

# United Learning Behaviour Policy – Winston Way Academy

**Be Ready, Be Respectful, Be Safe**

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## 1. Policy Implementation

### Guiding Principles

At Winston Way Academy, we are committed to creating a safe, respectful, and inclusive environment where every member of the school community feels secure and valued. Harassment and bullying—whether in person, online, or outside of school—will not be tolerated under any circumstances.

We uphold the principles of equality and diversity and take our responsibilities under the **Equality Act 2010** seriously. This includes making reasonable adjustments to support pupils with disabilities and ensuring that all individuals are treated fairly and with dignity.

## **Aims of the Behaviour Policy**

Through this policy, our school community aims to:

- Establish a consistent, calm, and respectful approach to behaviour management and language across all settings.
- Ensure that clear boundaries of acceptable behaviour are understood and upheld by pupils, staff, and parents.
- Empower all adults to take ownership of behaviour issues and follow up personally and constructively.
- Promote restorative practices that encourage reflection and reconciliation, rather than punitive measures.
- Build pupils' self-esteem through a structured system of rewards and recognition for effort in both academic work and behaviour.
- Cultivate a culture of politeness, happiness, and emotional awareness, where pupils are considerate of others' feelings.
- Encourage respect for personal and shared property, fostering responsibility and care.
- Develop responsible citizenship and self-discipline, preparing pupils to contribute positively to society.
- Create a calm, purposeful, and inclusive learning environment where every pupil can thrive without limits.

## **Whole-School Approach to Behaviour Education**

We embed positive behaviour through both the taught curriculum and wider school experiences, including lunchtimes and extended provision such as Breakfast and After School Clubs. Our approach includes:

- Teaching essential social skills such as sharing, turn-taking, active listening, and respectful communication.
- Equipping pupils with peaceful conflict resolution strategies that promote empathy and understanding.
- Developing cooperative and collaborative skills to support group learning.
- Reinforcing agreed behaviour boundaries regularly, ensuring pupils understand and respect expectations.
- Supporting emotional literacy through the Thrive & ELSA programme, helping pupils recognise, understand, and respond to a range of feelings.
- Expanding pupils' emotional vocabulary to encourage verbal expression over physical reactions.
- Promoting equal opportunities and nurturing a positive attitude towards diversity and inclusion.
- Fostering a culture of peer support, where pupils help and uplift one another.
- Maintaining a classroom atmosphere that is calm, focused, and conducive to effective learning.
- Helping pupils understand the impact of their words and actions on themselves and others, encouraging accountability and growth.

## **Working Together**

We believe that pupil behaviour is a reflection of the school's culture and ethos. Our goal is for every pupil to feel a sense of belonging and to act responsibly because it is the right thing to do. This is achieved through:

- A positive and proactive approach to behaviour management.

- A behaviour curriculum that reinforces the academy's values.
- Strong home-school agreements that align expectations.
- Collaborative relationships between school, students, and parents to support consistent standards and shared responsibility.

## 2. Rewards & Recognition

At Winston Way Academy, we believe that recognising and celebrating positive behaviour is fundamental to building a thriving school culture. A consistent, inclusive, and well-embedded rewards and recognition policy plays a vital role in shaping pupils' self-esteem, well-being, sense of achievement, and overall enjoyment of school life.

Positive recognition empowers every member of staff to reinforce our shared values and ethos. We celebrate not only academic success, but also kindness, effort, resilience, and personal growth—ensuring that every child feels seen, valued, and motivated to succeed.

### Inclusive Recognition

We are committed to ensuring that our reward systems are fair, accessible, and inclusive for all pupils. We recognise that some traditional incentives—such as 100% attendance awards or attendance-based access to events—may inadvertently disadvantage pupils with SEND or medical needs. As such, we adapt our systems to avoid discrimination and promote equity.

Where challenging behaviour is linked to a pupil's disability, we use positive discipline and personalised reward strategies to support behavioural development and improve educational outcomes. Every child deserves the opportunity to be celebrated for their progress.

### Whole-School Celebrations

We celebrate positive behaviour through a range of meaningful and inclusive approaches:

- **Sincere verbal praise** and public recognition for effort, kindness, and achievement.
- **Class Dojo** awarded for going "above and beyond" in demonstrating our core & British values.
- **Hot Chocolate with the Principal** for pupils who consistently model exemplary behaviour.
- **Weekly "Winston Stars" enrichment activities** for pupils nominated by staff.
- **Star of the Week:** One child per class is selected weekly and celebrated in assembly.
- **Celebration Assemblies:** Parents are invited to join as we highlight individual accomplishments—academic, personal, or linked to behaviours for learning every term.

