

BEHAVIOUR POLICY

DOCUMENT INFORMATION – FRONT SHEET

Please note – Physically printed copies of this policy may be out of date. For the most up to date policy please go to the School Website or contact the School Office.

POLICY DETAILS

POLICY OWNER/AUTHOR	NEW POLICY	CURRENT POLICY - REDRAFT/AMENDMENTS	
Mr J Scrimshire	No	No	<i>If Yes please provide brief details of changes below in the version history section and highlight changes in yellow.</i>

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NAME OF LIFE MAT SCHOOL	The Winstanley School				

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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
- Ensure the school’s rewards and sanctions are clearly displayed in every room 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 and ID card, 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 ensure they are “Winstanley ready”: black pen, pencil, ruler, bag, chromebook, whiteboard pen and coat.
- 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 are 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 less active 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
- 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.
- 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 relationships, as well as repairing them when consequences have to be administered
- 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
- 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 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, 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 Heads/Pastoral Team
 - 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
 - Headteacher 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 system is used. Again, as an SEMH aware school it is crucial that the consequence system 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 parents should also be aware of the consequence system being employed by the school. This is displayed on the school website and parents will be informed of any amendments by text and email.

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 Appendix 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 suspension. Permanent exclusion should be used only as a last resort or in the case of extremely serious incidents.

3.1. Strategies to avoid suspension 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.

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 wrongdoer, the harmed and the wider community. A restorative approach intends to make 'things' right, with the wrongdoer 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 Consequences

Our classroom expectations are :

- Turn up on time and ready to learn.
- Follow instructions at the first time of asking.
- Listen when others are talking, especially the teacher.
- Complete all work set by the teacher.
- Always show kindness and respect to everyone in the classroom.

Consequences - when students are not meeting classroom expectations:

- First warning given.
- Second warning given (the student is moved to another seat in the classroom).
- If a third warning is given, teachers will use "On call" to call for assistance. The student will remain in the classroom until a member of staff arrives to collect them.
- Students are taken to the removal room where they will complete the lesson's work in silence and they will also complete an hour detention after school.

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 suspensions or permanent exclusions.

4.3. Detentions and their use

The law allows schools 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 and will be collected at the end of each day so they don't miss it.

Should a student refuse to complete their detention, they will be placed in the removal room until the end of break the following day.

Failure to complete the sanction, could result in the student moving up the consequence system, including even being suspended for a fixed period of time.

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, The Winstanley School 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. Students are expected to meet each day with whomever is monitoring their report.

<u>Report card</u>	Learner reports to
Green	CREW Lead
Yellow	Head of House or SEN department
Pink	SLT

Duration:

All report cards are for one week and it is the responsibility of the learner to ensure that each lesson is signed by their classroom teacher. If a student is not making the necessary improvements, the staff they report to will give them another weekly report and a chance to be successful.

Contact with parents:

The report issuer will contact parents via email or telephone, to explain why a report has been put in place along with the agreed success criteria.

Lesson success criteria:

The report card gradings for each lesson are as follows:

- 1 = Meets the classroom expectations (no warnings given)
- 2 = Inconsistent (receives a 1st or 2nd warning)
- 3 = 3rd warning (removed from lesson or late to lesson)

Staff will need to ensure consistency of implementation so that the report card matches what is on Arbor i.e. if they receive a 2 or 3, there must be the corresponding behaviour points on Arbor.

Report success:

The success criteria for the report is at the discretion of the report issuer. Although not an exhaustive list, success criteria could be:

1. Receiving no more than X on calls (i.e. a lesson grading of 3) in a week
2. Receiving no more than a cumulative score of 7 for each day of the report
3. A cumulative weekly target
4. Any other target at the discretion of the report issuer

Report failure

If a student fails the report success criteria agreed upon, they will be given another report card by the issuer and given a chance to be successful for a further week.

If they fail this, they will graduate to the next tier of report and the process will recommence with a new issuer.

If a student loses their report, they will be given a replacement on the first occasion but they will need to start the 5 days from the beginning. If they lose it a second time, this will be deemed as a report failure and they will escalate to the next tier.

Report recording

All report cards will be logged on Arbor as an intervention along with the outcome of the subsequent reviews i.e. pass or fail.

