



The Winstanley School

Behaviour Management Policy

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Good behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. Behaviour is never somebody else's responsibility. It is all of ours.

1. Our Belief

High standards of behaviour and care lie at the heart of a successful school all staff play a key role in exemplifying good behaviour and maintaining a positive learning environment where good behaviour is encouraged and rewarded, whilst poor behaviour is dealt with appropriately.

At The Winstanley School everything that we do is driven by our SHINE Values (Supporting others, Hard work, Independence, Never Giving Up and Excellence). Our overall aim is "Widening horizons and enabling excellence" and SHINE is pivotal in creating the climate in which every student can achieve this. We see good behaviour as key to our students' and schools' successes. This policy was drawn up after consulting the school council, staff and parents of Winstanley students. It covers what is expected of all students in lessons and unstructured times, to create the best possible learning environment and ensure that Winstanley is a safe and rewarding place to study.

Effective behaviour management is underpinned by consistency, clear systems and shared understanding and respect.

In order to achieve this, we must:

- Ensure all staff model the highest standards of behaviour and challenge all students to do the same
- Continually promote good behaviour and discipline
- Ensure absolute clarity about the standards of students' behaviours
- Praise good behaviour and celebrate all successes
- Promote self-esteem, resilience, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensure fairness of treatment for all, with inclusion secured according to specific learning/behaviour need
- Whole school and not simply in lessons
- Ensure the school's rewards and sanctions are clearly displayed in every room and corridor in school
- Promote early intervention
- Provide a safe environment free from disruption, violence, bullying and any form of harassment
- Ensure we build positive relationships with parents and carers of all student

1.1. We expect students at The Winstanley School to:

- Show their best selves at all times
- Arrive to school and lessons on time ready to learn
- Wear the correct full school uniform including lanyard clearly on show at all times except in PE lessons where The Winstanley School PE kit must be worn
- Have their appropriate school equipment in order to meet the 'Winstanley Way': black pen, pencil, ruler bag and coat.
- Only shout out in lessons if the teacher is asking students to. Otherwise raise a hand and wait to be asked.
- Conduct themselves around the site in a calm, safe and sensible manner and follow school rules at all times and in all places
- Follow staff's instructions first time every time

- Show respect towards other students, staff and visitors and embrace our expectations that there is no homophobia, sexism, racism or bullying in line with our core values, and our anti-bullying and safeguarding policy
- Use indoor voices when inside the building
- Complete all work set in lessons to the best of their ability – we strive for one hours lesson to be one hours work
- Complete and hand in homework at the time requested
- Listen in silence when someone is talking
- Respect the answers, opinions and views of other members of our school community
- Respect our school environment and all equipment and resources
- Help each other in lessons and learn with, and from, others
- Respect the personal space of others
- When outside: all rules apply. Ball games allowed on MUGA and the bottom playground only during winter. Fields open for the summer term only, or as directed by weather conditions. The front playground is for quiet activities

1.2. We expect staff at The Winstanley School to:

- Be at the door greeting students positively at the start of the lesson
- Gain deep understanding of their students
- Ensure students are wearing the correct school uniform
- Have the highest expectations of behaviour and implement our policy consistently check students are ready to learn (following the Winstanley Way)
- Create a swift and purposeful start to the lesson
- Deliver quality first teaching - well-planned and structured lessons which are challenging, engaging, and differentiated to meet all individual needs
- Keep students in lessons wherever possible; never letting them out for non-essential reasons. Any student allowed to go somewhere in a lesson must have a note from the teacher.
- Promote and reinforce positive behaviour in the classroom linked to the school's positive Behaviour Management System, including the use of rewards

1.3. To ensure success:

- All staff are responsible for building/repairing relationships, as well as any punitive action taken by the relevant person
- The form tutor is central to the pastoral system. The pastoral system is focused upon first attention to best conduct to develop welfare and support, not punishment
- All systems are simple, accessible and manageable
- The student support and inclusion team has an overview of support provided for students with behaviour difficulties, this is regularly reviewed and updated
- Administrative staff (wherever possible) are responsible for the administration of the system. Teaching staff should spend a minimal amount of time involved in administrative tasks.
- The implementation of this policy undergoes frequent development. As such, various appendices are attached, which highlight the procedures in force at the current time.

2. Rewarding Positive Behaviour

The school uses rewards to motivate students, create a positive learning environment, raise student self-esteem, and provide systems which can be used by all staff to contribute to raising levels of achievement. We promote outstanding behaviour through promoting positive behaviours.

Our behaviour system is based on the SHINE values and includes the values of tolerance, kindness and collaboration which are pillars in our SHINE Character and Culture Curriculum.