### Descriptive Praise

Staff are encouraged to use descriptive praise—clearly identifying the behaviour and explaining its positive impact. This immediate feedback helps pupils understand the value of their actions and reinforces positive choices.

Examples include:

"Amira, you did your best in Maths today—even when it got tricky, you kept going. That's brilliant perseverance."

"Leo, you picked up the coats from the floor—thank you! That keeps our space safe and shows you care about our school."

We celebrate **personal bests** and **continuous improvement**, recognising every step forward regardless of a child's performance relative to peers.

### **Key Stage Reward Systems**

- **EYFS, KS1 & KS2** use **Dojo Points** to recognise core values and positive choices.

### **Principal's Award**

At the end of each half term, the Principal selects one pupil per class to receive the **Principal's Award**. This prestigious recognition is given to pupils who consistently uphold the school's behaviour expectations and serve as outstanding role models and ambassadors for Winston Way Academy.

### **Informal Recognition and Parent Engagement**

We believe that celebrating success should extend beyond the classroom. Staff regularly share pupils' acts of kindness, helpfulness, and achievement with parents through:

- **Informal conversations** at drop-off and pick-up
- **Parent consultation meetings** each term

This strengthens the home-school partnership and ensures families are actively involved in recognising and supporting their child's growth.

## **3. Behaviour expectations**

Our three core rules—**Be Ready, Be Respectful, Be Safe**—are explicitly taught, modelled, and reinforced across all areas of school life. These rules are expanded and explored through assemblies, lessons, and daily routines:

- **Be Ready:** I will be in the right place, with the right equipment, ready to listen and complete my work.
- **Be Respectful:** I will speak politely to adults and peers, and care for equipment and others' belongings.
- **Be Safe:** I will follow instructions, be kind, and look after myself and others.

These expectations apply at all times: during the school day, when travelling to and from school, while representing the school, and in any online or electronic communication related to Winston Way Academy or United Learning.

### **Examples of Praised Behaviour**

We actively recognise and celebrate behaviours that reflect our values:

- Helping others and showing kindness
- Demonstrating resilience and effort in learning
- Taking responsibility for actions and choices
- Showing leadership and teamwork
- Respecting boundaries and routines

### **Teaching Good Behaviour**

We use a structured approach to explicitly teach behaviour across the school:

- **IDENTIFY** the behaviour we expect
- **TEACH** behaviour through modelling and discussion
- **PRACTISE** behaviour in real contexts
- **NOTICE** and praise excellent behaviour
- **CREATE** conditions for success through consistent routines

Staff use shared scripts and professional language to maintain clarity and avoid personalising behaviour. Praise is public; correction is private.

### **Adult Consistencies**

Staff follow visible and predictable routines to build respectful relationships:

- Greet pupils warmly at the door and around the school
- Remain calm, consistent, and fair in all interactions
- Focus attention on positive conduct first
- Always model self-control and professionalism

# Behaviour Support Steps



## STEP 1: REMINDER

A calm, clear reminder of expectations using shared language



## STEP 2: FINAL WARNING

A final opportunity to make the right choice, with consequences explained



## STEP 3: SELF-REFLECTION

Pupil completes a reflection activity  
Takes place in another class



## STEP 4: RESTORATIVE CONVERSATION

Held at the next break or lunch to repair relationships and reset expectations



## STEP 5: CPOMS RECORD

Staff member logs the incident and outcome on CPOMs



## SHARE WITH ADULT

Pupil shares their reflection sheet with the adult collecting them at end of day

Our behaviour pathway is adapted for children with SEN & SEMH.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

### **Pupil Support Systems**

We recognise that some behaviours arise from unmet needs or developmental challenges. Pupils who display persistent disruptive behaviour may receive:

- Bespoke positive behaviour plans
- Targeted interventions and mentoring
- Access to the Pastoral Support, ELSA & Thrive
- Targeted intervention through Zones of Regulations
- Multi-agency assessment and support (e.g. EP, CAMHS, SALT)
- Regular review of progress and strategies

All new pupils are thoroughly briefed on behaviour expectations during induction and supported through transitions from entry to exit.

