Windsor Academy Trust

Newcastle Academy

Secondary Behaviour Policy	
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1. Purpose

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

This policy sets out:

- 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.

2. Our overall approach

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.

3. Supporting students to behave well

Students are much more likely to behave appropriately 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.

When things go wrong

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.

4. Bullying and prejudice

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

Windsor Academy Trust uses STOP: ‘Several Times On Purpose’ to define bullying. There is more information in our anti-bullying strategy.

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 and/or prejudicial behaviour are happening;
- enabling students to easily report bullying and/or prejudicial behaviour;
- encouraging students to report bullying and prejudicial behaviour;
- acting quickly and effectively when staff see or students report bullying and/or prejudicial behaviour.

We have an anti-bullying strategy. This outlines what we are doing as a trust and as individual schools to deal with bullying and prejudicial behaviour.

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

5. Rewards and recognition

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 regularly consulted 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.

6. Expectations and responsibilities of staff

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 will always aim to model what we expect of students” excellence in lessons, interactions, around the school and in our community.

Our staff will:

- use a variety of behaviour strategies as appropriate and in line with local strategies outlined in section 12 and 13;
- refer to and use any agreed posters or prompts in the classroom or around school, e.g. rules, charts, values, or the Aspire Framework;
- model what we expect of students in lessons, interactions, around the school and in our community;
- be fair and consistent in applying the behaviour policy at all times.

7. Expectations and responsibilities of students

We expect students to be 'Prepared for Excellence'. When students display excellence, staff name it and reward it. When students do not display excellence, staff help them to meet our high standards. We have four main expectations: excellence in lessons, interactions, around the school and in the community.

Excellence in lessons, including:

- arriving on time;
- following instructions straight away;
- having the right equipment at all times;
- always working hard.

Excellence in interactions, including:

- listening when others speak;
- making sure our behaviour helps others learn;
- having social conversations in social time;
- speaking to and treating others with respect, politeness and kindness.

Excellence around the school, including:

- moving around the school and site smartly and in an orderly way;
- going out of our way to look after others and our environment;
- wearing our uniform proudly.

Excellence in our community, including:

- demonstrate respect and responsibility for members of our community;
- use appropriate language;
- be polite and courteous;
- be outstanding ambassadors of the school and Trust.

If students do not meet these expectations, we will remind them of this. If they continue not to meet the expectations, we will act in line with the 'sanctions' section of this policy.

We cannot allow students to disrupt others' learning. For this reason, if students disrupt learning they will be reminded of our expectations straight away. If they continue to disrupt learning, they will continue their lesson outside of the classroom.

Things that are not allowed in school

So that we can keep everyone safe and focused on learning, there are some things that students are not allowed to bring into school. This list isn't exhaustive, as we cannot

imagine everything that might cause students or staff not to be safe or able to focus on learning.

Students cannot bring into school:

- knives, regardless of size or purpose;
- weapons of any kind;
- alcohol;
- illegal drugs;
- recreational drugs and ‘vapes’;
- stolen items;
- tobacco, cigarette papers, filters or other smoking equipment;
- 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.

Mobile phones and other smart technology

We do not allow students to use mobile phones and other forms of smart technology such as tracking devices during the school day. If a student has a mobile phone or another form of smart technology out in school, it will be confiscated and returned to the parent or carer.

8. Expectations and responsibilities of parents/carers

Everyone has a role to play in ensuring that our school is a calm and orderly environment. We need parents/carers to work with us to make sure that all students unlock their academic and personal potential. There are some specific things that parents can do to help us. These include:

- openly supporting the expectations in this policy;
- letting us know of any practical difficulties you might have, for example in getting hold of equipment or uniform;
- letting the class teacher or pastoral staff know of anything that might affect your child’s ability to behave well in school;
- helping us to celebrate when students have successes or behave well by celebrating the successes at home;
- working with us to resolve issues of poor behaviour - for example coming to a reintegration meeting, reiterating expectations at home, etc;
- personally role modelling the principles of this policy when on the school site.

