



## The Winston Churchill School

### BEHAVIOUR POLICY

Review by:	Senior Leadership Team
Adopted by the Full Governing Body:	June 2018
Next review:	June 2019

#### **Aims:**

- To establish and develop a positive school ethos which promotes and supports the highest standards and expectations of student learning, conduct, welfare and responsibility.
- To encourage all members of the school community, but primarily our students, to value themselves and each other by respecting rights and embracing difference.
- To promote and build a culture of achievement and make explicit what is considered unacceptable behaviour and the sanctions that will be imposed on the latter as a consequence.
- To further raise and maximise teaching and learning outcomes for every student
- To ensure that all members of the school community feel and are safe
- To prevent bullying
- To develop and maintain strong, mutually supportive home-school working partnerships to impact on the behaviour, learning and personal development of every student

#### **Objectives:**

Our behaviour policy will:

- Support the education and welfare of all our students.
- Provide clear guidance to staff on expectation and procedure in order to maintain consistency in its application and together, create a positive school ethos in which behaviour is managed effectively.
- Be high profile and accessible to all stakeholders, primarily students, staff and parents.
- Promote school improvement.
- Make the school accountable for the decision making process.
- Comply with national legislation and with regard to DfE guidance.

## **General Statement**

Every child matters at The Winston Churchill School. Moral principles are at the heart of our school policies, values and practices. The School values and promotes care and consideration for others, politeness and respect at all times. It expects all students to participate in the life of the school and to work hard in their lessons and on their homework. We insist on the right for all to learn and succeed in their education. It is our policy to work closely with parents to strengthen partnerships and build relationships between school and home. When a breach of these values occurs, a range of sanctions will be applied fairly and appropriately. Parents\*<sup>1</sup> will be informed of the school's concerns when the school deems necessary. By sending their child to The Winston Churchill School parents are seen to be 'buying into the school' and supporting the school. On entry to the school the Home-School Partnership Agreement (see appendix 1) is signed by students, parents and the Headteacher. That contract carries responsibilities and expectations for all.

## **Key Principles:**

- Everyone will promote, support and abide by the The Winston Way (appendix 2).
- Everyone will act with care, courtesy and consideration to others at all times.
- Everyone will maintain the highest standards of uniform and appearance.
- Everyone will strive to achieve the highest possible standards in all areas of their schooling.
- All stakeholders, including staff, parents/carers, governors and community organisations, will work together in partnership to help our students make a successful transition from childhood to adulthood. Students will be encouraged to be tolerant of each other's mistakes as part of the learning process, but not of poor behaviour in lessons, around the school or in the local and wider community.
- The Winston Churchill School is a learning community where everyone is to:
  - ❖ Feel safe
  - ❖ Be treated respectfully, with a sense of fairness and dignity, valued as individuals, feel a strong sense of pride and belonging in their school
  - ❖ Show respect for other people's feelings and belongings
  - ❖ Encourage and guide students to make informed choices and take responsibility for their own actions
- In preparation for the "World of Work" we encourage students to uphold high standards with regard to attendance, punctuality and uniform. We also expect students to come equipped for the "job of learning" by bringing the appropriate equipment each day (as stated in the Home-School Partnership Agreement).
- We all work best in a clean environment and we expect students to respect the facilities and grounds, corridors and communal areas and put litter in the bins provided.

## **The School Rules**

The Winston Churchill School has clear rules and expectations of all students. These are made explicit in 'The Winston Way', which is displayed in all work areas around the school, (see appendix 2) and reinforced through the Code of Conduct in the Student Planner. We expect all students to abide by these rules, and to accept the sanctions that may be applied when behaviour breaches the Code of Conduct (see appendix 4).

---

\*<sup>1</sup> The word 'parent' represents an adult with legal responsibility or day to day care for the student attending The Winston Churchill School, including carers.

## **Promoting Learning, Teaching and Best Behaviour at The Winston Churchill School and The Role of School Staff**

High quality learning takes place when expectations and aspirations are high, teaching is creative, motivating and engaging, and when consistent approaches towards behaviour management are applied by all teaching staff, support staff and professional colleagues within the school community. It is the responsibility of all school staff to model good behaviour and implement the behaviour policy consistently and fairly (meeting the Teacher Standards in doing so). The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties and those engaged in initial teaching training. The school makes the behaviour policy, and its consistent application, high profile to new staff, guest teachers, support staff and volunteers and is a key focus for induction to the school. Suggested strategies for promoting positive behaviour are referenced in Appendix 7, as an example, and in the Tutor Handbook. Staff are made clear on the school's procedures for reporting and investigating incidents of student misbehaviour at all levels (level 1- 5 with level 1 being incidents of low level misbehaviour and level 5 being extremely serious) and receive training and guidance on this.

The school recognises the need for, and is committed to, teaching good behaviour. School assemblies, the tutor time programme and PSHCE lessons, for examples, provide important opportunities to communicate, raise and reinforce expectations, giving clear direction and guidance to students to achieve high standards of behaviour. To assist and suitably prepare students in transition, including newly arrived students or students returning from long absences or exclusions, all students and parents/carers are made aware of the behaviour policy and strategies to ensure that they are able to comply.

All staff play an important role in positive behaviour management and discipline. Form tutors and class teachers will, in the first instance, manage the behaviour of their students. If behaviour continues to be unacceptable, Subject Leaders and/or Year Leaders may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

## **RECOGNITION, REWARDS AND INCENTIVES PROGRAMME**

Recognition of our students' excellence, effort, improvement and contributions across all aspects of school and community life is a key feature of our behaviour policy and school ethos. The Winston Churchill School recognises that our students respond best to praise, reward and encouragement. All types of achievement are recognised and valued whether it is academic, sporting, creative, social or community based. The student voice is integral to the formulation of our behaviour policy, including the Recognition and Rewards Programme.

Through our teaching and learning we aim to foster a sense of self-discipline and independent learning. All students will be responsible and accountable for their behaviour. This includes time in school, travelling to and from school and also out of school where it impacts negatively on the health and safety of our students and the local community, their learning and the reputation of the school. Our students are expected to be ambassadors for their school, take pride in their sense of belonging and conduct themselves accordingly.