### **Relentless Routines**

To ensure consistency and clarity, all pupils and staff follow routines such as:

- **Awesome Appearance:** pride in uniform and presentation
- **Five S's:** Silent and still, Shirts tucked in, Straight and single file, Hands by side, Sensible walking
- **STAR:** Sitting up straight, tracking the speaker, arms folded and respecting the speaker
- **Track the Speaker:** pupils stop, turn, and listen attentively when addressed

These routines are embedded across the school and contribute to a calm, purposeful environment.

### **The Hub**

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Individual Behaviour Learning Plans' that detail additional support, strategies and expectations.

## 4. Graduated Approach

Stages		Response
<b>FOLLOW UP, REPAIR AND RESTORE</b>		
Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.		
<ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. <b>Who has been affected?</b> (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)</li> <li>6. How have they been affected?</li> <li>6. <b>What should we do to put things right?</b></li> <li>7. How can we do things differently in the future?</li> </ol>		
The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.		
*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.		
<b>Stage 1</b>  Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children  Not following instructions  Not showing 'Be ready, Be respectful, Be safe'  Low-level disruption	<b>Reminder</b>	<p>Low key response - Gentle approach &gt; use child's name &gt; down to child's level &gt; make eye contact &gt; deliver message &gt; walk away!</p> <p>Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice</p> <p>REMINDER (Reinforce 3 rules/acronym, privately if possible): <i>I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening.</i> (Give the child 'take up time' and DO NOT respond.)</p> <p>Example - <i>'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i></p>
<b>Stage 2</b>  Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children  Not following instructions	<b>Final Warning</b>	<p>Low key response - Gentle approach &gt; use child's name &gt; down to child's level &gt; make eye contact &gt; deliver message &gt; walk away!</p> <p>Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice</p> <p><i>I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc. Do you remember when ... (model of</i></p>

Not showing 'Be ready, Be respectful, Be safe'		previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.)
Low-level disruption		Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
<b>Stage 3</b>		
Inappropriate language	Space to cool off: <b>In another Classroom</b>	"I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes."
Challenging authority	<b>Reflection Sheet Completed (EYFS/KS1/KS2)</b>	Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'
Not keeping hands and feet to themselves		Adult (who witnessed the incident) to complete ' <b>FOLLOW UP, REPAIR AND RESTORE</b> ' questions with child during break/lunch
Treating classroom without respect	<b>Incident logged on CPOMS</b>	<ul style="list-style-type: none"> <li>• Child sent to designated classroom.</li> <li>• Child completes self-reflection sheet.</li> <li>• If behaviour improves, return to class. If not or if child refuses, move to Stage 4.</li> <li>• Record on CPOMs.</li> <li>• Complete restorative conversation with pupil</li> <li>• Share reflection sheet with adult on collection</li> </ul>
Obstructive behaviour in refusing to participate/ refusing to work		For regular occurrences: <ul style="list-style-type: none"> <li>• Discussion with SLT, Pastoral Team and/or SENCO: consider Behaviour Intervention and/or additional support.</li> <li>• Begin monitoring to identify areas of concern / possible causes/ appropriate targets.</li> <li>• Parents contacted by teacher to inform them that behaviour is a cause for concern. Logged on CPOMs</li> </ul>
<b>Stage 4</b>		
Serious and deliberate	Space to cool off: <b>Pastoral Hub</b>	"I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.)"
Rudeness to adults	<b>Reflection Sheet Completed (EYFS/KS1/KS2)</b>	*DO NOT describe the child's behaviour to other adults in front of the child*
Leaving room without permission		Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mrs Kairo and you will need to complete your learning in the Pastoral Hub. I will come and speak to you at the end of the day. Thank you.'
Continues refusal to complete set tasks after having Stage 3 & 4 consequence	<b>Incident logged on CPOMS</b>	Adult (who witnessed the incident) to complete ' <b>FOLLOW UP, REPAIR AND RESTORE</b> ' questions with child during break/lunch
		• Child escorted to / collected by appropriate adult.