Students are rewarded positive behaviour points for:

- Over 95% attendance
- Good punctuality to school and to lessons
- Good attitude to learning
- Always equipped and ready to learn
- Completion of homework
- Contributing to class discussions
- Producing exceptional pieces of work
- Showing outstanding behaviour for learning
- Colour award badges will be awarded termly to students at the Faculty Colours Celebratory assembly.
- Students' good behaviour will be regularly recognised by tutors, House Leaders, Heads of Years and members of the senior team. SHINE Awards assemblies will be held every half term.
- Other examples of informal and formal rewards used to recognise achievement, effort, positive behaviour and improvements in attendance, include:
 - Verbal praise
 - Extra SHINE points
 - Stickers
 - Frequent general praise and recognition in lessons.
 - Faculty reward systems i.e. postcards home
 - Senior staff visiting classes to praise students' work and effort
 - Students' work displayed
 - 100% Attendance awards and postcards home
 - Achievement postcard sent home, or a phone call commending progress
 - Being given roles of responsibility on student governing bodies eg student council, anti-bullying ambassadors
 - Personalised rewards issued by Year Team Leaders
 - Tickets for special school events, i.e. rewards trips
 - Hot Chocolate with the Head weekly
 - Golden Tickets to the prom at the end of Year 11
 - End of Year reward trips
 - Head teacher praise and certificates

3. Student Support

As a school that promotes the effective social and emotional mental health needs of learning (SEMH) for both staff and students, it is important that behaviour is managed positively. A variety of strategies, often subtle, are therefore used to ensure good order in the classroom. On the rare occasions where a student does not respond, the consequence pyramid is used. Again, as a SEMH aware school it is crucial that the consequence pyramid is used sensitively and positively in order to minimise the risk of confrontation with a student.

Where a student needs to move onto the consequence system, it is important that they are clear about why they are being 'given' a consequence for their behaviour. To that end, all classrooms should have laminated cards with published consequences for issues of poor behaviour in and around the school. All school corridors will also have the laminated cards displayed.

All parents should also be aware of the consequence system being employed by the school. Copies of the consequence pyramid is available on the school website and will be made available to all parents on request.

When students misbehave, the consequence of students' actions must be decided in the context in which they occurred. The Winstanley School follows a behaviour continuum to ensure that effective and meaningful support is put in place for all students. Interventions are time limited and will be regularly reviewed by staff in conjunction with parents and any partner agencies who may be involved. The behaviour continuum is Appdenx 1 of this policy.

Further, as an inclusive school, appropriate and reasonable adjustment must be made for students with statements, who have a disability, or who are vulnerable/at risk in some other way. This includes:

- Students with special educational needs (SEND)
- Students with Attention Deficit and Hyperactivity Disorder (ADHD)
- Students with Oppositional Defiance Disorder (ODD)
- Students with SEMH needs
- Looked after children
- Traveller children
- Young carers
- Students who have a social worker or have recently been on a child in need/child protection plan
- Those from families under severe stress

If students repeatedly misbehave and/or their misbehaviour escalates in seriousness, we must always consider how we can prevent exclusion. Permanent exclusion should be used only as a last resort or in the case of extremely serious incidents.

3.1. Strategies to avoid exclusion from lessons:

- Ensuring students know in advance the consequences of their actions
- Consistent application of consequences and sanctions in school
- Mentoring/coaching
- Modifying the school curriculum when appropriate
- Appropriate additional student support (for example SEND/Pastoral Intervention /Nurture/Educational Psychology)
- Individual counselling and/or small group support programmes
- Working with parents and agreeing a written action plan – this will usually be a 12 week Pastoral Support Programme (PSP)
- Alternative educational provision

It is noted that for those students with SEND or who are vulnerable, structure and routine are often most beneficial for creating clear boundaries and increasing students' sense of personal well-being.

Despite everything we may do to support students' learning and behaviour, some students will not respond to action aimed at addressing their disaffection.

In such cases a pastoral support programme (PSP+2) that links to external services may be necessary. It should be noted that:

- A PSP is a school based intervention to help students manage their behaviour
- A PSP should automatically be set up for a student who has had several incidents and has been placed onto the school's inclusion programme
- A PSP is a 12 week programme which includes parental (and other relevant third parties) involvement and is reviewed regularly.
- The PSP should include specific, measurable, achievable, relevant time bound (SMART) targets and clearly indicate where and how the school and external agencies' support will enable the student to reach these targets in line with our behaviour continuum.

4. Behaviour Systems at TWS

4.1. Restorative Approaches

The school has adopted a 'Restorative Approach' alongside the behaviour system. Restorative approaches recognise that incidents harm everyone; this includes the wrong doer, the harmed and the wider community. A restorative approach intends to make 'things' right, with the wrong doer accepting responsibility for their actions, repairing the harm and finding a positive way forward for all parties concerned.

