



## Windsor High School and Sixth Form

# Behaviour and Discipline Policy

|  |                                       |
|--|---------------------------------------|
| <b>Responsible Committee:</b>                        | Windsor Local Advisory Board          |
| <b>Policy Co-ordinating Officer:</b>                 | Deputy Headteacher – Student Services |
| <b>Date revised by Windsor Local Advisory Board:</b> | October 2018                          |
| <b>Next review date:</b>                             | October 2019                          |

### Appendices

|                   |  |
|-------------------|--|
| <b>Appendix 1</b> | The Windsor Way                            |
| <b>Appendix 2</b> | Rewards                                    |
| <b>Appendix 3</b> | Prepared for Excellence                    |
| <b>Appendix 4</b> | Sanctions                                  |
| <b>Appendix 5</b> | Exclusions                                 |
| <b>Appendix 6</b> | Line Management                            |
| <b>Appendix 7</b> | Behaviour and Discipline Support Structure |

# Behaviour and Discipline Policy

## RATIONALE

All people have the right to be respected.

The environment and personal property should be respected.

There is a fundamental partnership between good discipline and purposeful learning.

Good behaviour should be identified and acknowledged; unacceptable behaviour must be challenged and can be changed.

## AIM

We aim to provide an orderly, caring and supportive community where all members of our community feel safe and secure.

Objectives:

- To encourage respect for all
- To provide good student role models
- To provide good adult role models
- To celebrate achievement
- To enhance and promote self esteem and self discipline
- To support the school's Equal Opportunities Policy
- To work in partnership with parents (and other relevant parties)
- To encourage respect for the school environment
- To challenge and deal with unacceptable behaviour

The policy is divided into sections:

The Windsor Way

Inside and Outside the Classroom

Support for Students

Searching for Weapons

Exclusions

Rewards

Sanctions

Line Management

Anti-Bullying Policy

## **CLASSROOM PRACTICE**

To promote good classroom relationships teachers need to:

- Show respect to, and receive respect from, students
- Help students to be prepared for excellence
- Offer good adult role models
- Foster good relationships
- Have high, clear and known expectations of students' academic and social abilities
- Match curriculum and teaching style to students' needs
- Nurture students' growing maturity, self esteem and self discipline
- Focus on and reinforce through rewards, positive behaviour and achievement
- Be consistent and fair in setting and applying standards for behaviour
- Offer guidelines to students on positive ways of achieving good behaviour
- Re-establish working relationships after sanctions have been applied

Windsor operates the Prepared for Excellence behaviour model, where parents, staff and students work collaboratively and proactively to ensure the highest possible outcomes. Students will receive one warning when not prepared for Excellence and should they demonstrate not being Prepared for Excellence again during that period they will be sent to work in the Refocus room until the same time on the following school day. Staff will still use a variety of behaviour strategies where appropriate to engage and support students to achieve, such as non-verbal cues, physical positioning, group reminders or praise about being Prepared for Excellence before the need to give a formal warning.

Do not under any circumstances strike/touch a student. If this does occur inform the Headteacher immediately. There is a Code of Conduct for all teachers and people supervising students.

If help is needed in an emergency:

In a lesson contact the Faculty Director or in a major emergency contact the ~~Support walk~~ spotlight tour team member of staff by sending a message to, or telephoning, reception.

## **OUTSIDE THE CLASSROOM**

- All staff and students have a responsibility to maintain an orderly atmosphere around school
- All staff should see themselves as a positive presence empowered to influence the atmosphere around for good
- Do not tolerate behaviour which goes against The Windsor Way. Challenge and report any bullying, racist or sexual harassment to the appropriate Head of House, Deputy Headteacher Student Services, Assistant Headteacher or KS Director. You may be asked to complete an on line referral
- Any incident is best dealt with by the teacher closest to the incident
- In an emergency send for help

Mobile Phones are not allowed in school. The school accepts that parents may wish their child(ren) to carry a mobile phone. However, the school does not encourage this from both a 'Health and Safety' and 'Teaching and Learning' perspective. That said, the school policy is that a mobile phone will be confiscated if it is in plain view or heard anywhere on the school site. For the first two confiscations, the phone will be returned at the end of the school day; for a third offence, a parent/carer will need to come into school to reclaim the phone; for a fourth or subsequent offence, it will be at the discretion of the Head of House

to phone the parent/carer and make a convenient appointment for the collection of the phone.