Upsetting and name calling to other pupils		<ul style="list-style-type: none"> <li>From remainder of lesson through to a half day working alone without causing further disturbance.</li> <li>Possible removal of a privilege / playtime.</li> <li>Teacher must provide work / activity for child to complete as soon as possible after removal.</li> <li>Record on CPOMs</li> </ul>
Highly disruptive behaviour		
Throwing objects across the room		<p>For regular occurrences:</p> <ul style="list-style-type: none"> <li>Discussion with Phase Lead / SENCO / Pastoral Team/ Deputy as appropriate.</li> <li>Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.</li> <li>Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.</li> <li>Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.</li> </ul>
<b>SPECIFIC PLAYGROUND SANCTIONS</b>		<p>Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below. You need to:</p> <p>Stage 1 &amp; 2. Reminder</p> <p>Stage 3. Follow member of staff around for 5 minutes. Record on CPOMs</p> <p>Stage 4. Follow member of staff around for 10 minutes. Record on CPOMs</p> <p>Stage 5. Go inside to Pastoral Hub. Midday Supervisor/Adult to follow up with child and record on CPOMs.</p>
<b>Stage 5</b> Persistent offensive/ abusive language  Throwing objects to hurt  Break/destroying class equipment  Damaging property  Racist/Religious/ homophobic incident  Violence (i.e. physical contact made with the intention to harm)  Defiance / rudeness towards any adult  Persistent taunting, teasing and bullying behaviour	Sent to Senior Leader/ Pastoral Support Officer  <b>Incident logged on CPOMS</b>	<p><i>"I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day."</i></p> <p><i>*DO NOT describe the child's behaviour to other adults in front of the child*</i></p> <p><i>Example - 'I have noticed you have chosen to continue to throw objects. I will now contact Mrs Kairo and you will need to complete your learning in the Hub. I will come and speak to you at the end of the day. Thank you.'</i></p> <p>Adult (who witnessed the incident) to complete '<b>FOLLOW UP, REPAIR AND RESTORE</b>' questions with child during break/lunch</p> <ul style="list-style-type: none"> <li>Child escorted to / collected by appropriate adult.</li> <li>Removal of all privilege / playtime.</li> <li>Teacher must provide work / activity for child to complete as soon as possible after removal.</li> <li>Record on CPOMs</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>Withdrawal from lesson/Internal exclusion</li> <li>Short fixed term exclusion (0.5-2 days)</li> <li>Longer fixed term exclusion (2-4.5 days)</li> <li>Permanent exclusion</li> </ul> <p>The consequence will be dependent on:</p> <ul style="list-style-type: none"> <li>Severity of the incident</li> <li>Impact on staff/children</li> <li>Frequency of the incidents</li> <li>Age/needs of the child</li> </ul>

Stealing		For regular occurrences: <ul style="list-style-type: none"> <li>• Discussion with Phase Lead / SENCO / Pastoral Team/ Deputy as appropriate.</li> <li>• Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.</li> <li>• Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.</li> <li>• Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.</li> </ul>
Spitting		

## 5. Bullying

At Winston Way Academy, we are committed to fostering a safe, respectful, and inclusive environment for all pupils and staff. Bullying in any form is considered a serious breach of our behaviour expectations and will not be tolerated.

### Definition of Bullying

Bullying is a form of anti-social behaviour that causes physical or emotional harm. It is defined as: "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally."

(DfE – Preventing and Tackling Bullying, July 2017)

Bullying may be motivated by actual or perceived differences and often involves an imbalance of power between the perpetrator and the victim. It can be perpetrated by peers or adults and may occur face-to-face or online.

### Forms of Bullying

Bullying can take many forms, including but not limited to:

- **Physical:** Punching, kicking, hitting, spitting, or any form of physical aggression.
- **Verbal:** Name-calling, discriminatory language, taunting, mocking, offensive comments, graffiti, gossiping, exclusion, and spreading harmful rumours.
- **Social Exclusion:** Deliberately excluding someone from activities or encouraging others to do so.
- **Damage or Theft:** Intentionally damaging property or stealing belongings, often accompanied by threats or intimidation.
- **Cyberbullying:** Online abuse via text, messaging apps, gaming platforms, websites, or social media. This includes sending offensive messages, sharing degrading images or videos, and anonymous harassment.
- **Prejudice-Based Bullying:** Targeting individuals or groups based on race, religion, gender, sexual orientation, disability, special educational needs, or family circumstances.

Bullying may also manifest as peer-on-peer abuse, sexual harassment, or emotional abuse, and can have long-lasting effects on a child's emotional development.

### Responding to Bullying

When bullying is suspected or reported, the academy will take the following steps:

- Immediate action by the staff member who witnesses or receives the report.
- Support for the victim to ensure safety and involvement in decision-making.
- Investigation by the Principal, Designated Safeguarding Lead (DSL), or senior leadership.

- DSL involvement in all cases with safeguarding concerns.
- Communication with relevant staff and parents/carers.
- Implementation of consequences and support strategies in line with the Behaviour Policy.
- Referral to external agencies (e.g. police, Early Help, children's social care) if necessary.
- Investigation of off-site or out-of-hours incidents, including cyberbullying, with appropriate in-school action.
- Recording of incidents and actions on CPOMS, including safeguarding notes and outcomes.