All staff use a restorative approach when dealing with low level behaviour incidents within the classroom and around school. Staff will use RESTORATIVE QUESTIONS when they feel a student needs time out from a lesson to reflect on their own behaviour and how their behaviour is affecting others.

Restorative Questions for staff and students

When things go wrong...

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?

When someone has been harmed...

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

4.2. Behaviour Consequence Pyramid

Positive behaviour management is used by all staff at Winstanley. We advocate a first attention is best conduct policy. It is designed to recognise students who follow our rules and behave sensibly. It also imposes consequences on those few students who choose to break the rules. The whole programme centres on students making the correct choices, putting things right and completing a suitable sanction. Consequences to poor behaviour should build in restorative justice and community service where appropriate.

We believe that every student deserves the best teaching and learning opportunities that we can provide. If a student's behaviour prevents this from taking place and they refuse to comply with our expectations for positive behaviour, we reserve the right to issue fixed period or permanent exclusions.

4.3. Detentions and their use

The law allows school to keep students for detention without informing parents. We want to work in partnership with parents and will not set detentions of more than ten minutes without letting parents know, usually via a text message or phone call.

The law allows schools to keep students for detention without parents agreeing. We do not expect parents to try to prevent students being in detention as this puts everyone in an impossible position.

Students are expected to attend detentions independently. Failure to do so will result in additional time being added to the detention. Students who repeatedly fail to attend detention will receive a two hour Senior Team detention and will progress up the behaviour consequence system

Students will be expected to make their own way to the detention.

Should a student refuse to complete their detention, they may be placed in the Inclusion Programme the following day and then be expected to complete the detention the following day.

Failure to complete the sanction, could result in the student moving up the consequence system, including even being excluded for a fixed period of time, upon return the student will be expected to complete the day in the Inclusion Base.

Parental contact will be made to discuss how we can work together to modify the behaviour of the student in that Department/s area/s.

4.4. Report Cards and their use

In common with most schools, Winstanley uses a combination of daily and weekly whole school, department and pastoral reports to monitor student behaviour/work, etc. Students causing particular concern can be placed on report, usually after having raised a number of behaviour concerns.

Parents will be notified in writing/ by telephone or invited into school when a student is placed on report by the teacher placing the student on report. Report cards are managed electronically through SIMs and students are expected to meet each day with whomever is monitoring their report.

Report Cards at The Winstanley School	
Form Tutor Report – Green	Tier 1 – monitored by form tutor in coordination with Head of Year
Faculty Report	Tier 1a – monitored by Head of Faculty within one subject area
Head of Year Report - Orange	Tier 2 – monitored by Head of Year
Senior Leadership Team Report – Red	Tier 3 – monitored by a member of the Senior Team
Inclusion Support Programme Report - Purple	Tier 4 – This report may be monitored by HOY or a member of SLT. Students on this report will spend time in the school's Inclusion Base should they fail to meet their targets.

Any students who do not pass their report will receive a one hour afterschool. Repeated failure will mean that the student will remain on report for a further five days. The same conditions apply for passing or failing the report on the subsequent five days, however failure a second time could lead to a student being placed in the Inclusion Base Programme.

4.5. Sanctions in Lessons

Poor behaviour is dealt with by a graduated response, allowing students to reflect and amend their behaviour before a more severe sanction is applied. Our procedure in a lesson is as follows:

- First warning and name written on the board.
- Restorative conversation between the teacher and student
- Second Warning – (name is ticked) if students continue to display poor behaviour. This will result in a class teacher detention to be sat that day
- If poor behaviour continues, students will be removed to work with Heads of Faculty - this will result in a faculty detention
- Should the poor behaviour continue, or is extreme, a referral to 'On Call' should be made. This will result in a one hour detention issued for that evening. Students are expected to report to the centralised location for their detention.

- Students who receive multiple “on calls” will move up the behaviour consequence system
- Students who fail to attend detention will proceed to the next level.

Staff are expected to record sanctions, any detentions and contact home appropriately on Sims in the Behaviour Management and Communication Log sections.

Particularly poor behaviour can result in students being removed from lessons immediately without following this protocol.

Where students regularly disrupt lessons, extended detentions are used – break, lunch and after school, as well as Department/Head of Year/Senior Leader Reports being used.

4.6. Corridor expectations

Poor corridor behaviour is never accepted and sanctions will include:

- detentions
- meeting with parents
- being placed on report
- being placed in Inclusion Base Programme for a period of time
- exclusion (internal/fixed period/permanent)

4.7. Contracts

There may be occasions when the school will draw up a behaviour contract which must be agreed and signed by students at each stage of poor behaviour. If the terms of this contract are broken, this could lead to further exclusions; these could be internal, fixed term or even possibly permanent dependent on the severity or frequency of the incident/s.

