged on CPOMS	If this is consistently happening behaviour plan issued for child.  <b>Consequences:</b> <b>Internal Exclusion</b> <b>Fixed Term Exclusion</b>  Senior leader to make phone call home

### Graduated approach for lunchtimes

Stages		Response
<b>Stage 1</b> <ul style="list-style-type: none"> <li>Inappropriate language (not aimed at children)</li> <li>Not listening</li> <li>Not keeping hands and feet to themselves when playing</li> <li>Beginning to challenge authority/ minor level.</li> <li>Treating playground without respect</li> <li>Not following lunchtime charter</li> </ul>	1 <sup>st</sup> Verbal warning	Low key response  Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice  Remind" At WW we..."
<b>Stage 2</b> <ul style="list-style-type: none"> <li>Inappropriate language (not aimed at children)</li> <li>Not listening</li> <li>Not keeping hands and feet to themselves</li> <li>Beginning to challenge authority/ minor level.</li> <li>Treating playground without respect</li> <li>Other minor issues</li> <li>Not following lunchtime charter</li> </ul>	2 <sup>nd</sup> Verbal Warning  5 minutes time out	Low key response  Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice  Remind" At WW we..."  Child to have time out with the person who gave the consequence.





<b>Stage 3</b> <ul style="list-style-type: none"> <li>Continued behaviour despite Level 1 or Level 2</li> <li>Inappropriate language aimed at others</li> <li>Challenge authority</li> <li>Treating playground without respect</li> <li>Serious and deliberate quarrels with other children</li> <li>Rudeness to adults</li> <li>Continues refusal</li> <li>Upsetting and name calling to other pupils</li> <li>Not keeping hands and feet to themselves, pushing/hurting others during games</li> <li>Not following lunchtime charter</li> </ul>	10 minutes time out  <b>Fill form for CPOM and for teacher</b>  <b>Input into CPOMs</b>  Tick stage 3	Rule reminder "It's your choice but there will be consequences. At WW we..., by continuing to... you are choosing to lose 10 minutes of your playtime..."  Teacher to discuss with parent at the end of the day, if needed.  Child to have time out with the person who gave the consequence.
<b>Stage 4</b> <ul style="list-style-type: none"> <li>Continued behaviour despite Level 1 or Level 2</li> <li>Serious and deliberately hurting others (kicking and hitting)</li> <li>Persistent name calling, rudeness</li> <li>Persistent offensive/abusive language</li> <li>Throwing</li> <li>Damaging property</li> <li>Other serious</li> </ul>	Taken to SLT  <b>Fill form for CPOM and for teacher</b>  <b>Input into CPOMs</b> Tick stage 4	

### Restorative Justice Approach.

This process can be quick when dealing with minor incidents but takes longer with more serious or long-standing issues. The member of staff dealing with the incident needs to ensure that appropriate sanctions or reparations have been agreed at the end of the process.

Questions to help with restorative conflict resolution once the children have calmed down:

- What happened?
- What were you thinking and feeling at the time?
- How do you feel about what happened now?
- How has it affected you?
- Who do you think has been affected by what you did?
- Did you make a sensible choice?
- Do you think you behaved fairly/kindly?
- Would you like to be treated in that way? (We should treat others as we would like to be treated.) What do you need to help you feel better?
- What could you do to put things right?
- How can you make sure that this doesn't happen again, what would you do differently?

### 5. The Behaviour policy beyond the school gate



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The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

## **6. Prohibited items and searches**

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items.

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.



Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

### Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Mobile phones
- Cameras
- knives or weapons
- alcohol
- illegal drugs
- drugs paraphernalia
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the [Head Teacher/Principal] may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects 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. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline.



When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

### Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

### Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

### Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

## **7. Drugs**

**The school should state whether it operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors.** The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school should make this broad definition clear. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school should take into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE



programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

### **Confiscation of drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

### **Parental involvement**

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **8. Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. It can take many forms. Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- Cyber-bullying via text messages or the internet
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.



## **Bullying will not be tolerated at Winston Way Academy.**

If you believe that your child is being bullied, you must speak to the classroom teacher in the first instance.

### **9. Rewards**

We recognise that there are many ways behaviour can be re-inforce through positive praise and recognition.

There are '**Outstanding Effort Notices**' that can be given to students as and when they have done something out of the ordinary that should be recognised. There is also a merit assembly each Friday, where a child from each class is to be chosen that has stood out that week and given a **Merit certificate** and celebrated. We have '**School Value Notes**' which children receive who have displayed one or more of the school values consistently.

While these are great ways to celebrate those making positive choices, ensuring that positive reinforcement is used daily is high on the agenda at Winston Way, through verbal means or the aforementioned recognition.

**Attendance certificates** are given out weekly to classes who have higher than 98% attendance and termly for those children who have 100% attendance.

### **10. Use of social media**

In using social media relate all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils, or staff in any way.

Examples of prohibited use:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team report misuse of social media. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

### **11. Use of reasonable force**



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We suggest that the policy specifies that the school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What does it mean to use physical intervention on a child?

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why use physical intervention?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

## 12. Exclusions

Also refer to the school's Exclusion Policy

### 1. *Executive Summary or Explanatory Note*

Reference the Behaviour Policy / school ethos / Code of Conduct / school rules / scale of sanctions. Emphasise that to ensure good order and behaviour for learning it may be necessary to exclude students from the premises for a fixed term or permanently. That exclusion is the ultimate sanction. That the decision to exclude is the Principal's alone or in his/her absence, the designated teacher in charge.

### 2. *Legislation and Guidance*

In applying this policy, the school will adhere to current legislation, including the Equality Act 2010, the DfE guidance on exclusions and the Equalities Act. Winston Way will also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.



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The Principal and governing body will comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; work experience placement etc.

### 3. *Types of Exclusion*

#### *Fixed Term Exclusion*

A fixed-term exclusion may be applied for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion will be equivalent to a half day exclusion.

Please see the graduated approach for examples of behaviour leading to a fixed term exclusion.

Repeated use of fixed-term exclusion for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)) could be considered ineffective or failing to sufficiently meet a child's needs. The school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may also involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

#### *Permanent exclusion*

Permanent exclusions will be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single one-off incident or extreme misconduct.

Please see the graduate approach for examples of behaviours

**Any list of examples is not exhaustive; each situation will be considered individually.**

### 4. *The Investigation*

Any investigation will be conducted in accordance with DfE guidance so as to be fair.

To be thorough: witnesses to be questioned and statements taken; the accused to be given the opportunity to have his/her say.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The student's previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;

- Take into account the school behaviour policy, special educational needs policy and equality law obligations.

## 5. *Principal's Decision*

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

## 6. *Notification*

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge. The key points the letter is to address:

- Reasons for exclusion
- Period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent
- Parents' right to make representations about the exclusion to the Governing Body and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Governing Body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting and to bring a friend
- That for the first 5 school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.
- Arrangements for alternative provision, where this is relevant

## 7. *Role of the Local Governing Body*

The role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.



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For more information, please see the Exclusions Policy.

Owner	Secondary Improvement Team and Primary Team
Department responsible	Secondary Improvement Team and Primary Team
United Learning Independent Schools/Academies/Both	Academies
Reviewed	July 2024
Date Authorised	09.07.2024
Review Date	July 2025



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