

Insert Academy Details)

	Education Performance and Standards Committee
	19 October 2023
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We believe that everyone has the right to be and feel safe and respected in school. Therefore, we are committed to making sure that our schools are calm and orderly, caring, inclusive and welcoming.

This policy sets out:

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

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

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

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

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

We are committed to working in partnership

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

Students are much more likely to behave in appropriate ways if we teach them how to behave. We take a

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

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

Bullying can take many forms and can include:

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

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

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

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

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

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

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

Our staff will:

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

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

Excellence in lessons, including:

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

Excellence in interactions

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

Excellence around the school

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

Excellence in our community

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

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

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

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

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

Students cannot bring into school:

- knives, regardless of size or purpose

- weapons of any kind

- alcohol

- illegal drugs

- recreational drugs and 'vapes'

- stolen items

- tobacco, cigarette papers, filters or other smoking equipment

- fireworks

- pornographic images

- any article that has been or is likely to be used



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

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

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‘Off-site á

Fixed-term and permanent exclusions

See the exclusions policy for full details.

When a student returns from a fixed-term exclusion there will be a meeting between the student, parent and a representative of the school. The aim of this meeting is to work together to prevent more exclusions.

The Headteacher may permanently exclude in line with the School Exclusion