The Winston Churchill School believes in building a culture of success and achievement. Our ethos is “**catch them being good**”. We recognise, praise, reward and celebrate success at departmental, tutor, year team and whole school level. We also recognise those who make outstanding contributions to the school, local, national and international community. Students are provided with a multitude of incentives to succeed in their own individual right and at their own respective level. We strive to motivate students with both intrinsic and extrinsic rewards underpinned by the delivery of a stimulating, high quality learning and teaching programme. The Recognition and Rewards Programme recognises that praising students’ efforts and successes has a strong motivational effect. Motivated students are less likely to present behavioural problems.

We recognise and reward in order to:

- Encourage an ethos where all types of achievement are openly recognised, valued and celebrated by the whole school community, students, staff, parents/carers and governors alike.
- Foster a culture in which praise and rewards are accessible to all students. In this way it is anticipated that standards and expectations of work and behaviour will be high.
- Help students to accept praise in an appropriate manner.
- Build self-esteem and feelings of self worth in individual students.
- Motivate and encourage students to reach the highest standard of which they are capable of achieving.
- Raise the aspirations of all students.
- Encourage, recognise and reward desirable behaviour in the classroom, around the school and in the local community.
- Provide written evidence of success in important documents such as school reports and references for students.

A structured system in which different levels of achievement are recognised, clearly understood and valued by students is consistently applied by teachers and support staff. Our ways of recognising, rewarding, and celebrating achievement at all levels and across all aspects of school life include the following:

- Verbal praise - a quiet word and encouraging smile, a public word of praise in front of a group, a form, a year cohort or the whole school.
- Written comments in the student planner for the tutor and parent to read
- Written comments on students’ work.
- A visit to another member of staff, which may include the Year Leader, Subject Leader, member of the Senior Leadership Team or Headteacher.
- Public acknowledgement by announcement or presentation at an assembly.
- A positive phone call home.
- Post cards of recognition from teachers and support staff
- Letters to students and their parents/carers.

- Display of students' work inside and outside study areas and around the school.
- Achievement points awarded for "Positive Contributions to School Life" including (but not limited to), positive attitudes to learning, academic endeavour, extra-curricular participation, leadership, daily smart appearance wearing uniform correctly, consistent or improved punctuality and attendance, community service.
- Progressive certificates for "Positive Contributions to School Life". All points earned by students are accrued on SIMS and student contributions are recognised with termly certificates (bronze, silver, gold and platinum). Criteria for each certificate are detailed in the Student Planner and displayed in classrooms.
- Department and year group rewards programmes, including subject performer of the term and subject prize winner.
- Colours – for sporting achievement.
- Special sports shirts and equipment.
- Service badges.
- End of Term Celebration Assemblies.
- Annual Awards Evening (Year 11).
- Extra curricular, community based and national recognition and reward programmes, including the bronze award on the Duke of Edinburgh Award Scheme.
- An invitation to take part in Reward Trips, visits and social events, (including the Year 11 Annual Prom). Criteria for participation will be directly related to attitude towards learning and behaviour.
- Attendance at sporting events and lectures.
- Election to posts of responsibility including: Head Boy, Head Girl, Sports, Music, Business Studies and Drama Captain
- Prefect (School and subject), Peer Mentor, Jubilee Mentor, Form and Year Representative and Form Sports Representative.
- Positive references and recommendations to potential employers, Further Education and Higher Education establishments.

## **INFORMATION, STRATEGIES AND SERVICES TO SUPPORT STUDENTS**

### **Proactive initiatives include:**

- The Recognition and Rewards Programme
- The use of FROGos to inform parents and students of Achievement award points in real time.
- Mentoring and tutoring programmes for individuals/groups
- Sports College, intervention groups and cross-curricular initiatives (Fitness for Learning): programmes designed to develop transferable

skills that impact on personal development, achievement and attainment in all aspects of school life.

- Parent/carer meetings – solution focused thinking and a restorative approach to rebuild and develop relationships and partnerships.
- Special Educational Needs (SEN) input where appropriate.
- Attendance and Welfare Manager – monitoring attendance, meeting students and parents, regular phone calls made to support attendance at school.
- English as an Additional Language (EAL) support programme.
- Home School Link Worker (HSLW) & Educational Welfare Officer (EWO) – attendance programmes and home / family visits.
- Surrey Alternative Curriculum Learning Programme for Key Stage 3 and Key Stage 4 students ‘at risk’ of permanent exclusion
- Extended work experience/placements.
- Personalised learning programmes/timetables within WCS and at alternative educational establishments (part and full-time), including:
- Short Stay School: The Pyrford Centre for Key Stage 3 students and Kingsway for Key Stage 4
- Pathways support service – providing guidance for statemented Year 9, 10 and 11 students, including careers guidance
- Behaviour and Pupil Support (BPS)
- Child and Family consultation
- Educational Psychologist
- Links with the Youth Service
- Peer mentoring / listening system.
- Parent Open Surgery
- Community liaison – including the support from our police link officer and drugs prevention team

- Police partnerships – including the Youth Affairs Officer, to promote community cohesion, contribute to the curriculum and primarily, to advise the school in keeping students, staff and the school safe from harm.
- Behaviour and Welfare – North West Surrey secondary schools Partnership sharing best practice and pooling resources to better meet the needs of young people and local partnership schools

**Systems and Procedures to support learning and sustain high standards:**

- Parental contact – note in the Student Planner, meeting, phone call.
- Home / School Partnership Agreement
- SIMS Achievement Points rewards and recognition programme
- SIMS behaviour logs, to track behaviour and action deteriorating behaviour with early intervention
- Attendance Report to monitor attendance at lessons
- School reports, reporting on attainment, achievement and attitudes to learning
- Senior Leadership Team (SLT) lesson visits – to support learning in targeted lessons
- SLT 'On Call' – removing a student who is disrupting the learning and teaching process (when strategies have been applied and proved unsuccessful) to an alternative supervised work area so that learning and teaching can continue
- Detentions: tutor, support staff, Year Leader, subject teacher, subject leader / department and Headteacher's detention
- Department Report – for a student. Issued by the subject leader for subject specific concerns. Monitored by the subject teacher or /and subject leader.
- Ticks and crosses: a simplistic report card that monitors behaviour across the curriculum when initial concerns arise – primarily for Year 7 and Year 8
- Work and effort Red Report Card: monitored by the Year or Deputy Year Leader and parents, with students work and effort graded on an A-E scale. An inadequate response from the student will trigger an Individual Education Plan

- Individual Educational Plan (IEP) – school, parental, student, formalised targets with the student being placed on a target report to monitor progress
- Pastoral Support Plan(PSP)/Review of SEND arrangements - multi professional agencies contribute to formalised targets with the student being placed on a target report to monitor progress. Supported by the LA Exclusion Advisory Teacher
- Extended day and internal exclusion
- Same Day Sanction (in agreement with parent/carer)
- Internal exclusion hosted by a Woking Partnership School.
- Fixed Term Exclusion – at the discretion of the Headteacher for serious breaches of the behaviour policy and Code of Conduct
- Formal Governor Intervention Panels for students and parents where persistent disruptive behaviour and serious incidents of misbehaviour have taken place, putting the child ‘at risk’ of Permanent Exclusion.
- Emergency Planned Placements at the Short Stay School.