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 given..
- Restorative conversation between the teacher and student
- Second Warning – if students continue to display poor behaviour. This will result in the student being moved seats for the remainder of the lesson.
- 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. Teaching staff will meet the student in the detention to discuss reasons behind the on-call and seek to repair the relationship.
- Students who fail to attend detention will access their curriculum remotely in the removal room until a parental meeting has taken place.

Staff are expected to record all sanctions and incidents on Arbor.

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 CREW Lead/Head of House/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 the removal room for a period of time
- suspension or permanent exclusion.

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 suspensions depending 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

If a student truants/walks out of a lesson, or walks off from where they should be, or is found somewhere they should not be, they will be issued with a one hour detention.

4.8.2. Damage to the school/equipment

If a student damages the school or equipment, 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 detention.
- 2nd Offence –Students will be sent on a LiFE MAT/LE3 Suspension
- 3rd Offence – This is now very serious, and approaching suspension. 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 will confiscate any drugs found in school and hand them to the police.

4.8.5. Harmful sexual behaviour

Our school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledges that it could be occurring at The Winstanley School and in our school community. The school is proactive in its approach to assessing prevalence, responding to

incidents and challenging and changing behaviour. This applies to all governors, staff and learners.

Schools and colleges have a statutory duty to safeguard the children in their setting. We work together to foster an environment that creates healthy relationships for children and young people.

Our whole-school approach encourages healthy relationships and works to prevent harmful sexual behaviour. We provide high quality education within the curriculum to reduce the likelihood of the situations occurring.

We recognise that harmful sexual behaviour is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved.

Our approach is to treat everything as a safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful.

As a school we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report. We do this by providing training and regular updates where possible.

We also use the RSE curriculum (this is explained in detail in the RSE policy) to help educate students about these issues as well as regularly remind and promote reporting routes within school to ensure they know what to do should an incident occur.

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

In accordance with government guidance published in February 2024, the Winstanley School does not permit the use of mobile phones on site. Students can keep possession of their mobile phones only on the strict condition that they are never used, seen or heard during the school day (8.30am til 3.05pm). We know some students like to use their mobile phones on their way to and from school, which is still permitted, but we will ensure that phones are switched off when they enter the site and placed at the bottom of their school bag. Failure to adhere to these expectations will result in the following consequences:

- For the first breach of this policy, the device will be confiscated and placed in an envelope in reception ready to be collected at the end of the school day by the student.
- For a second breach of this policy, the device will be confiscated and placed in an envelope in reception ready to be collected at the end of the school day by the parent.
- For a third breach of this policy, students will be prohibited from having these devices on site and may be searched each morning before entering the premises.

4.9.2. Expectation for parents regarding mobile phones/devices

Parents have an important role in supporting the school's policy on prohibiting the use of mobile phones and should be encouraged to reinforce and discuss the policy at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

Where parents need to contact their child during the school day, they should be directed to the school office, where staff will pass on the message to the student.

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 schools - July 2022'

4.11. The power to use reasonable force

Our preferred way of working with students is by having positive 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

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 3.05pm to 4.05pm 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 expectations 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
- 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 uniforms are 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 at 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 at 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, including unnatural colours, and excessive hair ornamentation including bandanas
- 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:

The student will be sent to the Cube (our in-school shop) to address the issues and loans/purchases will be made. In the event of a purchase, students will not need to pay there and then, as parents will be informed what is owed on a regular (e.g. fortnightly) basis.

If a student arrives at 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 staff in the Cube.

Students may not be admitted if they arrive at school with no note, and sent home to change and return to school. If a student refuses to amend their uniform, they will be placed in the Reconnect space until they are 'Winstanley ready'.

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 the Removal Room staff. 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 Reconnect space 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 at 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.

4.17. Equipment expectations

Turning up on time and ready to learn is part of what it means to be Winstanley ready. To ensure students meet this expectation, they should turn up to school with:

- several black pens
- pencils
- pencil case
- eraser
- pencil sharpener
- ruler
- calculator
- a charged chromebook with at least 80% battery life

Students who don't have these items can purchase them from the Cube (i.e the school shop) in the morning of each day.

As the chromebook is an essential learning tool, we insist on it being charged to at least 80% each day so they don't miss out on key learning.