9. Sanctions

Being clear on what sanctions are for helps us to use sanctions effectively.

Sanctions are used for the following purposes:

- to make our high expectations of behaviour clear to the school community;
- to help students reflect on their behaviour and choose to behave differently;
- to enable us to maintain a safe, calm and orderly environment.

We will only use sanctions that are reasonable, fair and proportionate. We will only use sanctions when students do not follow our school's expectations.

Some sanctions are much more serious than others. Therefore, some sanctions can only be applied by more senior members of staff and some only by the headteacher. Please see section 13 for details of our school sanctions. When these local sanction routes are exhausted, then all WAT schools may instigate the following as appropriate:

Person responsible	Action	Further details
SLT	Removal from class	Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a senior leader. We may use removal and align with the guidance in the DfE's behaviour in schools 2022 document when doing so. Removal is different from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the students' education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the student. Parents will be notified the same day if their child has been removed from the classroom.
Headteacher	Managed move	See the exclusions and suspensions policy for full details. Sometimes, a student will benefit from a fresh start at a new school. A managed move aims to support this new start. The behaviour of students outside school can be considered as grounds for a managed move.
	'Off-site direction'	See the exclusions and suspensions policy for full details. The headteacher can require a student to be educated off the school site to improve the student's behaviour. This will be discussed with the student and their family, but students and their parents do not need to agree to the off-site direction. The behaviour of students outside school can be considered as grounds for an off-site direction.
	Suspensions and permanent exclusions	See the exclusions and suspensions policy for full details. When a student returns from a fixed-term exclusion there will be a meeting between the student, parent and

		a representative of the school. The aim of this meeting is to work together to prevent more exclusions. The Headteacher may permanently exclude in line with the Department for Education's Statutory Guidance. A permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the student to stay in the school would seriously harm the education or welfare of the student or other students in the school. The decision to give a suspension or permanent exclusion is a very serious one. The headteacher will always take the context and circumstances into consideration. It is not possible to list all of the reasons that a student could be excluded, but reasons are likely to include: ● serious violence, actual or threatened, against a student or member of staff; ● bringing onto academy premises or being found in possession of a weapon or illegal/recreational substance; ● bullying/cyberbullying or other harmful online behaviour; ● sexually inappropriate behaviour, sexual abuse or assault; ● threatening others – physical or verbal; ● deliberate involvement in or instigation of conflict; ● verbal aggressiveness; ● willful disobedience or serious disrespect to a member of staff; ● stealing; ● knowingly possessing stolen property; ● vandalism and destruction of property; ● consistently disrupting learning; ● misusing fire alarms or extinguishers; ● smoking (including shisha pens or e-cigarettes) drinking alcohol, using or distributing drugs or other illegal substances; ● cheating in a test or exam; ● any other one-off behaviour considered by the Headteacher to be exceptionally serious. The behaviour of students outside school can be considered as grounds for exclusion.

10. Reasonable force, screening, searching and confiscation

School staff can use reasonable force in certain circumstances, normally to keep students safe or to stop damage occurring. These circumstances are likely to be extreme and infrequent. We follow the Department for Education's guidance in the use of reasonable force. Although schools do not have to tell parents when reasonable force has been used, we always communicate with parents following use of reasonable force and make a full record of incidents.

None of our schools use screening (using hand-held wands or walk-through detectors) routinely. However, we may use these if needed.

WAT schools follow the Department for Education guidance outlined in ‘searching, screening and confiscation advice for Headteachers, school staff and governing bodies. School staff will always seek a student's permission before any search takes place.

School staff are allowed to search a student if the student agrees. When talking to a student about a search, a member of staff will explain why the search is taking place and how the search will be conducted to help them understand why the search is taking place.

Staff are allowed to search for some items that are prohibited by the school rules *without* the student's permission. They can do this if they reasonably believe that the student has any of the items listed below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- 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.

We will never ask a student to remove anything other than outer clothing. Unless it is an emergency (for example, a student or students are going to get hurt), searches will be done by a member of staff who is the same sex as the student, with another member of staff there, too. Normally, a search will be done by senior staff. It is important to remember that searching a student is unusual. It does not happen often.

