



The Winston Churchill School Behaviour Policy

Policy Statement

At the Winston Churchill School we are committed to creating an environment and culture where the exemplary behaviour of all students and adults is at the heart of productive learning. We expect all students and adults, to set the highest standards of personal conduct at all times. All students and adults are expected to accept responsibility for their behaviour and to encourage others to do the same. This behaviour policy is intended to ensure consistency across the school, reward good behaviour and promote the teaching of high expectations. The behaviour policy guides staff to model and teach self-discipline rather than mindless compliance.

Principle

Every member of the Winston Churchill School community, regardless of background:

- undertakes the **RESPONSIBILITY** to learn effectively, in all situations, through positive engagement
- builds **RESPECTFUL** relationships, empowering everyone to achieve their personal ambitions
- is **READY** and equipped to access the diverse range of inclusive opportunities
- contributes to the local, national and global community

The Winston Churchill School's behaviour philosophy and policy emphasises rewarding and recognising positive behaviour in line with The Winston Way.

The school promotes a restorative culture where students are supported to take responsibility for their actions through restorative intervention and sanctions as required. This combined approach focuses on addressing the harm caused to those affected by any wrongdoing and has been proven to be particularly effective when resolving conflict, improving relationships and reducing bullying (see Anti-Bullying Policy).

All students deserve the opportunity to learn effectively, as part of our community. We are committed to using all means available to support students to meet the behaviour expectations and be successful at Winston. To this end the school has identified and promotes the following values as being essential to creating free-thinking, self-disciplined young adults equipped for the world beyond Winston.

As members of the Winston Churchill School community...

- **We know how we feel**
- **We appreciate our impact on others**
- **We develop positive core moral values**
- **We all share academic success**
- **We embrace opportunities**
- **We understand how to improve**
- **We apply our strengths appropriately**
- **We are active and responsible citizens.**

Aims

- To promote, recognise and positively reinforce good behaviour, self-discipline and respect
- To prevent bullying



- To promote self-discipline and improve self-esteem
- To provide a broad, balanced and relevant curriculum related to the needs of individual students
- To provide a challenging and stimulating learning environment
- To ensure students are aware of school's expectations and create a positive ethos
- To work with parents and carers to foster a sense of social responsibility and respect in their children
- To encourage staff to respond to all cases of poor behaviour in a constructive and consistent manner
- To ensure, fairness and mutual respect promoting the formation of good relationships
- To teach appropriate behaviour through positive interventions

Roles and responsibilities

All members of our school are expected to adhere to the school's behaviour policy. Acceptable behaviour is clearly defined as behaviour that is **responsible** and **respectful**. All members of our community are expected to be **ready** to engage and actively participate in learning.

The school will:

- Share and monitor behaviour procedures with students, parents and carers, and staff so that positive behaviour is at the centre of learning
- Uphold the Winston Way - 'Responsible, Respectful, Ready'
- Expect all staff to model positive behaviour and build positive relationships
- Encourage staff to be calm and give 'take up time' when going through the steps (Warning, Choice, Consequence, Repair) in response to negative behaviour
- Treat students in a professional manner, applying rewards and sanctions fairly and consistently
- Encourage good behaviour by having high expectations and a clear policy and ethos, fostering discipline and mutual respect between students, and between adults and students
- Expect all staff to challenge poor behaviour when it happens and not ignore students who do not meet behaviour expectations
- Praise students for hard work, resilience, collaboration, ingenuity, analysis, communication, cooperation, helpfulness, improvement and excellence, using the rewards system appropriately
- Use the full range of measures available to sanction the poor behaviour of students both on and off the school site
- Use sanctions that are reasonable and proportionate and do not breach any other legislation
- Monitor persistent poor behaviour through the school's behaviour management systems and implement relevant interventions
- Make students aware of the need to display high standards of behaviour, at all times, by recognising the rights of the residents and local communities, when travelling to and from the school and when participating in activities off the school site
- Review provision for learners who fall beyond the range of written policies and attempt to make reasonable adjustments to meet the needs of the individual
- Take seriously its legal duties under the Equality Act 2010, and in respect of students with special educational needs consider implementing reasonable adjustments reflecting the needs of the individual student
- Consider whether poor behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy
- Take all incidents of bullying extremely seriously, following the school's anti bullying policy to: support the victim and tell the bully directly why his/her behaviour is considered bullying
- Take seriously any complaint of unfair treatment



- Provide staff training that meets identified, targeted needs to ensure the safe and calm running of the school

The Governing Body will:

- Establish, in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under annual review.
- Verify that this policy is communicated to students and parents, it is non-discriminatory and that the expectations are clear
- Support the school in maintaining high standards of behaviour

The Headteacher (and Senior Staff) will:

- Be responsible for the implementation and day-to-day management of the policies and procedures.
- Support colleagues faced with challenging behaviour.