## **Cyberbullying Response**

In cases of cyberbullying, the academy will:

- Act promptly upon identification or report.
- Support the victim and work with the perpetrator to prevent recurrence.
- Encourage evidence collection (e.g. screenshots).
- Attempt to identify the perpetrator.
- Collaborate with online service providers to remove harmful content.
- Apply appropriate sanctions and offer behavioural support.
- Inform the police if a criminal offence has occurred.
- Educate pupils and staff on online safety, including:
  - Not retaliating or replying to abuse.
  - Blocking or removing contacts.
  - Reviewing privacy settings and public information.

## **Supporting Pupils**

### **Pupils Who Have Been Bullied**

Support may include:

- Reassurance and continuous emotional support.
- Opportunities to speak with a trusted adult or safeguarding lead.
- Confidence and self-esteem building.
- Access to counselling, pastoral care, and referrals (e.g. CAMHS).
- Engagement with parents/carers and external agencies as needed.

### **Pupils Who Have Bullied Others**

Support and intervention may include:

- Discussion to understand the behaviour and its impact.
- Parental involvement to encourage behavioural change.
- Education and pastoral support to address underlying causes.
- Removal of harmful online content and reporting to service providers.
- Sanctions in line with the Behaviour Policy.
- Referral to external services (e.g. Police, Early Help and CAMHS).

## **Preventing Bullying**

The whole school community will work together to:

- Promote a culture of respect, inclusion, and care.
- Recognise that bullying can affect anyone—children or adults.
- Discuss and celebrate differences (e.g. religion, ethnicity, disability, gender, sexuality, appearance, family background).
- Challenge discriminatory language and behaviour.
- Encourage responsible use of technology and social media.
- Collaborate with external agencies to address prejudice-driven bullying.
- Celebrate achievements to build a positive school ethos.

- Foster open dialogue through school council, pupil conferencing, RSE curriculum, morning meetings, and clear behaviour expectations.

## 6. Contextual Safeguarding

At Winston Way Academy, we recognise that pupil behaviour is often shaped by a complex interplay of personal, social, and environmental factors. Our approach to behaviour management is therefore rooted in a deep understanding of contextual safeguarding—ensuring that staff always consider the wider circumstances surrounding a pupil's actions.

### Understanding Behaviour in Context

Staff are expected to reflect on the motive and context of any misbehaviour, asking not only what happened, but **why**. Behaviour may be a signal of underlying distress, unmet needs, or external influences such as peer pressure, family dynamics, or exposure to harm outside of school.

Where a pupil's behaviour raises concerns about their welfare, staff must:

- Consider whether the behaviour may be a response to abuse, neglect, exploitation, or other safeguarding risks.
- Follow the procedures outlined in the school's **Child Protection and Safeguarding Policy**.
- Report concerns immediately to the **Designated Safeguarding Lead (DSL)** or deputy DSL.
- Record concerns on CPOMS, ensuring timely and accurate documentation.

Staff must never delay in reporting concerns where there is reasonable suspicion that a pupil may be suffering, or is likely to suffer, significant harm—whether inside or outside of school.

### Behaviour and Unmet Needs

Disruptive behaviour may also be a reflection of unmet educational, emotional, or developmental needs. In line with the SEND Code of Practice and the academy's inclusive ethos, staff will:

- Consider whether the behaviour may be linked to undiagnosed learning difficulties, communication challenges, mental health needs, or other barriers.
- Engage with the **SENCO, Pastoral Team, or Thrive/ELSA practitioners** to assess and support the pupil.
- Use the **Graduated Approach** to identify, plan, and implement appropriate interventions.
- Discuss concerns with parents/carers to ensure a collaborative and supportive response.
- Where appropriate, refer to external agencies such as **Early Help, CAMHS, or Educational Psychology**.

The academy's behaviour policy is designed to work in tandem with its safeguarding and SEND frameworks, ensuring that pupils are supported holistically and compassionately.

## 7. Supporting Students with Special Educational Needs and Disabilities (SEND)

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The SEND Code of Practice (2014) states that, 'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be

appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'

### **Adaptations / Reasonable Adjustments**

At Winston Way Academy we make adaptations / reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations / reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour.

### **Considering whether a student may have unidentified SEND**

Where there are concerns that a young person may have unidentified SEND, the school will adhere to its SEND referral and identification processes in line with the graduated approach (see *SEND Information Report / SEND Policy*.) A meeting with the special educational needs co-ordinator (SENCO) may be arranged to discuss further.