If a student brings in an item that is against the school rules, or that the headteacher considers is inappropriate, this item can be confiscated. Sometimes we will need a parent or a carer to pick up a confiscated item. Sometimes, we cannot return an item to the student. An example of this would be a knife, or something that has been stolen.

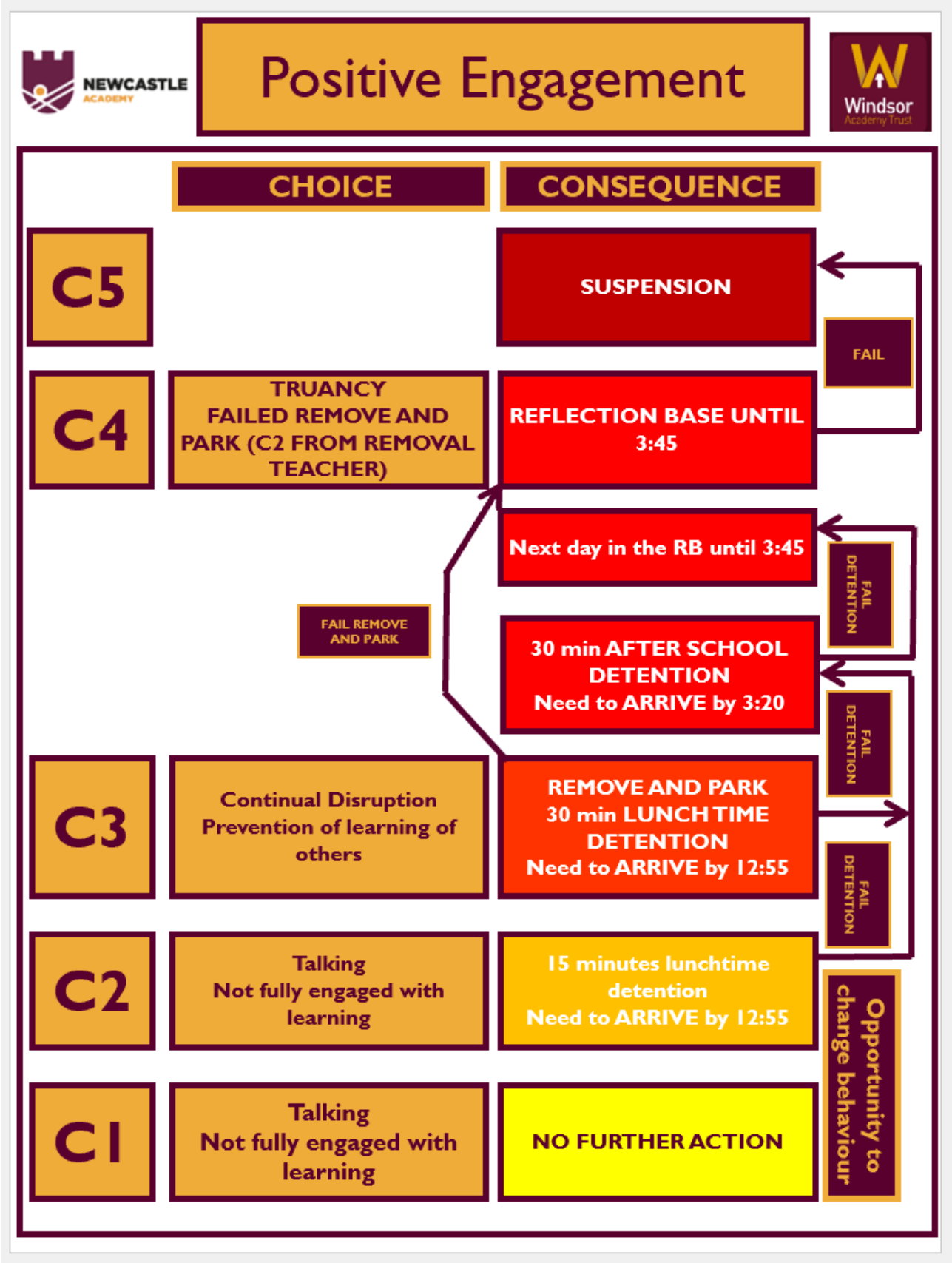
11. Rewards and recognition

We register, recognise and reward students who do the right thing, whether it’s in the classroom, unlocking their personal potential or making a contribution to the wider school community.