Middle leaders - subject leaders, year leaders and TLR holders, will:

- Support colleagues to return learners to learning
- Meet and greet students and be a visible presence
- Celebrate colleagues and learners whose efforts go above and beyond
- Encourage the use of positive communication home to parents and carers
- Use data to target and assess the impact of interventions
- Ensure staff training needs are identified and provided for

Staff – teachers, support staff and volunteers, will:

- Meet and greet students and be a visible presence
- Be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied
- Mutually support one another to implement the policy
- Advise the headteacher on the effectiveness of the policies and procedures
- Be responsible, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently

Parents and carers will:

- Be accountable for the behaviour of their child both inside and outside the school
- Be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour
- Have the opportunity to raise, with the school, any issues arising from the operation of the policy

Students will:

- Conduct themselves in a responsible and safe manner – this includes **not** bringing in any banned items – See - **Appendix I**
- Be ready to engage in learning and personal development by having the correct attitude and equipment – this includes wearing appropriate uniform - See - **Appendix II**
- Be respectful to each other and members of our community both in person and on-line – See - **E-Safety Code of Conduct and POLICY**
- Actively maintain the highest standards of personal conduct, and encourage others to do the same, both in school and the local community
- Speak to an appropriate adult, at an appropriate time if they are emotionally upset



- Take responsibility for their actions and engage positively with restorative and reparative strategies
- Take responsibility to ensure that incidents of poor behaviour, including any form of bullying are reported

Recognition and rewards

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

- 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
- Achievement points awarded
- Positive communication home e.g. phone call or note/letter or postcard
- Written comments on students' work
- Public acknowledgement by announcement or presentation
- Work displayed publicly
- Subject and year group rewards e.g. subject performer of the term
- Colours – for sporting achievement
- Service badges
- End of Term Celebration Assemblies
- Reward Trips, visits and social events
- Election to posts of responsibility e.g. Prefect roles, Peer Mentor, Form and Year Representative etc

Consequences

The school promotes responsibility, self-discipline and respect for one's self and others to encourage positive behaviour. All staff have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. By law the power to discipline students for misbehaviour which occurs in school and in some circumstances, outside school rests with all staff. The 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. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction or consequence for that student. This remains true, even if the poor behaviour occurs off the school premises but is witnessed by a member of staff or reported to the school and can be considered to bring the school into disrepute.

Range of consequences include:

- Restorative meetings
- Specified seating plan and the power to move a student's seat wherever the member of staff deems appropriate
- "Time-out" – student provided with time away from others to reflect – for example during a lesson
- Sent-out room/exit room – student directed to another classroom, usually within the subject area for the remainder of the lesson
- Removal from lessons – removed from a particular class for a specified number of lessons. Whilst not in the class the student is expected to "earn" the right to return by completing the work set to an appropriate standard
- Inconvenience – A minor consequence that deters the student from repeating or continuing a specified behaviour e.g. extra work to be completed out of lesson, time with an adult during break or lunch time
- Detention – 1 hour at the end of the school day supervised by staff. Failure to complete a detention successfully will mean the student does not return to lessons or social time until the detention is completed
- Withdrawal of privileges and/or community service



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- The power to confiscate students' property – including mobile phones and other electronic devices (See Banned items –See- **Appendix I** and Personal electronic devices rules and expectations – See - **Appendix III**)
- The power to screen and search students - (See - Physical intervention Policy and Guidance - Including searching POLICY)
- A fixed period of time in the school Internal Exclusion Centre (IEC)
- Fixed term exclusion from school
- Attendance at governor behaviour panels
- Permanent exclusion

The school's aim is always to apply proportionate consequences fairly and consistently. However, the school is also required to meet its legal requirement to accommodate any disability or special educational need where reasonable, possible and appropriate. To this end the school will routinely review if there are any underlying additional needs for students who are demonstrating persistent or "high" levels of challenging behaviour. Where appropriate the school can make adjustments where deemed reasonable, appropriate and not significantly disadvantaging other pupils.