At this point in time, the school forbids all other forms of electrical equipment such as iPods/MP3/smart watches players etc. All such articles will be confiscated and returned at the discretion of the teacher concerned.

Sixth form students may have mobile devices but these should not be seen, heard or used in the main school.

## **SUPPORTIVE NETWORK FOR STUDENTS**

There are times when a student will need supportive intervention in order for them to function well socially and/or academically. Tutors and subject staff are kept aware of any particular difficulties affecting their students and should be sensitive and flexible in their expectations and dealings with that student.

There are a variety of ways in which students are supported:

- The Pastoral System
- The Pastoral support programme
- SEN Code of Practice
- Academic Tutoring
- PSCHE Curriculum
- Target sheets/Student Monitoring sheets – from Heads of House
- Personal intervention – through tutor, elected teacher, Head of House or Deputy Headteacher / Director of Upper School, Director of Lower School
- Use of outside agencies – Education Welfare Service, School Health Service, Social Services, Educational Psychology Service, Child Psychiatric Service
- School Counsellor
- Child Protection Policy
- Disability and Discrimination Act
- Equal Opportunities Policy
- Anti-bullying Policy
- Peer Mentoring

## **Screening and Searching of Students**

Windsor High School and Sixth Form follows the guidance outlined in Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies January 2018

If required designated staff will therefore Search without consent for:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and 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 property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Staff responsible for these searches would normally be limited to Leadership Team.

## **Appendix 1 – The Windsor Way: Building Character and Sharing Success**

Windsor Academy Trust's moral purpose is to unlock students' academic and personal potential. We strive for our students to have a love of learning, be successful learners and gain the knowledge, skills and attributes to be successful in the world of work. Equally we endeavour for our students to be good human beings, with a sense of purpose and character enabling them to flourish in life. Windsor Academy Trust has a record of success. Crucial to our success is a core set of values, beliefs, attitudes and behaviours. Our students, teachers, support staff and parents understand, support and practise these values. Daily interaction between and amongst members of our community are based on these beliefs and have become a natural part of what we do and how we do it.

We aim: "to nurture a culture of respect and responsibility for oneself and for others".

Here is how we live together at Windsor Academy Trust; we value and practise respect and responsibility.

### **Respect**

for myself, other students and all adults, regardless of background, ethnicity, age, gender, ability, values, lifestyles, opinions or interests

for the property of the individual, group and school

by using language that is not offensive or abusive to others

by being open, honest, friendly, and accepting of others

by sharing ideas and opinions openly and thoughtfully

by listening actively to the ideas and opinions of others

### **Responsibility**

for controlling my own language and behaviour

for resolving conflicts and disagreements in a cooperative and peaceful way

for completing all work to the best of my ability

for asking for support and help when I need it and helping others when they need it

for ensuring my own physical and emotional well-being

for creating my own success and being resilient in the face of challenge

to approach all I do with a positive attitude

to see failure as a form of helpful feedback for future growth

to follow my dreams no matter what challenges I am faced with

## Appendix 2 - Rewards

At Windsor High School and Sixth Form we place a great deal of importance on the positive effect that rewards can have on students of all ability levels. The students are encouraged to earn rewards. We talk to students regularly about what they find rewarding, in order to develop an individual diverse rewards “menu”. At Windsor, students are consulted on a regular basis via Form/Class, House and School Council.

Rewards on offer at Windsor High School:

- verbal praise
- smile
- written comments/symbols
- stickers
- rewards cards
- sharing of positive feedback with a wider audience, adults or students
- photographic evidence in displays or workbooks
- achievement display
- certificates
- verbal report to parent/carer
- letter to parent/carer
- achievement assemblies
- individual praise
- group praise
- achievement prize
- privileges
- responsibilities
- KS3/KS4 credits
- Rewards vouchers

Credits will be awarded for the following reasons:

- Achievement relative to minimum target grade
- Commitment over a series of lessons or extra-curricular activities
- Service to the House, commitment to House activities, support for pastoral staff
- Service to the School, support for whole school events i.e. parents evenings etc.
- Demonstrating the Windsor Way or Aspire behaviours

## **Appendix 3 – Prepared for Excellence**

Our motto is 'Excellence for All' which underpins everything we do. Disruption free learning, every minute of every lesson, is one way we achieve this aim.