4.8. Extreme behaviours

We will never tolerate:

- Students putting themselves or others at risk
- Physical or verbal aggression or abuse
- Racism, Sexism or Homophobia or bullying – see our Anti Bullying policy
- Damage to the school environment (all non-accidental damage will be charged to parents/carers)
- In addition to the sanction imposed, parents will need to come into school and support us in ensuring that this behaviour is never repeated.

4.8.1. Internal Truancy and not being in the Right Place

If a student truant a lesson they will be issued with at least a 1 hour detention with their Head of Year for every lesson they have truanted.

If a student walks out of a lesson, walks off from where they should be, or is found somewhere they should not be, they will be issued with a one hour detention with their Head of Year for every lesson they have truanted.

4.8.2. Damage to the school/equipment

If a student damages the school or equipment, parents will be asked to come in to see the damage caused. Parents will be expected to pay for any damage done to the school by students in full and will be invoiced. Students will not be allowed to go on any trips or rewards activities until this reparation is made.

4.8.3. Smoking

The school has a strict no smoking policy which includes e-cigarettes and other gadget style products. Any students reported to be smoking on, or near, school site will result in the following sanctions:

- 1st offence- Students will be issued with a 2 hour detention with a senior leader and parents will be informed via phone call home and letter.
- 2nd Offence –Students will be placed in the school's inclusion base programme
- 3rd Offence – This is now very serious, and approaching exclusion. Parents will need to come in and support the school in ensuring there is not a repeat.

4.8.4. Drugs

We do not tolerate drugs in school. Any suggestion that a student has drugs will lead to a search and testing. Any student found to have taken drugs, or with drugs in school will be excluded. Were a student to be found to be supplying or concerned in the supply of drugs, or with a quantity of drugs, they will not be allowed to return to our school. This is because we will keep our school free of drugs. The Winstanley School would confiscate any drugs found in school and hand them into the police.

4.9. Mobile Phones and Mobile Devices

In order to build a culture of high expectations and to safeguard all members of our school community, students and their parents / guardians are required to support and uphold The Winstanley School policy for the appropriate use of mobile technologies and digital devices in all areas of school life.

The Winstanley School reserves the right to incorporate any new technologies or devices within the definitions of this School policy.

References to Mobile Phones and Digital Devices includes but is not limited to: mobile phones; smartwatches; speakers; earphones* and any devices, other than those devices issued to students by The Winstanley School. The definition of *earphones** includes but is not limited to: wired and wireless, airpods, headphones etc.

The Winstanley School's stance is that issues of concern associated with such devices include the potential for: disruption to the teaching and learning of students; theft; privacy and child protection; inappropriate use; bullying; cyber-bullying; safety concerns; sensory impairment; anti-social behaviours; internet filtering; the transfer or downloading of inappropriate material; and interference with the approved communication processes of The Winstanley School, etc.

In reference to devices owned and distributed by The Winstanley School, The Winstanley School reserves the right to determine appropriate use and installation of software and apps installed. Please refer to the *Acceptable Use of Computer and Internet Resources* policy. Devices owned and distributed by The Winstanley School cannot be used during break times except in The Winstanley School dining hall or library.

It must be noted that The Winstanley School is not liable for any lost property, damage, and/or theft of mobile phones, digital devices and/or earphones used on The Winstanley School grounds or at School events pursuant to this policy.

4.9.1. Expectations for students regarding mobile phones/devices

According to the definitions above which remain the ongoing right of The Winstanley School to determine:

- Mobile Phones, Digital Devices or Earphones* must only be used at the discretion of the teacher.

- As the staff of The Winstanley School are fully supported by The Winstanley School to apply this policy, students are expected to comply politely with staff instructions regarding Mobile phones, Digital Devices and Earphones*.
- Students are not permitted to photograph or record incidents in The Winstanley School ground or when in school uniform. This includes but is not limited to physical altercations and bullying. Consequences for this action could include exclusion from school.

Failure to follow these expectations will be dealt with as follows:

- Initially, students will be asked to put their device away
- Failure to follow instructions will result in the student being referred to 'On Call'. Students will be expected to hand their phone into the Heads of Year office where it will be locked away for the rest of the day
- Persistent or significant breach of our expectations regarding devices, could result in parental meetings and contracts, SLT detentions and internal and exclusions.

4.9.2. Expectation for parents regarding mobile phones/devices

- Parents are asked to support the *Mobile Phone and Digital Devices Policy* and its implementation as a condition of their child's enrolment.
- Parents must not contact their children directly via mobile devices while students are at school or at school activities.
- All parent communication to their child from 8.30am – 3.00pm must be addressed through reception.