## **8. Allegations against staff**

At Winston Way Academy, safeguarding is at the heart of everything we do. We are unwavering in our commitment to ensuring the safety, dignity, and wellbeing of every pupil and adult within our school community. All staff are held to the highest standards of professional conduct, and any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness.

Such allegations will be managed in strict accordance with the procedures outlined in the school's Child Protection and Safeguarding Policy, which reflects statutory guidance and best practice. These procedures ensure that all concerns are investigated thoroughly, fairly, and with due regard to the rights and welfare of both the individual making the allegation and the member of staff involved.

All members of the school community—including pupils, parents, carers, and staff—must be aware that safeguarding is a shared responsibility. Allegations must be made in good faith and with genuine concern for the safety or wellbeing of others.

### **Malicious Accusations Against Staff or Pupils**

While we encourage openness and transparency in reporting concerns, Winston Way Academy will not tolerate the deliberate fabrication of allegations. Pupils who are found to have knowingly made malicious accusations—whether against staff, other pupils, or members of the wider school community—will face serious disciplinary consequences.

Malicious accusations are defined as those made with intent to deceive, harm, or disrupt, and without any factual basis. These actions undermine the integrity of our safeguarding procedures and can cause significant distress and reputational damage.

Consequences for malicious accusations may include:

- Formal restorative conversations and reflection
- Withdrawal from lessons or internal exclusion
- Fixed-term suspension (0.5 to 4.5 days depending on severity)
- Permanent exclusion in cases of repeated or severe misconduct

These sanctions are consistent with the graduated approach and exclusion framework outlined in our Behaviour Policy. The severity of the consequence will be determined based on:

- The impact on the individual(s) involved
- The intent and nature of the accusation
- The pupil's age, needs, and behavioural history
- Any contextual safeguarding concerns

Where appropriate, the school may also involve external agencies, including the police, if the accusation constitutes a criminal offence.

### **Supporting All Parties**

In all cases, Winston Way Academy will ensure that:

- The accused member of staff or pupil receives appropriate support and is treated fairly throughout the process.
- The pupil who made the accusation is supported to understand the seriousness of their actions and is given opportunities to reflect and make amends.
- Parents/carers are informed and involved in the resolution process.
- Safeguarding procedures are followed rigorously, with oversight from the Designated Safeguarding Lead.

## **9. Supporting pupils following a sanction**

At Winston Way Academy, we recognise that sanctions alone do not lead to long-term behavioural change. Our approach is rooted in education, reflection, and support to help pupils understand the impact of their actions and make better choices in the future.

We are committed to ensuring that every pupil is given the opportunity to learn from their mistakes, repair relationships, and reintegrate successfully into the school community. Following any sanction, staff will consider a range of strategies to support the pupil's development and help them meet the behaviour expectations of the academy.

### **Strategies to Support Behaviour Improvement**

The following strategies may be used to support pupils after a sanction:

- **Restorative Conversations:** Staff will use structured restorative questions to help pupils reflect on their behaviour, understand its impact, and identify ways to make amends. This process encourages accountability and empathy.
- **Reflection Sheets:** Age-appropriate reflection sheets are completed by pupils to help them process the incident and articulate how they can improve their behaviour going forward.
- **Reintegration Support:** Pupils returning from internal exclusion, suspension, or time away from the classroom will be supported through a reintegration plan. This may include check-ins with a key adult, pastoral support, and clear behaviour targets.
- **Behaviour Coaching and Mentoring:** Pupils may receive targeted support from the Pastoral Team, Thrive practitioners, or ELSA staff to address underlying emotional or social challenges.
- **Individual Behaviour Plans:** For pupils with persistent difficulties, bespoke behaviour plans will be developed in collaboration with parents/carers and relevant staff. These plans outline specific goals, support strategies, and review timelines.
- **Positive Reinforcement:** Staff will actively seek opportunities to recognise and praise improved behaviour, helping pupils rebuild self-esteem and motivation.
- **Parental Engagement:** Parents/carers will be involved in follow-up conversations to ensure consistency between home and school, and to reinforce shared expectations.

- **Multi-Agency Support:** Where appropriate, referrals may be made to external agencies such as CAMHS, Educational Psychology, or Early Help to provide specialist support.
- **Curriculum Integration:** Behaviour expectations and emotional literacy are reinforced through PSHE, RSE, and morning meetings, helping pupils develop the skills needed to regulate their behaviour and interact positively with others.
- **Monitoring and Review:** Staff will monitor progress and adjust support as needed. Regular reviews ensure that interventions remain effective and responsive to the pupil's needs.

