Windsor Academy Trust

Colley Lane Primary Academy

Primary 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 and are only used for disciplinary reasons.

Safeguarding separation

In exceptional circumstances, a headteacher may find it necessary to send a pupil home or direct them not to attend school premises for non-disciplinary safeguarding reasons. This includes instances where it is necessary to physically separate pupils following a serious allegation of harm while a formal safeguarding or police investigation is conducted.

Because this measure is taken purely to ensure welfare and protect pupils, it does not constitute a disciplinary suspension or permanent exclusion. The school will ensure that this arrangement is kept under continuous close review, that suitable education is maintained, and that it is never used as a covert or informal disciplinary sanction.

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. Our Aspire Framework

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.

5. 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.

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 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.

6. 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.

7. 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.

8. Expectations and responsibilities of students

In section 12 and 13 you will find further information about the rules and expectations in our school. The character virtues from the Aspire Framework (respect, responsibility,

resilience, collaboration, compassionate and courageous) underpin the way we expect our students to be with others and with themselves.

If students do not meet these expectations, then we will act in accordance with section 10 and 13 of this policy. We cannot allow students to disrupt others' learning and any behaviour that does so will be dealt with swiftly and appropriately.

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, other smart technology and wearable devices

In line with DfE guidance 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.

All personal devices (with the exception of school permitted items such as a school iPad) which have the ability to record audio and or video which may include but is not limited to smart watches, mobile phones, airpods, smart glasses and AI pins, are not allowed in school. Please refer to the Behaviour policy.

Mobile phones and other digital devices may only be brought into school by Year 6 pupils, after a parent/carer has completed the Mobile Phone Permission Form and only if there are specific reasons or circumstances, namely the pupil travels to and from school alone. The phone should be switched off, handed in to their class teacher as soon as they arrive on the school premises where it will then be locked away in a safe box until the end of the day. It must remain switched off until pupils have exited the school gates.

9. 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.

10. 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 Behaviour in Schools 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	The law does not allow for 'trial admissions' or 'trial managed moves'." A managed move must be intended to be permanent from the outset. It is a permanent transfer to another mainstream school and must strictly comply with the School Admissions

		Code and standard in-year admission processes. A managed move can only proceed with the explicit consent of the admission authority of the receiving school, alongside the consent of the parents.
	‘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 suspension 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.

11. Reasonable force, screening, searching and confiscation

11.1 Windsor Academy Trust (WAT) is committed to proactively minimising the need for restrictive interventions through early support, prevention, and de-escalation strategies. The use of restrictive interventions, including reasonable force and seclusion, is a last resort, used only when lawful and necessary to keep individuals and the wider school community safe. All interventions must be:

- **Necessary and Proportionate:** Exercised with the minimum force required.
- **Time-Limited:** Applied for the shortest possible duration.
- **Lawful:** In accordance with Section 93 of the Education and Inspections Act 2006.

11.2 All members of school staff have a legal power to use reasonable force to prevent or stop a student from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among students.

11.3 Staff must be aware that the inappropriate or excessive use of force can constitute Physical Abuse. The following are strictly prohibited:

- **Punishment:** Using force as a disciplinary penalty is illegal.
- **Life-Threatening Techniques:** Any pressure to the neck, abdomen, or covering the mouth/nose that affects airway, breathing, or circulation.
- **Unsafe Ground Restraint:** Force on the ground is dangerous; if a student is unintentionally held on the ground, staff must release or re-position them immediately.

11.4 Definitions of Intervention (DfE Aligned)

- **Restrictive Intervention:** An umbrella term for actions (physical or non-physical) aimed to prevent, restrict, or subdue movement.
- **Reasonable Force:** Using no more force than is necessary for the least amount of time, depending on circumstances.
- **Restraint:** An intervention (physical or otherwise) which immobilises a pupil or limits movement (e.g., holding arms or removing crutches).
- **Seclusion:** A non-disciplinary intervention involving confining a student alone and preventing them from leaving. It must not be used as a punishment and requires specific recording.

11.5 Any Significant Incident (any use of force going beyond appropriate physical contact like first aid) must be recorded in writing on CPOMS as soon as practicable. This ensures transparency, allows the Trust to monitor patterns/family trends, and supports staff welfare.