The school's position in relation to the use of reasonable force and other reasonable physical contact is set out in a separate policy. It is clear that staff are permitted, by law, to use physical intervention to prevent a criminal offence occurring, to prevent physical injury and to maintain good order and discipline. There are also a range of other circumstances where physical intervention may be required details are in the - **Physical intervention Policy and Guidance - Including searching.**

Students who persistently fail to meet the school's behaviour expectations are likely to become at risk of permanent exclusions, specific details of this can be found in the school's exclusion policy. **Appendix IV** is a guide for parents on the school's behaviour stages which sets out the support the school can use to divert a student from permanent exclusion.

Action in respect of unfounded or malicious allegations

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to children's social services to determine whether the child concerned is in need of services.

An allegation is considered malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive. The headteacher will consider whether any disciplinary action is appropriate against the student who made it; in accordance with this policy and/or whether the police should be asked to consider what action may be appropriate in these circumstances.

An allegation is considered unfounded where there is sufficient evidence to disprove the allegation, however, there is no evidence to suggest that there was a deliberate intention to deceive. Unfounded allegations may be an indicator of abuse elsewhere which requires further exploration in conjunction with children's social services.



Associated requirements

GUIDANCE - Banned items – Law Appendix I

GUIDANCE - Banned items – School Appendix I

GUIDANCE – Uniform Appendix II

GUIDANCE – Personal Electronic devices - Appendix III

GUIDANCE - Behaviour Stages – parent – Appendix IV

POLICY - Physical intervention Policy and Guidance - Including searching

POLICY - Powers to search and screen

POLICY - E-Safety Code of Conduct and Policy

POLICY - Attendance and punctuality

POLICY - Anti-Bullying



Appendix 1 - Banned items

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

In addition to all of the above:

- Items worn or possessed that are not in line with the School Uniform Code (see - **Appendix II**)
- Shisha Pens/vape pens
- Energy drinks and fizzy drinks
- Laser pens
- Chewing gum
- Fidget spinners
- Aerosols
- Air Pods/wireless headphones
- Mopeds/motorbikes on site

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



Appendix II – School Uniform

School Uniform: Proud to be at Winston

	ACCEPTABLE	UNACCEPTABLE
Blazer	A black blazer with school badge stitched to the left breast pocket.	Fitted blazers or a torn or frayed blazer
Pullover	A machine knitted plain black V neck pullover.	Ill-fitting pullovers, badly torn or frayed pullovers. Cardigans. Round neck Pullover. Logo's or branded pullovers or sweatshirts.
Shirt	A traditional white collared shirt with either long or short sleeves. Top button must be done up.	Any colour other than white. Blouses, collarless shirts, tailored shirts.
Key Stage 3 Tie	The Winston School tie, black with red strips. This must be tied to the correct length, six red stripes showing.	Any other type of tie. School ties that have been coloured or threads removed. Tie tied shorter than 8 stripes
Key stage 4 Ties	The Winston upper school tie. Plain black with school badge on display. Prefect Tie, tied to the correct length.	School tie without the school badge or without the badge on display.
Skirt	Compulsory black knee length skirt with distinctive trim along the waistband. Purchased solely from G&S by Valentino limited Tel: 01483 473357..	Any colour other than black. Skirts with slits; rolled up. Skirts that are very tight. Skirts that are made of a knitted, stretch material.
Trousers	Plain Black, with a <u>waist band</u> and centre front zip. Straight leg.	Any colour other than black. Hipsters, turn-ups, splits, flares, embroidery, jeans, combat styles, jean-style pockets. Trousers that are made of a knitted, stretch material Trousers that are too tight or too baggy, torn or frayed.
Belts	Plain black.	Fashion belts. Any colour other than black. No large decorative buckles.
Socks and tights	Socks: plain black, grey or white. Tights: plain black or flesh coloured.	Socks - any colour other than black, grey or white. Tights - any colour other than black or flesh. Any patterned tights.
Footwear	Plain black shoes, without embellishment. Trainers for PE only unless a medical note is provided.	Ankle boots, trainers, including black trainers, stilettos, kitten heels, boots of any type, casual, canvas, plimsoles, platform soles or sling backs.
Coats	<u>A plain colour</u> suitable for school	Hooded sweatshirt/jogging top type garments, denim, leather, corduroy jackets are not allowed to be worn on the premises. Offensive logos. Studded garments.
Hats	None	All types of hat.
Hair	Hair should be of <u>one natural colour</u> . It should be clean and tidy. Long hair must be tied back in practical lessons. Plain colour hair accessories. No shorter than Grade 2.	Extreme hairstyles for example overly spiked or sculptured hair. Shaved areas or razor lines. Obvious steps. Beads or braiding. Fashion accessories. Hair must not obscure the face.
Makeup	<u>Discreet</u> foundation or concealer Clear nail varnish.	Eye makeup, lipstick/lip gloss, coloured nail varnish. False nails or long nails.