Always:

### **1 - Excellence in the classroom:**

Arrive on time, prepared for excellence  
Follow all instructions straight away  
Have all basic equipment out and ready to use  
Work in silence when asked to by an adult  
Produce work to the best of your ability

### **2 - Excellence in our interactions:**

Listen respectfully when others are talking  
Keep off-task conversations for social times  
Allow and support others to learn and excel  
Treat and speak to others with respect, politeness and kindness

### **3 - Excellence in our appearance:**

Wear your uniform correctly and with pride  
Actively help to keep the school looking smart and tidy  
Bring your PE kit

Form Tutors are responsible for:

- Ensuring students leave form time Prepared for Excellence with every chance of success
- Ensuring uniform is correct and send to pastoral to correct or gain the required medical note/pass if not
- Ensuring students have basic equipment with pens/pencils being lent if required or providing paper copies of planner
- Calling home to ensure parents/carers resolve issues swiftly

Teaching staff are expected to:

- Have the desired outcome that all students remain in the classroom wherever possible
- Use the language of Prepared for Excellence
- Use a variety of behaviour strategies where appropriate to engage and support students to achieve, such as non-verbal cues, physical positioning, group reminders or praise about being Prepared for Excellence before the need to give a formal warning
- Refer to Prepared for Excellence posters as a visual aid and reminder of expectations
- 'Wipe the slate clean' after each lesson as warnings do not carry over to the next lesson

When a verbal warning is required the teacher will:

- Use the students name, saying they are not prepared for excellence and why e.g. “Sally, you are not Prepared for Excellence as you have not begun your written task yet so I am giving you a warning”
- Write the students name on the board next to the Prepared for Excellence sign
- Send students pre- identified by the SEN team to the inclusion room for support (S23)
- Record students names who deserve recognition for their efforts, work or progress next to the Achievement card on the board
- Log students achievements and behaviours on Sims

When a student fails to be ‘Prepared for Excellence’ a second time in a lesson the teacher will:

- Send them to the pastoral office, calmly explaining in a similar manner that they are not Prepared for Excellence and why
- Send a message via the electronic Prepared for Excellence system
- Continue teaching the remainder of the class free from disruption without further comment

## Appendix 4 – Sanctions

### Sanctions available to subject teachers and tutors are:

- Verbal reprimand – (informal reproof at the time or a more formal discussion at the end of the lesson)
- Written comment – in Student Planner/exercise book
- Loss of free time – to rewrite or complete work
- Use of SIMs to pass the matter upwards
- Tasks – e.g. tidy classroom
- Extra work
- Loss of privileges – e.g. unsupervised time
- Discussion with parents – (keep Head of House/Head of Faculty informed)
- Detention and letter home – (24 hours notice is required if detention is more than 10 minutes)
- Leadership detention for a persistent issue

### Additional sanctions available to Curriculum Leaders/Faculty Directors are:

- Withdrawal from lesson and letter home
- Faculty Detention and letter home
- Faculty Report and letter home
- Faculty Behaviour report and letter home
- Faculty Target Report/Card

### Additional sanctions available to Heads of House are:

- Withdrawal from lesson and letter home
- Head of House Detention and letter home
- General Behaviour report and letter home
- Loss of unsupervised time – break and lunch
- Target report/card
- Re-focus Room
- Targeted inclusion work

Senior Leadership Team have access to all sanctions.

The Headteacher may exclude as a last resort when other strategies have not worked or in the case of a serious 'one-off' offence. Return to school from a fixed-term exclusion will involve a reintegration meeting between student, parent and a representative of the school. A managed move may be considered if it is felt the student would benefit from a fresh start at another local school. The Headteacher has the right to permanently exclude a student in accordance with the DfE guidance.

The behaviour of students outside school can be considered as grounds for exclusion.

If the support and sanctions systems are not successful with a student and in order to avoid further exclusion, then a student may be requested (accompanied by a parent/carer) to appear before the Disciplinary Committee of the Governors for a formal warning. A contract may be used in conjunction with other appropriate measures to enable the student to make a fresh start.

Tutors and Head of House are kept aware of difficulties being encountered by any of their students. Heads of House are informed of all detentions by a copy of the detention letter.

'Support walk' facility – there is a 'Support walk' system for staff to use in an emergency. Key staff are timetabled to be in their offices so that the rest of the staff have access to them if an emergency arises in their area or classroom. Reception should be contacted in the first instance.