4.10. Screen and search students

The law gives schools the power to screen and search. Authorised members of staff can search a student's belongings, including using an electronic magnetic wand, without consent for prohibited items, if there is suspicion of a weapon, stolen goods or illegal substances. If prohibited items are found the school will consider this to be a serious incident and will deal with it accordingly. Any search undertaken will be witnessed by a second, same sex member of staff and follow a strict protocol. Where students are thought to have non-allowed items staff will ask to search them. A student refusing this will have to be dealt with as if they had got the item suspected.

4.10.1. Screen and Search Policy

In line with national guidelines, the Headteacher and other authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

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

As a school we follow the guidance laid out in 'Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

4.11. The power to use reasonable force

Our preferred way of working with students is by having good relationships and high levels of cooperation. Occasionally this is not the case and in these circumstances the law gives authorised staff the right to use reasonable force to:

- Ensure the safety and well-being of pupils and staff
- To prevent criminal damage and vandalism
- To prevent disruption to the school community (see reasonable force policy)

4.12. Student supervision before and after school

The gates open at 8am. Students should not arrive at school before then as there is no supervision.

From 8am passive supervision is in place and students are allowed in our Breakfast Club.

After school we know that some students want to stay behind and work, sometimes with others. Study Club is available each night for students from 3 to 4pm and is managed by the school prefects with remote staff supervision.

After 3:15pm no students are allowed around the building, apart from as detailed above unless they are in a registered activity with a teacher or in a club with a member of staff. Students are not allowed to wait in the building for friends.

4.13. The power to discipline beyond the school gate

At Winstanley, we believe all members of our school can Shine brighter than they thought they could. This extends to having high behaviour expectation at all times. Students are expected to meet our expectations in how they treat each other and members of our community.

It should be noted that the DfE's document Behaviour and discipline in schools is clear that schools have the power to regulate student behaviour off site as well as on site. This includes and is not limited to travel to and from school and behaviour outside of school hours.

The Winstanley School has a responsibility to its students and the local community. We will deal with off -site incidents in a consistent way, in order to show due care to the safety of the victim and diligence in informing relevant parties so that the behaviour does not re-occur.

The school is empowered through legislation to sanction criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school site which is witnessed by school staff or reported to the school.

If our students are involved in off-site incidents the school will:

- Inform parents of what has been reported by the student or bystanders Inform any external agencies if necessary
- Record the incident, take action where appropriate and record any actions taken.
- The school does not allow students to "crowd" around incidents or other students and will take action if this happens.
- Students are expected to come straight to and from school and are not allowed to hang around the streets before or after school.

4.14. Off-site Behaviours

In deciding whether or not to issue sanctions for offsite behaviour, including outside of school hours, and in deciding the severity of the sanction, we will take into account relevant factors. For example, (this is not an exclusive list):

- The harm inflicted upon or by any member of the school community
- The impact the behaviour has on the wider life of those who attend/work in the school
- Any relevant case law
- The impact on the reputation of the school

4.15. Banned items – which will be confiscated

- Students are not allowed drinks other than those that are school approved in lessons
- Energy drinks and fizzy drinks (except school approved) are not allowed in school and will be confiscated
- Chewing gum is not allowed in lessons
- Facial or other piercings, apart from one pair of earrings in the ear and one nose stud, are not allowed – even if they have just been done
- Aerosols must not be sprayed outside of PE
- Hoodies are not permitted in school and student are not permitted to wear them
- Any item which the school has announced will not be allowed, in order for this policy to be flexible

4.16. School Uniform Expectations

We believe school uniform is an important part of our school ethos and identity. Ensuring that our students arrive each day looking smart adds to the purposefulness of the school and supports our very high expectations.

We expect all students to arrive to school in full school uniform every day – see uniform expectation policy.

We expect all students to wear their blazers, with sleeves rolled down, to, from and around school, but they will be allowed to take them off in lessons if they so choose. Students are responsible for making sure they arrive to school each day wearing the correct school uniform. We ask for parents/carers to give their full support in helping us to achieve 100% compliance.

We do not allow the following:

- Extreme hair styles and excessive hair ornamentation including bandana
- Any facial piercings
- Visible tattoos (which would be illegal in any case)
- Very noticeable make-up, including nail varnish and acrylic nails.
- Jewellery, other than a watch, two ear studs on the ear-lobes and one nose stud

If students arrive to school in non-school uniform the following will happen:

If a student arrives to school with a genuine reason (parents have written a note/contacted school) to explain why they are not wearing full school uniform their name will be recorded, an appropriate pass will be issued by the Head of Year/SLT for that day only.

If students are waiting to receive a new blazer/tie from the school's uniform suppliers, they will be issued with an 'Awaiting Uniform' pass and allowed to attend lessons as usual.

Students may not be admitted if they arrive at school with no note, and sent home to change and return to school.