Arrangements to evaluate and monitor the impact of support strategies are varied. They will include time-bonded PSP reviews; IEP reviews; Tutor reviews; Progress Reviews; SEN reviews; Attendance reviews and will invariably include student, parents/carers, form tutor, Year/deputy Year Leader, SENCO and/or senior management.

## **SANCTIONS**

The school Behaviour Policy, through its promotion of self discipline and respect for others, encourages positive behaviour, but there will at times be occasions when disregard for such values requires sanctions to be in place as a response to misbehaviour. Students are accountable for their behaviour. They will be given clear warnings, informed of the likely consequences of their continued actions and encouraged to make the right choices and decisions regarding their behaviour to avoid sanctions being applied. By law the power to discipline students for misbehaviour which occurs in school and in some circumstances, outside school rests with all staff. Teachers’ powers to discipline include the power to discipline students from the school even if they are not at school or in the charge of a member of staff.

Set out below are the sanctions that all students who choose to show disregard for the clear warnings given by staff, should expect as a response. Failure to attend a detention, or follow instructions at the detention, will result in a more severe sanction being applied.

### **Hierarchy of sanctions:**

- Detention
- Internal exclusion
- Formal external exclusion

### **Detention**

Detention is a sanction applied by the school. All staff (teaching and support) at The Winston Churchill School have been authorised by the Headteacher to exercise their statutory power, under the Education and Inspections Act 2006 and 2011 to put students in detention **without** parent consent. However the school continually strives to strengthen partnerships between home and school and communication, with a detailed explanation where required, is expected in order to achieve this. 24 hours written or verbal notice to parents will be given for any detention longer than 10 minutes, unless it has been agreed with the parents that a detention may be served on the actual day that it is set (Same Day Sanction – SDS). The severity of the sanction for the student will escalate for non-attendance at a set detention, and may result ultimately in a fixed-term exclusion if the defiance is repeated.

### **Philosophy, Value and Purpose**

Detentions are, whenever possible, to:

- Serve an educational, constructive purpose
- Seek to repair and rebuild positive relationships based on mutual respect.
- Be relevant to the offence whenever possible
- Seek to ensure closure of an issue
- Address the issue of breakdown with the individual(s) concerned
- Seek to ensure students leave the detention on improved terms, with a clear understanding of expectations and supportive strategies that aim to avoid a repeat of the same incident or situation arising
- Be set for students whose attitude to learning, class work or homework does not meet requirements
- Be 'community based' for the individual when the environment or the facilities have not been respected

### **Detention Structure for the School**

Parents are to be given a minimum of one day's notice for any detention of more than 10 minutes (via the student planner, temporary day book, email or letter or telephone call), unless a Same Day Sanction (SDS) has been agreed.

It is expected that the structure below will be followed and applied consistently by all staff:

- Form Tutor for detention (30 min-1 hour)  
(e.g.) -Student Planner not signed (after 1 warning given)
  - lateness to form
  - poor behaviour in form
  - uniform offence

- Year Leader detention (30 mins – 1 hour – at the discretion of the Year Leader)
  - (e.g.) - poor behaviour around the school
  - poor behaviour when on report
  - ‘as above’ (repeated offences)
  - failure to attend form detentions set
  - **use of mobile phone\* or ipod (1 hour detention) in corridors, and around the school at lunch times, before and after school (before 3.30pm) and between lessons without specific permission from a member of staff**
  
- Subject teacher detention – 30 mins -1 hour
  - (e.g.) - for inappropriate /disruptive behaviour
  - for homework issues
  - for a poor attitude to learning
  - lateness to the lesson
  
- Subject Leader/Department Detention – 30 mins -1 hour
  - (e.g.) - failure to attend subject teacher detentions or repeated offences
  - repeated lateness to lessons
  - **use of mobile phone\* or ipod (1 hour detention) in a department lesson, without specific permission from a member of staff**
  
- Headteacher Detention – 90 mins – (Senior Team rota – students collected. Parents contacted by phone, email or letter)
  - (e.g.) - disruption to any detention set by the Subject Leader or Year Leader
  - deliberately littering the school site
  - openly swearing in the presence of members of staff
  - being in possession of cigarettes on the school premises or outside the premises in school uniform
  - repeated, excessive lateness to lessons or school

Any staff member may request that a student attends a detention of 10 minutes or less on the same day without parents being notified.

**\*Mobile phones are not permitted to be used on the school site without specific permission from a member of staff, must be switched off and kept completely out of sight before 3.30pm. Students are permitted to use their mobile phone responsibly, without permission, outside the school buildings and on the school site from 3.30pm onwards. Phones should be on silent to minimise noise levels.**

Referrals for a Headteacher's detention are made by respective Year Leaders or the Senior Leadership Team. All referrals are considered and monitored to ensure consistency, accountability and oversight by the Deputy Headteacher. Referrals will also inform intervention programmes to support students and modify their behaviour. Failure by a student to attend a Headteacher's detention without a valid reason acceptable to the Headteacher will result in a day of internal exclusion from the school community with the detention being rescheduled and served by the student.