We register positive points for respect, responsibility, resilience, creativity, compassion and courage.

Staff issue positive points to students and these are celebrated each week in form. Each half term, students are rewarded in end-of-term assemblies. Prizes are issued for positive points, 100% attendance and participation in clubs and activities.

12. Rules and sanctions



In addition to classroom disruption sanctions, we sanction students for lateness to school, failure to follow reasonable requests and defiance.

13. Anti-Bullying

Values and Principles
Everyone at Newcastle Academy has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to maximise their potential and thrive in all aspects of their education and development. We are committed to creating a climate where bullying behaviour is not accepted by any member of our school community and is reported immediately.

Aim
We are a **TELLING** school. This means that anyone who is aware of bullying should report it immediately. We are also a **LISTENING** school and we are committed to listen to students, parents / carers and staff who report issues of bullying and to investigate their concerns most seriously. To prevent bullying we will;

- To encourage and promote the 'telling school' ethos.
- To model that we are also a 'listening school'.
- To demonstrate that we take bullying very seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying within our School.
- To protect those who might be bullied.
- To demonstrate that the safety and happiness of all pupils are enhanced by dealing positively with bullying incidents.
- Preventing any repeat bullying incidents from reoccurring by working with both victims
- and perpetrators.

Our definition of bullying
Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves and where there is an imbalance of power. Anti-bullying is when everyone in the school understands that bullying is unacceptable. EVERYONE has a part to play in order to stop bullying.

- Physical – kicking, hitting, pushing, using violence, taking and damaging belongings
- Verbal – name calling, taunting, mocking, making nasty comments, making threats
- Emotional – leaving people out/deliberately ignoring them, gossiping, spreading rumours, tormenting (e.g. hiding books, threatening gestures).
- Cyber-Bullying – bullying using social media/text messages/phone calls/, picture/video clips on phones, instant messenger, email, chat rooms, websites/blogs
- Racist – racial taunts, inappropriate jokes, graffiti and gestures.
- Sexual – unwanted physical contact or sexually abusive comments / gender based violence /
- sexual harassment.
- Homophobic/Biphobic – discriminating against someone because of their sexual orientation
- Transphobic – founded on gender identity.
- Child on child: verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils

This list is not exhaustive.

Raising awareness about bullying
- Bullying is "tackled" through the curriculum via PSHE led by the Form Tutor.
- It is addressed through Year Group assemblies.
- It is a topic discussed during our ASPIRE curriculum days during a school year.

- The school participates in Anti-Bullying Week activities and reinforces these throughout the year.

Roles and Responsibilities
Prevention is better than cure so at Newcastle Academy we are vigilant for signs of bullying and always take reports of incidents seriously. We actively seek to be informed about bullying in order to work towards eliminating it from our school. It's ok to **TELL.**

Creating a safe environment is essential for effective learning and ensures that all students' rights to a positive experience are met. Expectations of appropriate pupil behaviour must be made explicit. This requires a **'whole' school approach** which aims to develop a shared awareness and understanding so that a consistent approach to tackling bullying is taken. All members of the school community share the responsibility for preventing and stopping bullying**.**

The Headteacher will:
- Disseminate the policy to the whole school community via a link on the school website.
- Implement the policy effectively.
- Train staff and raise awareness.
- Monitor, review and evaluate the effectiveness of the policy.
- Report to the governors on request.
- Liaise with the Local Authority and Windsor Academy Trust to ensure that best practice is shared effectively.