## 10. Use of reasonable force

At Winston Way Academy, we are committed to creating a safe and respectful environment where pupils and staff feel secure and supported. In rare and exceptional circumstances, authorised staff may use reasonable force to prevent harm and maintain good order, in line with the Department for Education's guidance: [Use of Reasonable Force – Advice for School Leaders, Staff and Governing Bodies](#).

### Legal Framework and Authorisation

Members of staff authorised by the Principal may use reasonable force when necessary to:

- Prevent a pupil from committing an offence
- Prevent personal injury to, or damage to the property of, any person (including the pupil)
- Prevent behaviour that is prejudicial to the maintenance of good order and discipline at the school or among pupils, whether during a teaching session or otherwise

This applies both on school premises and during authorised off-site activities (e.g. school trips), where staff have lawful charge of pupils.

### What Is Physical Intervention?

Physical intervention refers to the positive application of force with the intention of protecting a pupil from harming themselves, others, or seriously damaging property. It is a last resort strategy, used only when all other de-escalation techniques have been exhausted.

Effective physical intervention requires:

- Professional judgement and emotional regulation
- Knowledge of safe, non-harmful techniques
- Sensitivity to the pupil's age, needs, and vulnerabilities

Physical intervention may involve deflecting a pupil's actions, removing a dangerous object, or guiding a pupil away from a volatile situation. It should be reduced gradually as the pupil regains self-control.

### When and Why Physical Intervention May Be Used

Physical intervention may be used when:

- A pupil is at immediate risk of harming themselves or others
- A pupil is causing serious disruption and cannot be calmed through verbal strategies
- A pupil is damaging property in a way that poses a safety risk

Staff must always consider the pupil's individual needs, including any SEND or emotional vulnerabilities, before deciding to intervene physically.

### Recording and Planning for Physical Intervention

Where restrictive physical intervention has been used more than once with a particular pupil, it is considered a foreseeable risk. In such cases, the school will:

- Develop a **Positive Handling Plan** as an appendix to the pupil's Behaviour Plan
- Share the plan with parents/carers and relevant staff
- Review the plan regularly to reduce the likelihood of future incidents

All incidents involving physical intervention must be:

- Reported to the Principal immediately
- Logged on CPOMS with full details of the incident, actions taken, and outcomes
- Communicated to parents/carers
- Recorded in Physical Restraint Book

### **Staff Training and Professional Development**

Staff authorised to use reasonable force will receive appropriate training every 2–3 years. Training includes:

- Legal and ethical considerations
- Safe physical intervention techniques
- De-escalation strategies
- Awareness of SEND and safeguarding implications

Staff must always act in accordance with the school's Safeguarding and Child Protection Policy, and with due regard to the pupil's dignity and wellbeing.

### **Link to Searches and Safeguarding**

The use of reasonable force may also apply during searches for prohibited items, as outlined in the school's section on *Prohibited Items and Searches*. Any use of force must be proportionate, necessary, and in line with safeguarding protocols.

## **11. Prohibited items and searches**

### **Searches and Confiscation**

At Winston Way Academy, we are committed to maintaining a safe and respectful learning environment. In line with statutory guidance, the academy reserves the right to conduct searches of pupils and their possessions where necessary to uphold safety, discipline, and the wellbeing of the school community.

### **Legal Framework**

The academy follows the Department for Education's guidance *Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies*. Searches may be conducted:

- **With consent:** Pupils may be asked to consent to a search for any item. Consent must be voluntary and informed.
- **Without consent:** The Principal or authorised staff may search a pupil or their possessions without consent if there are reasonable grounds to suspect possession of a prohibited item.

All searches must be carried out with due regard to the pupil's dignity, safeguarding needs, and the school's Equal Opportunities Policy. Records of all searches—including outcomes and actions taken—must be logged on CPOMS.

### **Searches Without Consent**

Staff authorised by the Principal may search pupils or their possessions without consent if there is reasonable suspicion that the pupil possesses:

- Knives or weapons
- Alcohol
- Tobacco, vapes, or other smoking materials
- Illegal drugs or drug paraphernalia
- Stolen items

- Fireworks
- Pornographic images
- Any item reasonably believed to be used to:
  - Commit an offence
  - Cause personal injury or property damage

Additionally, Winston Way Academy includes the following banned items:

- So-called "legal highs" (including edible substances)
- Any item identified in the Behaviour Policy as prohibited (e.g. mobile phones, cameras)

Searches for items not listed above may only be conducted with the pupil's consent.