### **Internal exclusion**

This involves the student primarily spending the school day working in the in the Internal Exclusion Centre (IEC) or under the supervision of the Headteacher in the Headteacher's corridor and having the lunch break apart from their own year group or separately from the entire school community. The decision on which location is deemed to be most suitable to ensure that the student successfully completes their internal exclusion to expectation, will be at the discretion of either the Headteacher or Deputy Headteacher and Year Leader, taking individual student needs and capacity in each area into account. An extended working day for the student (8.25-4pm) form part of the arrangement. Examples of serious breaches of the school behaviour policy resulting in a period (1-10 days) of internal exclusion include:

- Repeated incidents of disruption to learning and teaching across the curriculum, primarily evidenced by the daily SLT 'On Call' log (monitored by the Year Leader and Deputy Headteacher) and SIMS behaviour log.
- Theft, vandalism damage to school property/fabric or graffiti. In cases of theft, police involvement will be the norm.
- Bullying. First offence. Repeated bullying offences will warrant an external exclusion
- Discriminatory targeted comments, including racist comments. First offence. Repeated discriminatory, including racist, offences will warrant an external exclusion
- An act of physical aggression towards another student
- Fighting
- Using or being under the influence of alcohol or drugs on the school premises. (Providing and supplying will warrant an external exclusion)  
Note: Initially sent home to recover whilst under the influence; sanctioned on return to school.
- Smoking, on or outside the school premises, in school uniform or having smoke on one's breath in school. Smoking is seen to put at risk the health and safety of the school community, impact negatively on others by creating an intimidating, damaging environment for our students and significantly damaging the reputation of the school and

its standing in the community. The Winston Churchill School is a learning organisation where smoking is prohibited in all areas

- Extremely inappropriate use of mobile phones. Videoing or photographing staff in any capacity with a mobile phone is strictly forbidden. Students are not permitted to use mobile phones on the school site, without specific permission from a member of staff, and mobile phones must be kept completely out of sight
- Failure to accompany a member of the SLT or 'On Call' team to a Headteacher's detention.
- Defiant behaviour – refusal to comply with reasonable requests necessitating intervention by senior members of staff or Year Leaders.
- \*Truancy from tutor time, a lesson or from school
- Extreme hairstyles/haircuts – non-compliance with the uniform code and deemed 'extreme' by Year Leader and senior management

The breaches above are illustrative only and other similar breaches not listed may result in an internal exclusion.

\*Any student truanting will be placed on an Attendance and Punctuality Report Card closely monitored by the Form Tutor.

### **Formal External Exclusion**

There are two types of formal external exclusion, both of which are reported to the Local Authority.

- **Fixed-term exclusion (FTE)**

This is a formal period of exclusion, usually of between one and five days depending on the nature of the offence and the length of previous exclusions. The Local Authority is informed. In the rare event of a FTE lasting more than 5 days the school has collaborative Day 6 provision with a local school. Work is set and marked for the student by the school during the FTE period. Parents are expected to meet with the Year Leader with the student present, as part of the reintegration process for the student returning to school. Targets will be set with the student, whose progress against these targets will be monitored closely at home and at school. The meeting will be restorative in its nature, with the individuals directly involved (be it staff or student) in attendance whenever possible, to ensure that the issue leading to exclusion is addressed and not repeated. It is important that closure of the incident or issue is achieved and respectful relationships are re-established.

If a student accumulates more than 15 days of external exclusion in any one term both parents and the student will be required to attend a formal Governors'

Disciplinary Committee meeting. A student may be excluded for up to a maximum of 45 days in any one academic year.

For extremely serious breaches of the school behaviour policy and Code of Conduct, a student may face a fixed period of exclusion from the school. These include \*2

- Persistent defiant, disruptive behaviour when the student's behaviour is beyond the control of the Headteacher or the senior leadership team
- Swearing or verbal abuse towards any member of staff
- Physical assault on any member of the school community
- Repeated bullying offences \*3.
- Repeated racist, discriminatory or homophobic comments, taunts or abusive language towards any member of the school community. Police involvement will be the norm
- Providing, supplying or bringing on to the school premises drugs or alcohol.\*
- Behaviour or actions that are deemed to put the health and safety of the school community at risk, including setting off the fire alarm or being in possession of dangerous items such as fireworks.\*4
- Deliberate, unfounded, malicious allegations\*5 against a member of staff at this school, or against a member of staff at an alternative educational establishment which provides an education for the students of The Winston Churchill School.
- \*Additional consequences will include periods of internal exclusion of up to 10 days or more, an extended day 8.25-4pm or later depending on the circumstances of the situation and are at the discretion of the Headteacher. Restorative approaches will be a key part of this arrangement.

- **Permanent exclusion**

If a student consistently cannot conform to the normal life of the school, repeatedly disrupts teaching and learning or is deemed to put the safety, health and well being of the school community at serious risk by his or her actions, the Headteacher may make the decision to exclude a student permanently. It will then be a matter for the governing body to decide on the legitimacy of the Headteacher's decision. Every effort will continue to be made to work with challenging students but the Headteacher will set the standards of behaviour. Otherwise, the school will continue to follow the DfE guidelines on exclusion. The student body will be informed of exclusions, when deemed appropriate, to reinforce the school's expectations of standards of behaviour and conduct, and to reinforce measures that have been taken to secure their right to learn and safety and well-being at our school.

---

\*2 Not a definitive list – at the discretion of the Headteacher after discussion with the Deputy Headteacher(s).

\*3 Bullying defined as repeated acts of intentionally causing distress or unhappiness to others through verbal, physical or more subtle methods of coercion or manipulation such as cyber-bullying.

\*4 Items banned by the school - see Appendix 2a

\*5 The school will follow the Surrey procedures for managing allegations against staff and have due regard for DfE statutory guidance detailed in the document 'Dealing with Allegations of Abuse against Teachers and other staff' (September 2012)

Permanent exclusion is referred to the Governors Disciplinary Committee for ratification. Should the exclusion be upheld, return to school is only possible following a successful appeal against the exclusion. Appeals are held before an Independent Review Panel (IRP). If a student is in danger of permanent exclusion, the Governors Disciplinary Committee will meet to discuss the situation with parents and with the student 'at risk' of permanent exclusion.

- **Managed Move**

A managed move may be arranged and agreed between respective Headteachers with a local school. Such an arrangement is subject to agreement from all parties that this is in the best interests of the student in providing a fresh start. This arrangement is subject to a trial period (upto 12 weeks) after which the student joins the roll of the new school or returns to their own school.

### **Allegations**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Area Designated Officer (LADO) and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

### **Anti-Bullying**

The Winston Churchill School is determined that all students should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school is aware of the pressures and dangers that may be present through new technology and our anti-bullying and E-Safety policies make explicit how we will educate and protect our students. Students who are involved in any form of bullying behaviour will be subject to the school's sanctions in line with this Behaviour policy.