Staff will:
- Take all reports of bullying seriously and respond to each incident accordingly.
- Inform the Head of Year of any concerns/incidents regarding bullying and any actions taken.
- Head of Year will take appropriate action of any intervention/prevention strategies /programmes which involve Personalised Learning Centre programmes to support both the victim and perpetrator.
- Log all bullying incidents on class charts.

Students will:
- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- Report any incidents of bullying to their Head of Year / Form Tutor / Prefect /Anti-Bullying Ambassador / Parent / Carer.
- Report any incidents that have occurred over social media sites.

Parents/carers will:
- Inform school of concerns raised by their child.
- Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
- Monitor their child's use of social media regularly if their child uses social media.
- Expect that all reports of bullying will be dealt with, even if it is requested that the school do not do so, due to our duty of care. Every incident will be dealt with sensitively and anonymously where required.

The Anti-Bullying Ambassadors will:
- Raise awareness of all aspects of bullying such as emotional, physical, racist, sexual, homophobic, transphobic, verbal and cyber through activities / events / media and assemblies.

- Meet regularly to discuss bullying concerns and implement strategies on how to deal with them.
- Act as a voice for all students.
- Plan and deliver assemblies.
- Review anti-bullying policies.
- Encourage new ideas.
- Report any incidents of bullying that they are aware of.
- Provide support for victims and perpetrators.
- Liaise with feeder primary schools where necessary.
- Create surveys for students to complete to monitor all aspects of bullying.

Bullying outside of school

- If the school becomes aware of any bullying issues outside of school, during term time or school holidays, the school will encourage students and parents to contact relevant agencies i.e. Police, Children's Services and CEOP (Child Exploitation and Online Protection).
- School may discipline a pupil in accordance with our own Behaviour and Safeguarding Policies, if the misbehaviour poses a risk to a pupil and the reputation of the school.
- Telephone calls from concerned members of the community are followed up. All reported incidents of bullying are investigated and taken seriously by members of staff.

How bullying is dealt with

Initially, an incident form should be completed giving as much detail as possible and the victim is advised to keep away from the bully as much as possible while the incident is investigated by an appropriate member of staff. In consultation with the Deputy Headteacher (Student Services), a decision regarding sanctions will be taken in line with the school's Behaviour Policy. Parents/Carers will be informed if bullying is systematic and/or causing distress to the student and are automatically advised if the incident is a Police matter. Prior to issuing any sanction, where appropriate an investigation is conducted to determine if the challenging behaviour was a **direct or indirect consequence of the pupil's underlying special educational needs** or disability-related triggers.

When there is an identified issue between two students that occurs more than once or is deemed serious then a **STOP agreement** is issued, or it may be issued to prevent recurrent issues. Both the victim(s) and the perpetrator(s) sign this agreement and where necessary parents are informed. The STOP agreement helps students to understand and reinforces our zero-tolerance approach to the situation.

Sanctions may include:

- Mediation between victim and perpetrator.
- Parental meetings.
- Parents informed about behaviour of their child.
- Outside agencies informed to support where appropriate.
- Detention.
- Reflection Base.
- Fixed-term suspension or permanent suspension.
- Report

(NB: This list is not exhaustive)

Support for the victim

- The victim is supported by their Form Tutor, Head of Year, subject teachers and other members of staff, as appropriate.
- A Peer Mentor from the Prefect Team or one of our Anti-Bullying Ambassadors can be allocated to the victim to support them.
- A victim can be attached to a Learning Mentor should it be appropriate.
- The School Health Advisor can help support the victim should it be required.
- Counselling is also sometimes advised.

Support for the perpetrator

The bully is supported by their Form Tutor and/or Head of Year in line with the Behaviour for Learning Policy. A bully can be attached to a Learning Mentor should it be appropriate and there may be a referral to a behaviour modification programme run by the PLC (Personalised Learning Centre). The bully will be reminded of the possible consequences of bullying and sanctions for repeated incidents will be clearly explained to him/her – this is also reinforced by the STOP agreement. Persistent bullies will receive firm sanctions and may be excluded from school.

Other parental involvement

Parents/Carers are reminded regularly to inform their children that they must tell someone should they ever be bullied.