Alternatively, parents can be asked if they are able to drop their child's uniform off at school. If none of these solutions are possible, students will be isolated from lessons and

will spend the day working on their own, supervised by their Tutor or Head of Year. Parents will also be contacted via phone and by letter.

Students who repeatedly (more than twice) arrive at school in incorrect uniform, will be placed in the school's Inclusion Base Programme and parents will be invited in to discuss the matter further and resolve the issue with a senior member of staff.

The Senior Leadership Team and the Student Support Team will carry out daily morning uniform checks to ensure the uniform policy is being adhered to. Students arriving to school in incorrect school uniform will be dealt with according to the school's Uniform Policy.

This policy should be read in conjunction with our:

- Anti-Bullying Policy
- Physical Restraint and Reasonable Force Policy
- Safeguarding and Child Protection Policy
- Stop and Search Policy
- Uniform Policy

With any behaviour policy it is not possible to cover every eventuality and the leadership team will use professional judgement to deal with any issues not covered in this policy

5. Exclusions

The school uses a range of different types of exclusion, both in school and at home. The underlying principle is that of restorative justice and students working on what went wrong when they are **not in lessons**. **In considering whether to exclude students from their normal lessons, the student will always be given the opportunity to relate their version of events, normally with a written statement.**

Whenever a student commits an 'excludable offence', reference will be made to previous records, both in terms of the student's SEND or vulnerability and also any previous misbehaviour. All students move through the following stages each time they are excluded. Whenever a student is excluded, they will be reviewed in internal strategic meetings and staff will follow the behaviour continuum to ensure effective support and rehabilitation is offered and implemented.

Any students who are excluded will be invited in for a re-integration meeting with their parents following the exclusion. This is a vital part of our pastoral support. Parental support is a vital part of this process.

Exclusion in school – Level One	Exclusion A1	Senior Leadership intervention. This could include: <ul style="list-style-type: none"> Multiple days lunchtime detention 2hour detention Multiple after school detentions 	Phone call home by HoY
	Exclusion A2	One Day in the Inclusion Base – this will include behaviour intervention and a PSP will be put in place	Meeting with HoY and student. PSP sent home and signed by parent and student.
	Exclusion A3	Multiple days in the Inclusion Base – this will include behaviour intervention and a PSP will be put in place	Meeting with HoY and parents. PSP+2 agreed and 12 week review begins.
	Exclusion B	Up to 5 days in Intervention Room (contact from the PSWs/inclusion team)	Meeting with Assistant Head of School (Student Support) and relevant HoY. PSP+2 agreed and 12 week review begins.
	Exclusion Bi	Internal exclusion at Bosworth Academy or other LiFE Mat school	Meeting with HoY and parents. PSP+2 agreed and 12 week review begins
Exclusion at home – Level Two	Exclusion C	Fixed term for up to 5 days (followed by referral to inclusion base programme)	Meeting with lead HOY or Assistant Head of School (Student Support) with relevant HoY. Reintegration meeting targets set. HOY to implement PSP+2 and 12 week review begins/modified.
	Exclusion D	Fixed term for up to 5 days (followed by referral to inclusion base programme)	Meeting with lead HOY or Assistant Head of School (Student Support) with relevant HoY. Reintegration meeting targets set. HOY to implement PSP+2 and 12 week review begins/modified. A managed move to a partner school may be sought.
	Exclusion E	Permanent exclusion	Headteacher informs parents/carers of decision.

Providing a student has not received a fixed period exclusion for a period of 5 weeks, the student will move back to the start of the pyramid. For those students who have received a fixed period exclusion, a professional judgement is made as to the best course of action. Where an internal exclusion or exclusion has been used because a student has refused to comply, the student **MUST** complete the detention/exclusion when they are readmitted.

The school aims to produce caring, thoughtful young citizens with the skills to apply self-discipline in a variety of settings, both within schools and outside. The consequences should aid the student in future thoughtful decision making and self-discipline.

It should always be made clear that we disapprove of chosen behaviour, not the young person. Belittling or shouting at a student does not assist in helping to deal with problem behaviour constructively, and often aggravates/inflames a situation. Self-respect and emotional intelligence are essential components of good responsible behaviour; as adults we must treat young people with respect, in order to show them how to respect themselves and respect each other.

5.1. Excludable Offences

Excludable offences where students do not move up the consequence system unless they commit the same offence within 5 weeks are:

- failing report
- letting down the good reputation of the school in public
- failing to attend detention on multiple occasions.