### **Behaviour Out of School**

Students of The Winston Churchill School are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Students may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

The Winston Churchill School cannot be responsible for student behaviour when students are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve its students.

### **Confiscation (including retention and disposal) of inappropriate items**

Confiscation of a student's property is a disciplinary sanction applied by the school. The sanction may be applied in order to maintain an environment conducive to learning and good order. One which safeguards the right of other students to be educated, ensures their health and safety and maintains the highest standards of uniform. Items most likely to be confiscated are detailed in the student planner. In line with national guidance it is the norm that most items, that do not pose a danger to the health and safety of the school and the welfare of the school community, will be returned to the individual (or parents/carers) at the end of that day on which it was confiscated. This includes mobile phones. For repeat offenders, the Headteacher will exercise the right to confiscate such items for longer periods of time at their discretion with parents being required to collect in person from the school. This includes the confiscation of mobile phones for extended periods of time. SIMS Behaviour log will be closely monitored to identify repeat offenders to whom this sanction will apply.

The Education and Inspections Act 2006 and 2011 includes a specific statutory defence for school staff who have reasonably confiscated students' property. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case and the school will seek advice from the school community police if and when it is considered appropriate. Staff have the power to confiscate any item which is illegal or banned from school and any item, however found, which is considered potentially harmful or detrimental to school discipline. In those cases the following principles will apply.

- Illegal items (weapons or substances) will be handed to the Police.
- Legal but banned consumable items (tobacco, alcohol, foodstuffs, e.g. chewing gum) will be disposed of.

### **The Role of Parents**

The school aims to work in partnership with parents at all times. Parents are expected to support the school in upholding the school rules and creating an orderly climate for learning. The Home School Partnership Agreement (Appendix 1) details the responsibilities of parents in supporting the school's authority and its policies, with particular reference to behaviour and attendance policies. On admission to the school all students are required to sign the school's Home School Partnership Agreement, with the expectation that this is signed annually in the Student Planner.

In the event of a student being subject to a fixed term exclusion (FTE) it is the responsibility of the parent/carer to supervise their child during days 1-5 of the exclusion and ensure attendance at Day 6 provision, should the FTE be beyond 5 days (see Appendix 5). It is an expectation that parents/carers will attend reintegration interviews before their child may be considered ready to return to school and to normal lessons. Parents who are deemed not to support their child or are unable to control their child's behaviour appropriately may be asked to sign a Parenting Contract. In extreme cases the school may apply to the Magistrates' Court for a Parenting Order.

Arrangements are in place for communicating the school behaviour policy where language may hinder access. The main school office should be contacted if this need arises.

### The Power to Search

Senior staff, authorised by the Headteacher, may exercise their right under the Education and Inspections Act 2006 and 2011, to search suspected students for banned items listed in Appendix 2a, such as knives or weapons, without consent. Otherwise students will be asked to turn out their pockets or to hand over an item which is causing disruption or contravenes school policy. If it is felt necessary for a student to be searched for (say) illegal drugs or stolen property, the police will be contacted to do so. The school will seek advice and guidance from the school community police as and when it feels necessary and appropriate to do so.

The Headteacher will involve the police in matters when their discretion deems this to be necessary. Our school continues to build strong partnerships with the community police and their expertise and advice will be utilised to the full to maintain the health and safety of all members of the school community.

### Screening and Searching

The staff reserve the right to screen all students for banned objects – this may involve asking students to turn out their bags, searching lockers, or using a hand held wand or arch. Throughout the screening students will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.

It may occasionally be necessary to search a student with their consent, on the very rare occasion when timing is such that the police are not immediately available to attend the school site to conduct a search. (Police involvement and expertise will be normal practice for The Winston Churchill School regardless of the power granted to schools to conduct searches themselves). This will only be done when the school has reasonable grounds to believe a student may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff.
- Searches will be carried out, out of sight of other students.
- Suspicion may be aroused:
  - As a result of a positive screening
  - Because a student is acting suspiciously (e.g. attempting to hide something)
  - As a result of a 'tip off' – by a parent/carer or another student
  - Because of something said by the student
- There will always be two members of staff present when a search takes place. Wherever possible, both members of staff will be of the same sex as the student.
- Students will **NOT** be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- If students refuse to be searched or if they abscond the Police will be informed. If students become abusive or threatening the search will be stopped, the student isolated and the Police contacted.

- All searches will be logged:
  - name, year, sex, ethnicity of every student searched
  - grounds of suspicion
  - time and place
  - who searched
  - who else was present
  - what if any reasonable force was used, and if so why
  - how the search began and progressed
  - the student's responses and how staff managed them (eg steps taken to calm the student)
  - outcomes and follow-up actions.
  
- Parents will always be informed if a student has been searched and the result of that search.

The school has the right to search students without their consent for weapons (or anything that could reasonably be used as a weapon), alcohol, stolen items, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images and any other item that could reasonably be used to commit an offence or cause injury or damage. This power will only be used in extreme circumstances. Normally if the school has reason to believe a student requires searching and he/she refuses consent the Police will be called and parents informed.

### **The Use of Force and Physical Restraint**

At The Winston Churchill School we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a student in order to guide or reassure. We are alert to students whose personal circumstances may make even this inappropriate.

Force will only be used by staff as a last resort and when considered absolutely necessary. The Education and Inspections Act 2006 and 2011 confirms the statutory power of the school to use such force as is reasonable in circumstances that, by doing so, will prevent a student from:

- 1 Committing any criminal offence
- 2 Causing personal injury to, or damage to the property of any person (including the student himself)
- 3 Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise. (Section 93 of the Education and Inspections Act 2006 makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence)

This power applies to:

- 1 Any member of staff (teaching or support) who works at the school.
- 2 Any other person whom the Headteacher has authorised to have control or charge of students, including:

- People to whom the Headteacher has given temporary authorisation to have control or charge of students (e.g. catering or premises staff) and unpaid volunteers (e.g. parents accompanying students on school-organised visits).

This power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control of the staff member (e.g. on a school visit)

The school will keep systematic records of every incident in which force has been used.