### **Electronic Devices**

If a prohibited electronic device (e.g. mobile phone) is seized:

- Staff may inspect data if there is reasonable suspicion it has been or could be used to cause harm, disrupt learning, or breach school rules.
- The DSL must be consulted before any inspection of data.
- Devices may be retained if they contain harmful or inappropriate material.
- Data may be deleted if appropriate, unless it may be evidence of a breach of policy or a criminal offence (e.g. indecent images), in which case the device must be handed to the police immediately.

### **Use of Reasonable Force**

Staff may use reasonable force when conducting a search for the following items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles used to commit an offence or cause harm

Force must be proportionate and used only when necessary. It cannot be used to search for items banned solely under school rules.

### **Search Protocols**

- Searches must be conducted by the Principal or authorised staff, with a witness present.
- The person conducting the search should be the same sex as the pupil, with a same-sex witness, unless there is an immediate risk of serious harm.
- Searches must be conducted respectfully and safely.
- Pupils may not be required to remove clothing other than outer garments (e.g. hats, shoes, coats).
- Possessions include bags, lockers, and desks. Locker use is conditional on consent to search.

### **SEND Considerations**

For pupils with SEND, particularly those with sensory sensitivities or tactile defensiveness, searches may be adapted or avoided unless in an emergency. Staff must act in accordance with the pupil's individual needs and safeguarding plan.

### **Parental Notification**

Parents will be informed after a search has taken place, especially if prohibited or harmful items are found. Prior consent from parents is not required.

## **Confiscation and Disposal**

Staff have the authority to confiscate items under Section 91 of the Education and Inspections Act 2006. Confiscated items will be disposed of or retained in accordance with DfE guidance and safeguarding protocols.

## **Complaints**

Any formal complaints regarding searches should be made through the academy's Complaints Policy.

The academy will follow the Department for Education guidance '[Screening Searching and Confiscation - advice for headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.

## **12. Drugs**

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 so -called 'legal highs', and any substance pertaining to be a drug. The school should make this broad definition clear. Over the counter and prescription medicines should be dealt with in the school's [Supporting Pupils with Medical Needs 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 a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and pupils concerned.

Schools should take a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

### **Confiscation of drugs**

Any drugs or suspected 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.

## **13. Time away from the classroom**

At Winston Way Academy, we recognise that there may be occasions when it is appropriate for a pupil to spend time away from the classroom environment. This may be necessary to support a pupil in managing emotional deregulation, to maintain the safety and wellbeing of others, or as a consequence of behaviour that significantly disrupts learning.

Any decision to remove a pupil from lessons is made with careful consideration of the individual's needs, the context of the behaviour, and the impact on the wider school community. Such withdrawal is not intended as a punitive measure, but as part of a graduated and supportive response.

Where removal from the classroom is deemed appropriate:

- The pupil will be placed in a supervised setting, such as the Pastoral Hub or designated reflection space.
- Educational provision will continue during this time. While the content may differ from the mainstream curriculum, it will remain purposeful, age-appropriate, and designed to support the pupil's ongoing learning and personal development.
- Staff will ensure that the pupil is supported to reflect on their behaviour using restorative practices and is given the opportunity to reintegrate positively into the classroom.
- For pupils who require repeated time away, a personalised behaviour plan may be developed in consultation with the Pastoral Team, SENCO, and parents/carers.

This approach aligns with our commitment to inclusive practice and ensures that all pupils are supported to meet behaviour expectations while maintaining access to meaningful education.

## **14. Suspensions and Permanent Exclusions**

Please see the separate Exclusion Policy

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## Annex A – Reflection Sheets

### Self-Reflection Sheet

#### Our Behaviour Pathway



1. Reminder
2. Final warning
3. Space to cool off / calming time / complete self-reflection
4. Follow up / reparative conversation

1. What happened? \_\_\_\_\_

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2. What were you feeling at the time? \_\_\_\_\_

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3. How did this make people feel? \_\_\_\_\_

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4. Who has been affected? \_\_\_\_\_

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5. What should we do to put things right? \_\_\_\_\_

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6. How can we do thing differently in the future? \_\_\_\_\_

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**Date reviewed: October 2025**

**Next review date: October 2026**

**Approved by: Governors**