Any student who doesn't have these items may be issued an after-school detention as a consequence.

5. Suspensions

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 suspend students from their normal lessons, the student will always be given the opportunity to relate their version of events.**

Whenever a student commits a 'suspendable offence', reference will be made to previous records, both in terms of the student's SEND or vulnerability and also any previous misbehaviour.

Any students who are suspended will be invited in for a reintegration meeting with their parents following the suspension. This is a vital part of our pastoral support. Parental support is a vital part of this process.

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.

5.1. Suspendable Offences

Excludable offences include:

- failing report
- persistently refusing to comply with staff instructions to the extent that they are unsupervised
- letting down the good reputation of the school in public
- failing to attend detention on multiple occasions

The underlying principle behind the list of offences that may escalate beyond suspension is that they cause personal harm, either physically or emotionally. Offences include:

Incidents to remain at suspension level	Incidents that MAY escalate to permanent exclusion
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
Persistent truanting of lessons	Deliberate dangerous behaviour
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:	Deliberate damage, vandalism, or graffiti
	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 Reconnect space a number of factors will be considered:	Inappropriate physical contact with students or staff
	Intimidating or threatening behaviour towards staff or students

<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. 	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, there needs to be discussion between the Head of House and the Assistant Headteacher (Inclusion and Support) about the nature/length of any punishment. This will be confirmed with the Headteacher.

Following a suspension, 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 Reconnect space
- Organise respite/source alternative academic provision through HBEP/LPS
- Recommend that Tier 4 sanctions

5.3 LiFE MAT and LE3 Suspensions

Overview

The Headteacher may make a decision to direct a student off-site for a period of time, known as a LiFE MAT or LE3 Suspensions.

A LiFE MAT/LE3 Suspension is where the Headteacher directs a student off-site for a period of time from 1 to 5 days in an alternative setting as a strategy to improve behaviour.

The schools working together are:

- **Ashby School**
- **Ibstock School**
- **Ivanhoe School**
- **Bosworth Academy**
- **Countesthorpe Academy**
- **The Winstanley School**
- **Herewoode Academy**

Notification

If a student has received this sanction, a parent will be contacted by the school as soon as possible and informed of:

- The reason for this sanction being given.
- The school the student is required to attend as well as the date and times.

The parent or carer will also be sent a letter confirming details of the LiFE MAT/LE3 Suspension.

Uniform

Students must attend their LiFE MAT/LE3 Suspension in their usual full, correct uniform.

Transport

Parents are required to ensure their child arrives at the host school at the time required. Parents should discuss this with a member of the Senior Leadership Team when arranging the LiFE MAT/LE3 Suspension.

Attendance

Students are required to attend this LiFE MAT/LE3 Suspension before returning to school. They will receive an attendance mark for the day whilst they are at their host school.

Lunch

If a student is entitled to Free School Meals, this will be provided for them during their LiFE MAT/LE3 Suspension by the host school. If they are not entitled to Free School Meals, parents are to provide their child with a packed lunch.

Curriculum

Students will be provided with work which has been set by the school they attend, in line with the curriculum they follow. There is an expectation that they complete this to the best of their ability. They will be provided with all of the equipment they need to complete this work.

Reintegration arrangements

The school will arrange a reintegration meeting in line with procedures for other suspensions. A time and location for this will be discussed with parents or carers.

Failure to attend a LiFE MAT/LE3 Suspension

If a student fails to attend a LiFE MAT/LE3 Suspension without a suitable reason in line with the school's normal absence procedures, this will be marked as an unauthorised absence.

Students must attend their LiFE MAT/LE3 Suspension before they are able to attend school again. If for any reason there is a delay in attendance of this suspension, the reintegration meeting may be rescheduled.

Further sanctions

If a student displays poor behaviour during their LiFE MAT/LE3 Suspension, the host school will make contact with the student's home school. The Headteacher will make a decision on sanction in line with the behaviour policy, which may result in a formal suspension from school.

SEND and Additional Needs

Information about students who have additional needs, including those on the Special Needs and Disabilities register, will be shared with the host school should a LiFE MAT/LE3 Suspension be put in place. The Headteacher will take any additional needs into account when making their decision on the sanction given to students who fail to follow the behaviour policy.