### **Reasonable force**

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- 2) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- 6) School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

### **Use of reasonable force**

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

### **3 When reasonable force will be used**

- 1) Reasonable force will be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.
- 2) At this school, force will be used for two main purposes – to control students or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can be used at The Winston Churchill School and all schools:
  - removing disruptive children from the classroom where they have refused to follow an instruction to do so;
  - preventing a student behaving in a way that disrupts a school event or a school trip or visit;

- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a student from attacking a member of staff or another student, or to stop a fight; and
- restraining a student at risk of harming themselves through physical outbursts

The school cannot and will not

- use force as a punishment – **it is always unlawful to use force as a punishment.**

As a mainstream school we do not ‘routinely’ train our staff in positive handling but such training has been and will continue to be provided for key staff (the school’s respective Year, Student Services, Learning Support and SLT Teams) and if a student’s Individual Behaviour Plan indicates this may be necessary.

### **Taking into account students with Special Educational Needs (SEN)**

The school will ensure that sanctions for misbehaviour are proportionate and take into account SEN, disability and the circumstances of other vulnerable students in the decision making process, by having due regard for the Equality Act 2010.

### **Breakages or damages to school premises /equipment**

In line with our Charging and Remissions Policy, charges will be made to parents by the school where damage results from a student’s inappropriate behaviour. Charges are determined on an individual basis and are non-negotiable.

Should you need any further guidance on any of the above issues, please contact the school office in the first instance on 01483 476861 or at [office@wcsc.org.uk](mailto:office@wcsc.org.uk)

### **Data**

The school maintains accurate and consistent records to evaluate the impact of the Behaviour Policy over time e.g. exclusions, student behaviour logs and case studies.

The school ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students including vulnerable groups, SEN, ethnic origin, Pupil Premium funded and Looked After Children.

The school ensures that there is appropriate confidentiality within its monitoring and reporting.

The school keeps a range of data on students attending alternative provision including attendance, behaviour and progress.

The school collects a range of behaviour data including:

- Climate walk data to assess, monitor and report on the quality of Behaviour for Learning across the school
- Exclusions, both external and internal, by student groups.
- Detentions
- Attendance and punctuality
- Referrals to ‘In-house support and intervention (using EDUKEY)

- Incidents, rewards and sanctions

Data is analysed at individual and student 'inclusive group' level by key staff that include the Form Tutor, Year/ Deputy Year Leaders, the SENCO, Pupil Premium Achievement Leader and Senior Leadership Team (SLT). It is used to inform referrals to school based interventions, Individual Education Plans (IEP), Pastoral Support Plans (PSP) and referrals to outside agencies.

Data is analysed on a whole school basis by the designated members of SLT with responsibility for behaviour and safety, and data respectively, and is used to identify and target action, inform planning, monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is presented at a range of forums including whole staff, Year Team and Student Services and Curriculum, SLT, and Governors' meetings with Governors holding the school to account for the impact of the Behaviour policy.

### **Review and Evaluation**

This policy is subject to regular review and evaluation by:

**Governors** – in line with the Governing Body annual work plan.

**SLT** – analysis of behaviour data is calendared as an agenda item every half term

**Staff** – periodically surveyed (at least annually) for their views and judgements on school behaviour at INSET training through discussion and impact evaluations from the classroom experience ( at least once a year)

**Parents/carers** - through Parent Forum meetings where the Behaviour Policy is an agenda item at least once per year

**Students** – are fully involved in the review of the Behaviour Policy and its impact through a range of forums, including termly safeguarding link governor visits and reports.

Minutes from all meetings, and statistical data, provide the evidence base for review to measure impact, inform planning, and identify key priority actions.

### **Policy Links, primarily:**

1 Anti – Bullying Policy

2 Equality Policy

3 Special Educational Needs and Inclusion Policy

4 Charging and Remissions Policy

5 Attendance Policy

6 Safeguarding: Child Protection Policy (including allegations)

7 E-Safety Policy

8 Drugs Education Policy

9 Teaching and Learning Policy

10 Uniform code

11 Parent Concerns and Complaints Policy

12 Recording, reporting and monitoring physical intervention

Appendix 1 - Home School Partnership Agreement

Appendix 2 - The Winston Way (Our School Rules – Our School Values)

Appendix 2a – Items banned at school by the law and by the school rules.

Appendix 3 – Ofsted grade descriptors. The Personal Development, Behaviour and Welfare of the pupils at the school

Appendix 4 – Code of Conduct

Appendix 5 – Fixed Term Exclusion letter to parents

Appendix 6 - Student and Staff Incident Report Form

Appendix 7 - Strategies for Promoting Positive Behaviour

Appendix 8 – Uniform Code

**Legislation and DFE statutory guidance underpinning and integral to the Behaviour Policy:**

Education Act 2006; Education and Skills Act 2008; Apprenticeship, Skills, Children and Learning Act 2009. Equality Act 2010. Education Act 2011. Exclusion from maintained schools – a guide for those with legal responsibilities in relation to exclusion (DfE September 2012-updated February 2013). DfE publication Use of reasonable force - Advice for headteachers, staff and governog bodies July 2013. DfE publication 'Behaviour and discipline in schools – Advice for Headteachers and school staff' February 2014.

Signed: Chair of Committee.....Date.....

**Appendix 1** - Home School Partnership Agreement (see website as a stand alone document)

**Appendix 2** – The Winston Way



### ***The Winston Way***

1. We respect all members of the school community
  
2. We arrive at school and our lessons on time
  
3. We wear our school uniform correctly and with pride
  
4. We bring the correct equipment for all our lessons
  
5. We are committed to our learning both at school and at home
  
6. We are active and responsible members of our school and wider community.

## **Appendix 2a**

### **ITEMS BANNED AT SCHOOL BY LAW**

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco, cigarette papers and e-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **ITEMS BANNED AT SCHOOL BY THE SCHOOL RULES** **(THE WINSTON WAY)**

In addition to all of the above:

- As stated in the Code of Conduct - appendix 4
- Items worn or possessed that are not in line with the School Uniform Code (see appendix 8)
- Shisha Pens
- Energy drinks and fizzy drinks
- Laser pens
- Chewing gum
- Fidget spinners
- Aerosols

Note: the school reserves the right to add to or update this list subject to the approval of the Headteacher and Governing Body.

## Appendix 3

### Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

#### **Outstanding (1)**

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

#### **Good (2)**

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.

- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

#### **Requires improvement (3)**

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

#### **Inadequate (4)**

**Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.**

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

## Appendix 4

### Code of Conduct at The Winston Churchill School

(Referenced in Student Planner)

1. Arrive at school punctually. You should be in your registration base (or on Assembly days register in the Main Hall) by 8.25 a.m.
2. Line up quietly when waiting outside a room, out of the way of others passing your queue.
3. Be punctual to lessons. Once in the room settle down to work quickly and quietly.
4. Make sure you have the correct books and equipment for each lesson.
5. Listen to the teacher and follow instructions carefully. You are expected to work sensibly with your fellow students. Do not distract or disrupt them, or their learning, in any way.
6. At the end of each lesson, you should not begin to pack away until your teacher tells you to do so. When dismissed, leave the room in a quiet and orderly manner.
7. Move around the school quietly. Help others by opening doors, stand back to let people pass and offering to carry things.
8. Walk when in the building. Keep to the left, especially on narrow corridors and take particular care on the stairs.
9. Do not eat or drink in lessons. Water may be drunk in lessons if permission is sought from the teacher. You are not allowed to chew gum in school.
10. Respect the school environment: put all litter in the bins provided; keep walls and furniture clean and unmarked, taking great care of the displays, particularly of other people's work.
11. On your journey to and from school, remember that the school's reputation depends on the way you look (i.e. uniform) and how you behave.
12. Show respect and be polite to all students and adults alike.

## Appendix 5 – Fixed Term Exclusion letter to parents/carers

Dear

**Re:                    Date of birth:**

### **Fixed Term Exclusion**

I am writing to inform you of my decision to exclude xxxxxxxxxxxx for a fixed period of xxx school days. This means he will not be allowed in school for this period. The exclusion begins on xxxxxxxxxxxxxxxxxx and ends on xxxxxxxxxxxxxxxxxx. I realise that this exclusion may well be upsetting for you and your family, but my decision to exclude xxxxxx has not been taken lightly. xxxxxxxxxxxx has been excluded for the fixed period due to:

- 
- 

A meeting has been arranged for xxxxxxxxxxxx to discuss this incident and xxxxxx must attend in school uniform.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion (as above) unless there is reasonable justification for this. I must warn you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification. We will set work for xxxxxxxx to be completed on the days specified in the previous paragraph as school days during the period of his exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make a written statement to the governing body/management committee. If you wish to do so please contact the Clerk to the Governor Discipline Committee via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record. You should also be aware that if you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You also have the right to see a copy of xxxxxx's school record. Due to confidentiality restrictions, you will need to notify me in writing. There may be a charge for photocopying. You may wish to contact the relevant Exclusion Advisory Teacher at 2<sup>nd</sup> floor, Quadrant Court, 35 Guildford Road, Woking GU22 7QQ) who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. It offers information and support on state education in England and Wales, including on exclusion from school. It can be contacted on 0808 800 5793. In Surrey, Partnership with Parents can also offer advice on exclusion. Partnership with Parents can be contacted on 01737 737300 or at [pwp@surreycc.gov.uk](mailto:pwp@surreycc.gov.uk)

Yours sincerely

Headteacher



**Appendix 6 - The Winston Churchill School**  
**Incident Report Form/Record of Actions: Staff & students**

Please complete every section.

Your Name: Please Print	Student Name:
Date of Incident:	Date:
Where did the incident take place?	At what time did the incident happen?
What happened?	
Continue on a separate sheet if necessary	
What action did you take?	
Resolution <b>No but referred on to...</b>	
Who witnessed the incident?	
Staff signature/student signature:	
Other staff involved:	

**Actions Taken**

<b><u>Subject Leader/Department:</u></b> Actions taken/strategies used		
Resolution	Yes	No but referred on to...
<b><u>Year leader:</u></b> Actions taken/strategies used		
Resolution	Yes	No but referred on to...
<b><u>SLT:</u></b> Actions taken/strategies used		
Resolution	Yes	No
<b><u>Parents Contacted:</u></b> Details		

**Nature of Concern:**

Aggressive Behaviour		Swearing	
Defiance		Truancy	
Disruptive Behaviour in Class		Uniform	
Graffiti		Vandalism	
Inappropriate behaviour		Bullying	
Theft		Peer group problems	
Possession of banned items		Victim of bullying	
Other, please specify:			

**Report copied to:**

YL SIMs	Form Tutor SEND	Bullying Log	Racism Log
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known and understood by all and consistently implemented. Positive professional relationships with pupils, parents and other staff are emphasized within the Teachers' Standards 2012.

The Winston Way (Our School Rules –Our School Values) should be prominently displayed and regularly referred to. In addition, these rules and values should regularly be reinforced with reference to the Student Planner where both The Winston Way and the Code of Conduct are high profile.

All staff are expected to adhere to the rewards and sanctions hierarchies. Students will perceive inconsistency as unfairness and will be to try to 'get away' with poor behaviour unless they are certain that they will get caught and that misbehaviour will be followed through. **Certainty is more effective than severity.**

All staff are expected to model the behaviour we expect to see in our students and in particular to address students courteously and with respect and avoid escalating situations by shouting, not listening and being dismissive.

### START OF LESSON

1. Teacher to be there before students – if that is not possible ensure students know they should line up outside and wait.
2. Teacher stands at door of classroom to **'meet and greet'**. Ensure students understand every lesson is a 'fresh start'.
3. Ensure students sit in allocated seat (planned seating to be displayed).
4. Starter activity to be available immediately and accessible to all.
5. Ensure start of lesson routine is understood and kept to.

### DURING LESSON

1. High expectations of work and behaviour.
2. Good and outstanding teaching encourages good behaviour – pay attention to planning (this is the key factor within our control), pace, interest and variety, differentiation, visual cues.
3. Stimulating environment with motivating displays of students' work – pay attention to layout of room. No cold spots where you cannot monitor student learning and progress or give guidance and support
4. Ensure The Winston Way is visible to all – use the rules as a buffer – depersonalise.
5. Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use reward system. Achievement Points make the difference to students. Make time to give them.
6. Know your students well and understand their needs (SEN Action Plus and Pupil Premium particularly). Ensure you use strategies recommended in IEPs, PSPs and document them in your lesson plan etc. Link with the Learning Support Department to be sure on the best strategy to support learning and positive behaviour.

