

Insert Academy Details)

1. Purpose
2. Our overall approach
3. Supporting students to behave well
4. Our Aspire Framework
5. Bullying and prejudice
6. Rewards and recognition
7. Expectations and responsibilities of staff
8. Expectations and responsibilities of students
9. Expectations and responsibilities of parents/carers
10. Sanctions
11. Reasonable force, screening and searching
12. Rewards and recognition (local context)
13. Rules and sanctions (local context)

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

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

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

Excellent behaviour is also the foundation for effective learning. When students behave well, they have the greatest chance of unlocking their academic and personal potential.

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

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

We are committed to working in partnership with local agencies to support students' behaviour and play our part in providing a new start for students where this is of benefit.

We use suspensions, internal exclusions and permanent exclusions as a very last resort.

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

Students are much more likely to behave in appropriate ways if we teach them how to behave. We take a deliberate approach to teaching students what we expect of them and why those things are important.

From the moment that students join the school, we make our school expectations and values clear. All parents are directed to this policy when they join the school. This policy has been written so that it is easily understandable by everyone in our school community.

We reiterate our expectations and values on an ongoing basis (for example in assemblies), especially when students first join the school.

Where school leaders and staff see emerging trends of behaviours that don't meet our values and expectations, they swiftly make sure that students are reminded of what we expect and why it is important. This might be through assemblies, time in class, meetings with groups of students, their families or through communicating with parents.

Our staff are expected to be consistent about expectations across the school. This means that students can be sure that the same expectations exist wherever they are in school.

We use sanctions and rewards consistently, fairly and proportionately to make sure that students know the high value we place on excellent behaviour.

We recognise that sometimes things go wrong and students do not behave in the way that they should. There can be no 'one-size fits all' approach to help meet students' needs in this situation. However, support for students is likely to consist of things like:

- working with students and their families to better understand what is happening;
- the support of the Special Educational Needs Coordinator and their team;
- reasonable adjustments where students have protected characteristics;
- reasonable adjustments while students await a diagnosis or have personal crises;
- supportive behaviour tracking such as tutor report/head of year report to help students monitor their behaviour;
- SLT mentoring;
- class teacher mentoring;
- pastoral team mentoring;
- the support of outside agencies such as the education welfare service, school health service, children's services, educational psychology services etc.

Our Aspire Framework is an important part of our approach to behaviour in school. We work with our students to develop the aspirations to be the best learner they can be and the very best version of themselves. Staff work proactively and systematically with students so that they understand and live the character virtues and learner skills in lessons and around school. Each schools' rewards systems are linked to the Aspire framework.

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

There is no single agreed definition of bullying. Windsor Academy Trust defines bullying as:
"repeated actions that are intended to hurt someone either physically or emotionally".

Bullying can take many forms and can include:

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

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

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

enabling students to know when bullying

we

Cases of bullying are dealt with individually. However, students who perpetually bully others are likely to be excluded from the school.

We place a great deal of importance on the positive effect that rewards and recognition have on students. Students are encouraged to earn rewards and be proud of the positive things that they do. Students are consulted on a regular basis in class, during assemblies and through the Student Senate. You can find more details in our schools' rewards policies. You can find more information about our approach to rewards in section 12.

Our staff work hard to make sure that there is a calm, safe and orderly environment so that we can unlock student's academic and personal potential. We have high expectations of ourselves in the same way that we have high expectations of students. Our expectations of ourselves are that we will be fair and consistent in applying and upholding our behaviour policy. This way, students know that wherever they are in school, the expectations are the same.

Our staff





WAT Schools follow the Department for Education guidance outlined in 'searching, screening and confiscation advice for Headteachers, school staff and governing bodies September 2022'. School staff will always seek the permission of a student before any