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Jewellery	A watch. One pair of plain silver or gold coloured studs in the ear lobe.	Rings, bracelets, chains or piercings, badges or brooches, nose studs, tongue studs. Flesh tubes or spacers
Bags	Bags must be a ruck sack and be able to hold at least two A4 text books and folders, a planner, and a pencil case.	Handbags, fashion bags, tote bags, shoulder bags, plastic or paper carrier bags.

The Headteacher is the final arbiter on the suitability of uniform and appearance.

If in doubt ASK.



Appendix III – Personal Electronic devices

Mobile phones or personal electronic devices (MP3 player, smart watches) are not permitted to be used on the school site without specific permission from a member of staff.

Devices 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.

If seen or used without permission personal electronic devices, including mobile phones will be confiscated and stored safely at the main reception.

Students can collect their confiscated devices at the end of the day from the main office.

Confiscation of a personal electronic device carries an automatic 1 hour after school detention.



Appendix IV

Parent and Student Guide to Behaviour Stages at The Winston Churchill School

Every member of the Winston Churchill School community (governors, staff, students, parents and carers), regardless of background:

- undertakes the **RESPONSIBILITY** to learn effectively, in all situations, through positive engagement
- builds **RESPECTFUL** relationships, empowering everyone to achieve their personal ambitions
- is **READY** and equipped to access the diverse range of inclusive opportunities
- contributes to the local, national and global community.

The school aims to “teach” all members of the community to adhere to the values above. Incidents of persistent, sustained and/or serious breaches of the school’s values and/or behaviour policy will result in escalation through the Stages below. The stages serve as a framework to enable parents/carers and the school to support the student to improve their behaviour to meet the school’s expectations.

Stage 1 – Persistent negative behaviour or concerns relating to specific incident(s) of more serious breaches of the school’s behaviour policy.	Stage 2 – Sustained and/or persistent negative behaviour or significant concerns relating to specific incident(s) of serious breaches of the school’s behaviour policy.	Stage 3 – At risk of Permanent Exclusion, repeated and/or persistent serious breaches of the school’s behaviour policy resulting in repeated IEC and/or FTE.
<p>This will usually be triggered by a substantial number of behaviour incidents in a fixed period of time or more serious breaches of the school’s behaviour policy.</p> <p>All parties are made aware that the individual is failing to meet the schools expectations and that further measures need to be put in place to support the student to meet the school’s expectations.</p>	<p>Triggered by failure to show improvements during Stage 1, or one or more incidents of serious and/or persistent breaches of the school’s behaviour policy e.g. behaviour resulting in time in the Internal Exclusion Centre (IEC) and/or a Fixed Term Exclusion (FTE). Very few students reach this more formal stage. Failure to demonstrate observable improvements will mean progressing to Stage 3 and moving towards Permanent Exclusion from the School.</p>	<p>Triggered by failure to show improvements during Stage 2, and/or serious, repeated breaches to the school’s behaviour policy resulting in IEC and/or FTE. Without rapid and significant improvement the student’s behaviour and conduct means they are reaching the threshold for Permanent Exclusion. Failure to improve behaviour is likely to result in the Headteacher Permanently Excluding the student.</p> <p>A Governor’s panel may be convened as further attempt to divert the student from a path to permanent exclusion.</p> <p>NB As in accordance with DfE’s: “Statutory Guidance for those with legal responsibilities in relation to exclusions September 2017”, the Headteacher can move to permanent exclusion for a single serious breach of the school’s behaviour policy. Should this be the case then the above stages will be superseded.</p>