7. Make opportunities to build positive relationships in unstructured time
8. Watch language, tone, posture, body language etc. Remain calm and cool at all times.
9. Plan the use of any additional adults to support students who need extra help to meet the lesson objectives.
10. Use of AfL encourages motivation and engagement.
11. Never threaten – promise. Ensure you always follow through on what you have said.
12. Criticise the behaviour – not the student. Avoid punishing the whole class for the actions of a few.
13. Follow up – if something goes wrong in your lesson even if SLT become involved, **make yourself responsible**.
14. Reflect!!!! Don't be afraid to admit you got it wrong, seek advice and change your practice the next time.

#### END OF LESSON

1. Allow time for plenary and reflection on whether Learning Objectives and at least good progress have been achieved by all individuals (not just the class) – if not why not?
2. Orderly dismissal.

#### OUT OF CLASS

1. Noticing – ensure response is appropriate to time/place – follow up what you have noticed.
2. Duties – on time, in correct place. Take opportunity to build relationships with students.
3. Intervene whenever incidents occur – follow correct procedures.
4. Corridors kept clean and tidy with motivating/informative displays.

#### **Further References:**

Behaviour for Learning: Strategies for effective classroom management and effective working relationships to raise achievement and attainment (Tutor Handbook p17)

Behaviour for Learning: Useful Strategies for Improving Control in the Classroom. Try them! (Tutor Handbook)

Some Techniques to Try (Tutor Handbook)

**BOYS:**

- A black school blazer with badge.
- White collared shirt, buttoned to top and tucked in.
- School tie worn correctly i.e. top button done up, tie worn to the top, covering the top button of shirt and touching waistband (guide: yrs 7-9: approx. six red stripes showing; yrs 10-11: badge showing below knot).
- Plain black trousers (no denim/corduroy/chino styles). No drain pipe trousers.
- Black shoes. These must be black leather or vinyl shoes, not trainer or sports style. Boots are not permitted. No canvas shoes.
- A belt may be worn. This must be plain black with a plain buckle. No fashion belts are permitted.
- Socks. These must be plain black, grey or white.

**GIRLS:**

- A black school blazer with badge. Fitted blazers are not acceptable.
- White collared shirt, buttoned to top and tucked into trousers/skirt. Tailored shirts are not acceptable.
- School tie worn correctly i.e. top button done up, tie worn to the top, covering the top button and touching waistband (guide: yrs 7-9: six red stripes showing; yrs 10-11: badge showing below knot).
- Plain black trousers. The following are not acceptable: flares, cropped, drain-pipe, markings, stitching, slits, denim, corduroy, hipsters or combats.
- A belt may be worn. This must be plain black with a plain buckle. No fashion belts are permitted.
- Compulsory school, black, knee length skirt with a distinctive trim along waistband **(Purchased solely from G & S by Valentino Ltd Tel: 01483 473357)**
- Black shoes, plain without embellishment. Heels or soles to be no more than 5 cm high. No stiletto heels, canvas shoes or plimsolls. Shoes must have a 'back' to them i.e. no 'slingbacks' or 'slipper' style shoes.
- Socks. These must be plain black, grey or white.
- Tights. These must be plain black or flesh coloured.

**GENERAL:**

- Blazers must be worn at all times (permission given within lessons to remove).
- A machine knitted plain black V-necked sweater may be worn in addition to the blazer in the colder weather. Black cardigans are not permitted.
- Winter/outer coats/scarves should be plain and are not to be worn inside the school buildings.
- 'Hoodies'/denim/corduroy jackets are not allowed to be worn on the premises.
- Head scarves must be plain black only.
- Trainers are not allowed except during PE lessons. Long term authorisation will only be given if a medical note is produced. Black trainers are not a substitute for black shoes and are therefore not allowed to be worn.
- Any trainers/football boots brought into school for PE or for clubs/training/matches after school should be kept in a boot bag or other suitable bag.

- All students must carry a suitable school bag, preferably of the ruck sack variety appropriate for carrying exercise and text books of A4 size that fit in it without getting damaged. Handbags are not permitted.

#### **HAIR:**

- BOYS: no extreme colours or styles. Natural colours only. Hair should be no shorter than a Grade 2. No 'sculpture' lines in hair or eyebrows.
- GIRLS: no extreme colours or styles. Natural colours only. No 'sculpture' lines in hair or eyebrows.

#### **JEWELLERY/OTHER:**

- A maximum of one small, plain silver or gold coloured stud per ear and must be worn in the lobe. Earrings worn in any other part of the ear are not acceptable. No flesh tubes or spacers to be worn.
- Nose, eyebrow, tongue or any other visible piercings are not allowed.
- No other jewellery other than a wristwatch may be worn. No bracelets or bands.
- Make up should be discreet. No eyeliner, eye shadow, false eye lashes or lipstick is to be worn.
- Coloured nail varnish is not to be worn. Clear nail varnish is permitted. False nails are not to be worn
- Only badges issued by the school or unobtrusive charity badges are allowed to be worn.
- Mobile phones, iphones, MP3 players, ipods, music systems, game systems etc. are not permitted to be used on the school site without specific permission from a member of staff, must be switched off and kept completely out of sight before 3.30pm. Students are permitted to use their mobile phone responsibly, without permission, outside the school buildings and on the school site from 3.30pm onwards. Phones should be on silent to keep noise levels to a minimum. The Winston Churchill School accepts no liability if such items are brought into school, stolen or lost.

**The uniform code is applicable to and from school as well as during the school day. Please note that failure to comply with the school uniform code could result in the following sanctions:**

- Items confiscated (trainers, jewellery, hoodies, mobile phones etc)
- Detention given (for non-compliance – see behaviour policy)
- Student to be issued with alternative uniform
- Parents/Carers requested to bring in correct uniform
- Student placed in isolation away from their normal class (including lunch)
- Student sent home (after parents/carers have been contacted)
- Exclusion (for repeated defiance on uniform issues)

If you are in any doubt about the uniform code, please check with your Form Tutor or Year Leader before buying a new item or having hair cut/coloured. Extreme hairstyles/haircuts, deemed 'extreme' by Year Leader and senior management, will be sanctioned by a one day (minimum) internal exclusion day.

*We, at The Winston Churchill School, give notice that the uniform code will be revisited at least once during each academic year. Please ensure that you always have a copy of the latest code before buying any new items. This can be obtained via our main office or on our website.*

---