For some excludable offences, students move up a stage (A1, A2, A3) and remain at A3. For other offences, students may receive fixed-period exclusions if they have already reached A3. The underlying principal behind the list of offences that may escalate beyond exclusion at school is that they cause personal harm, either physically or emotionally. Offences include:

Incidents to remain at Exclusion - Level One	Incidents that MAY escalate beyond exclusions at school – Level two
Refusal to follow the instructions of a member of SLT	Assault upon another student
Refusal to move to another classroom when asked by a member of staff	Bullying of another student/s
Walking away from a member of staff	Carrying an offensive weapon
Incidents relating to improper use of social media	Dangerous refusal to follow instructions
	Deliberate dangerous behaviour
	Deliberate damage, vandalism, or graffiti
Discriminatory behaviour including and not limited to disabilities, homophobic and racist behaviour within our school community in line with the protected characteristics under the Equality Act 2010 including:	
	Drug related incidents (including alcohol and smoking)
	Highly offensive or discriminatory language to any staff or students
In arriving at a decision to use the Inclusion Base a number of factors will be considered: <ul style="list-style-type: none"> • the emotional state of the student • any intention to be defiant, or conversely, desire to avoid further confrontation • the efforts made by the member of staff to help the student manage the situation. 	Inappropriate physical contact with students or staff
	Intimidating or threatening behaviour towards staff or students
	Involvement in pornographic materials
	Physical assault on staff
	Serious malicious allegations
	Sexual abuse or assault against a member of staff or another student
	Stealing

5.2. The following behaviour may lead to permanent exclusion

The Winstanley School works closely within the Hinckley and Bosworth Education Partnership and is also a member of the Leicester City EIP. These partnerships allow us to look for alternatives to permanent exclusion when behaviour at school is severe and extreme. The Winstanley School will work with these partnerships to broker supportive plans in line with our behaviour continuum

These include, but are not exhaustive to:

- managed moves to partner schools,
- programme management at alternative providers
- respite at Leicester Partnership School or an alternative partner agency.

Whilst we will always seek to avoid a permanent exclusion, there are times when this is required. The following incidents could lead to permanent exclusion:

- Persistent misbehaviour / repeated failure to accept the behaviour management system
- Very serious actual violence
- Sexual abuse, serious peer on peer abuse
- Assault against a member of staff
- Possession, supplying or use of an illegal drug
- Carrying or use of an offensive weapon
- Very serious and intentional damage to school property

The offences that lead to exclusion will be reviewed and modified from time to time and the list above **should not be read as definitive or exhaustive**.

On occasion, where an incident is serious but not so serious as to lead to immediate permanent exclusion on its own (eg. a serious unprovoked assault on another student), it may be decided to issue a fixed term exclusion immediately, **even if it is a first offence**. In terms of the record keeping on the exclusion continuum, the incident would still be recorded at the appropriate level.

For students with SEND or who are vulnerable on a B, C or D exclusion, there needs to be discussion between the Head of Year and the Assistant Head of School (Student Support) about the nature/length of any punishment. This will be confirmed with the Head teacher.

Following a D exclusion, should a student commit an excludable offence within five school weeks of their return to school it will be up to the Assistant Head of School and the Head teacher to:

- Issue sanctions within the inclusion base
- Organise respite/source alternative academic provision through HBEP/LPS
- Recommend that Tier 4 sanctions