## Appendix 5 – Exclusions

A fixed term exclusion from school is viewed as an extremely serious sanction and is used accordingly.

Windsor High School and Sixth Form follows the DFE guidance ('Guidance for 2017') as outlined at:

[www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

That guidance contains the following section that is now within Windsor High School's behaviour policy:

The behaviour of students outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the school's published behaviour policy.

It is endorsed in Alan Steer's, 'Learning Behaviour: Lessons Learned' that states:

"The power of schools to discipline students extends beyond the school gates. It can be applied to deal with incidents of disorder that occurred when students were coming to, or going from school."

Windsor High School and Sixth Form also follows the DCSF list of reasons for exclusions and reports on a termly basis to the Local Authority. Following best practice, a reintegration meeting is hosted by the school when an excluded student returns to school.

## Appendix 6 – Line Management

The Headteacher is responsible to the Local Advisory Board for the promoting, monitoring and maintaining of this policy.

The Deputy Headteacher Student Services and the Director of Upper School are responsible for the day to day promoting, monitoring and maintaining of this policy.

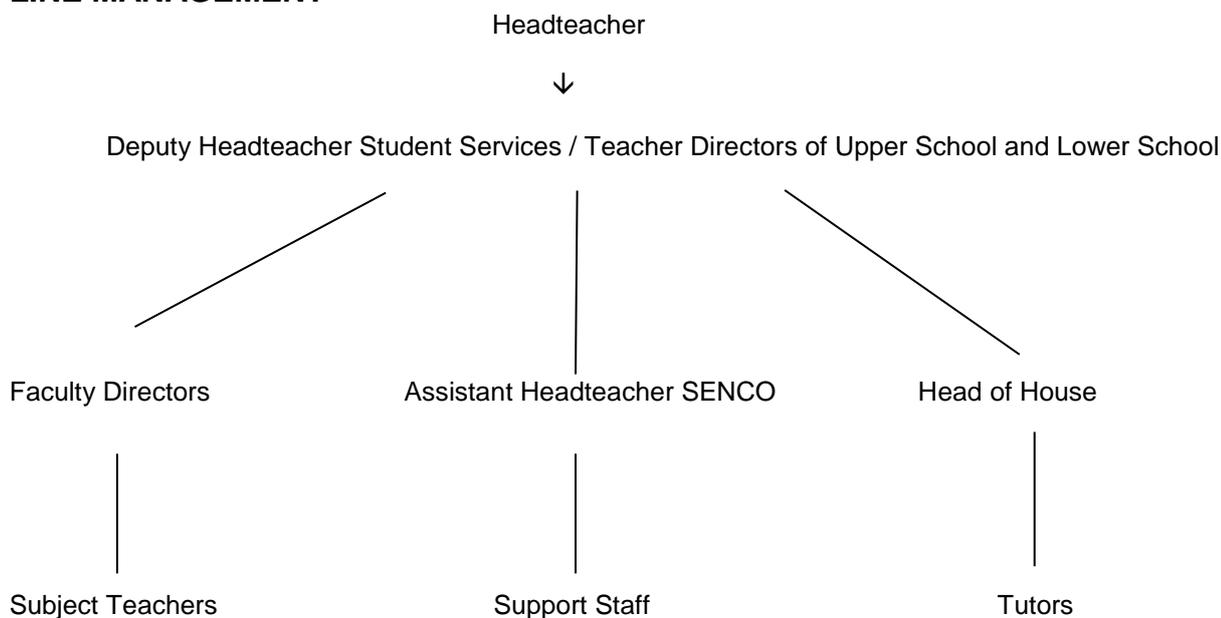
Curriculum Leaders/Faculty Directors are responsible for managing, monitoring and maintaining the policy within their teams and area of the school.

Heads of House are responsible for managing, monitoring and maintaining the policy within their teams and area of the school.

All staff are responsible for implementing the policy.

Support staff should refer incidents of concern to the appropriate members of the teaching staff.

### LINE MANAGEMENT



### Monitoring

This will take place through:

- Faculty meetings
- House meetings
- Heads of House meetings
- Council Meetings
- Use of the Student Interview sheets in the Student Record files
- Appropriate log books for Racism or Sexual Harassment
- SIMS Behaviour Management System
- Prepared for Excellence data
- Exclusion data