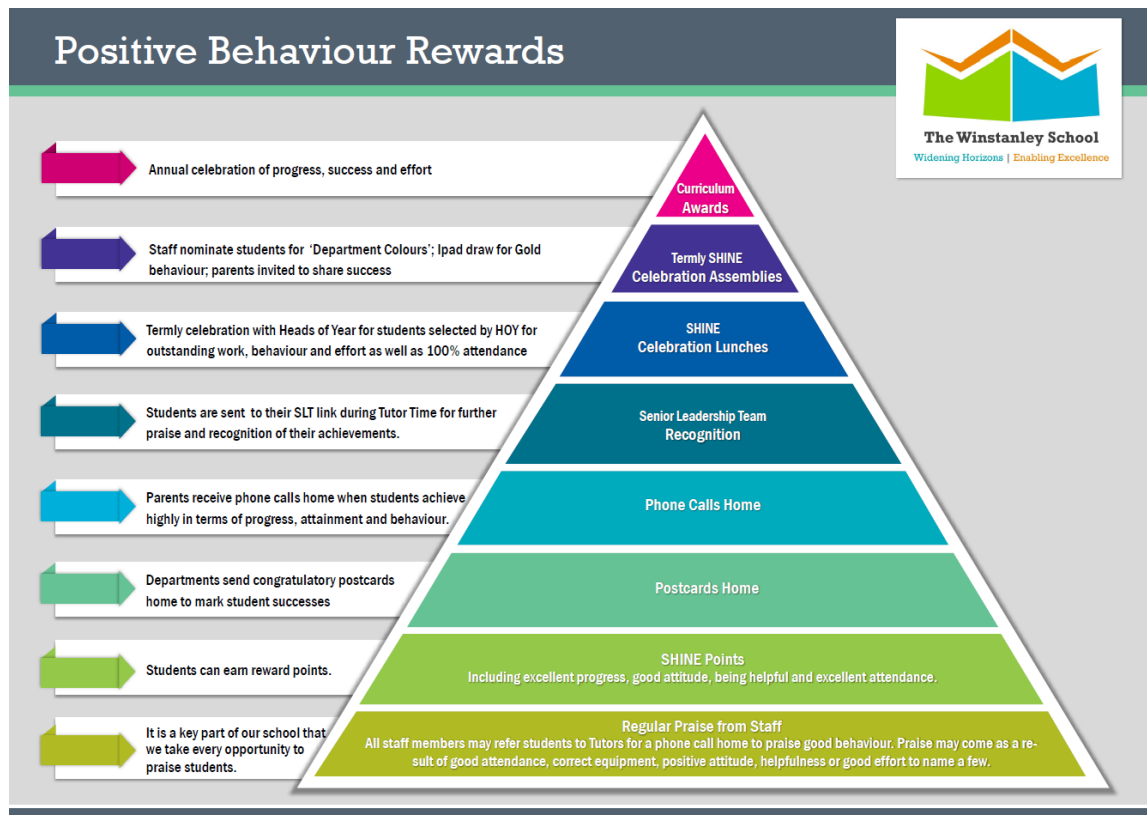
Appendix 1 -

SEMH and Behaviour Support Continuum at The Winstanley School

Universal Support	Policy and ethos developed by whole school community Quality First Teaching SHINE (SEAL ethos and curriculum) Consistent behaviour policy: rules, rewards, consequences Restorative Justice Monitoring, evidence gathering SIMS	School community Class Teacher Tutor HOY SLT	
Student Causing Concern Tutor / HOY	Students highlighted through behaviour policy tracking weekly monitoring Meetings with student / parents / HOY / Tutor to keep students within remit of behaviour policy Possible referral to Student Support / Learning Support	Meetings with student / parents Tutor / HOY Report card Behaviour reviews with Head HOY / pastoral mentor Class based targets linked to behaviour policy Small Group Work	Student Parent / carer SENCO / Additional Needs Manager / HOY/ HOF Class teachers TA
School Action PSP 1 - In school support HOY / Tutor	SMART target setting implemented by HOF/HOY Weekly monitoring shared with parent /carer Targets reviewed half - termly	A1/A2/A3 Programme Curriculum support / differentiation Specific skills groups Peer Mentor Support / CPD for staff	Student Parent / carer HOY / TUTOR / HOF SENCO / Additional Needs Manager Class teachers TA, Learning Mentor Discussed at LABSS, flagged to Nurture
School Action Plus PSP 2 – Parental Meeting Held HOY/ SEN	SMART target setting implemented by HOY Daily and weekly monitoring shared with parent Targets reviewed monthly	A1/A2 Programme PSP Meeting with parents / carers Curriculum support / differentiation Specific skills groups Support / CPD for staff Referral for in school support (HBEP)	Student Parent / carer HOY+ / TUTOR / HOF Class teachers TA, Learning Mentor SENCO / Additional Needs Manager <u>HBEP / LPS referral completed?</u> Discussed at SLT, flagged to The SHINE Centre. Consultation with The SHINE Centre WB/BS staff.
Beyond School Action PSP 3 - Second parental Meeting Held. HOY / SLT	SMART target setting (targets reviewed 2/3 weeks) implemented by HOY/SLT/SEN Daily and weekly monitoring shared with parent Targets reviewed weekly	A1/A2 Programme PSP Multi-agency meeting Curriculum support / differentiation Specific skills groups Support/ CPD for staff Referral for in school support Interventions as above/ developed by PSP meeting	Student Parent / carer AH / HOY Class teachers TA, Learning Mentor SENCO / Additional Needs Manager <u>HBEP / LPS referral completed?</u>

Appendix 2

Behaviour and rewards pyramids – these are on website



Behaviour Response System



Minimum Intervention

- Student and parental meeting with Head of School/Executive Head
- Ongoing liaison with alternative providers
- Possible alternative curriculum

- Student and parental meeting with Head of School and SLT link
- Flexi School / Re-integration programme
- Behaviour report

- Student and parental meeting with SLT link, HOD, HOY
- Daily Behaviour report

- In addition to the interventions below:
- Phone call home HOD/HOY
- HOD/HOY student discussion
- Report card (Form, Faculty, HOY, SLT)

- Text message / email home
- Tutor / student discussion
- Information logged on SIMS
- Negative behaviour points

Teacher discretion will be used at these times to decide upon appropriate sanctions. If inappropriate behaviour is ongoing over multiple lessons. Specific sanctions may be agreed following discussions with HOD/HOY.

Outcome