11.6 Schools have a statutory duty to report each significant incident involving the use of force to the student's parents in writing. This must be done as soon as practicable, ideally on the same day, unless doing so would place the student at risk of significant harm.

11.7 Staff likely to require the use of restrictive interventions will receive adequate training in safe, lawful use and preventative strategies. Following an incident:

- Students and staff will receive emotional support.
- Medical assessments will be provided where injuries are suspected.

11.8 This section must be read in conjunction with:

- Searching, Screening and Confiscation Guidance.
- The Equality Act 2010 (specifically regarding students with SEND).
- WAT Master Child Protection and Safeguarding Policy.

WAT schools follow the Department for Education guidance outlined in 'searching, screening and confiscation advice for schools'. 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 (not exhaustive):

● knives and weapons;
● alcohol;
● illegal drugs;
● stolen items;
● tobacco and cigarette papers;
● fireworks;
● vapes and electronic cigarettes
● 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.

12. Rewards and recognition

Rewards & Recognition: A Culture of Appreciation

At Colley Lane Primary Academy we use a variety of methods to recognise and celebrate pupils and groups of pupils who meet our high expectations.

We celebrate our pupils who follow our rules of being ready, respectful and safe, model our Aspire Values and show effort and excellence in lessons. A range of awards are available to celebrate our children:

Verbal praise	Positive play tokens	Communication home	Proud Stickers
Class Dojos/strategies	Hot chocolate	Scholar of the Week Certificate	Aspire Ambassador

We are very much trying to build intrinsic motivation with pupils. Staff will aim to use rewards after a pupil has done something good rather than as a motivator to do something good.

13. Rules and sanctions

At Colley Lane Primary Academy our whole school student engagement strategies ensure that

through consistent and clear expectations, delivered by all staff, all children are taught and supported to understand and demonstrate exemplary learning behaviours. When children need redirection, class teachers will use their knowledge of the child to support them to reengage and be ready, respectful and safe.

Learning Time

Help offered to child/acknowledgement of difficulty	Ask and remind of the rules	Positive redirection (distraction)	Thinking time in parallel class
Pastoral team intervention	Restorative conversation with class teacher during social time	SLT Intervention	Wellbeing Agreements

Social Time

Help offered to child/acknowledgement of difficulty	Ask and remind of the rules	Positive redirection (distraction)	SLT Support

Home school communication and positive relationships are extremely important to us. When a pupil's behaviour starts to become a cause for concern we will invite parent/carer in to discuss and co-construct a an Individual well-being agreement to support the pupil to be able to meet our school's expectations.

14. Anti-Bullying

Values and Principles

Everyone at Coley Lane Primary 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. Our school works with The Diana Award, to train groups of students at "Anti-Bullying Ambassadors". To prevent bullying we will;

- encourage and promote the 'telling school' ethos.
- model that we are also a 'listening school'.
- demonstrate that we take bullying very seriously and that it will not be tolerated.
- take measures to prevent all forms of bullying within our School.
- protect those who might be bullied.
- demonstrate that the safety and happiness of all pupils are enhanced by dealing positively with bullying incidents.
- Prevent 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 class teacher
- It is addressed through phase assemblies.
- IThe school participates in Anti-Bullying Week activities and reinforces these throughout the year.

Roles and Responsibilities
Prevention is better than cure so at Colley Lane Primary 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.
- Liaise with the Local Authority and WAT 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 deputy headteacher of any concerns/incidents regarding bullying and any actions taken.

- Deputy headteacher will take appropriate action of any intervention/prevention strategies/programmes which involve pastoral programmes to support both the victim and perpetrator.
- Log all bullying incidents on CPOMS

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 class teacher / phase leader / phase leader / wellbeing warrior / 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.

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 Welfare), 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.

Sanctions may include:

- Mediation between victim and perpetrator.
- Parental Meetings.
- Outside agencies informed to support where appropriate.
- Isolation
- Suspension or permanent exclusion
- Headteacher's report

Support for the victim

- The victim is supported by their class teacher, phase leader and other members of staff, as appropriate.
- Talk Time is also sometimes offered through the pastoral leader

Support for the perpetrator
The bully is supported by their phase leader. A bully can be attached to the pastoral leader. The bully will be reminded of the possible consequences of bullying and sanctions for repeated incidents will be clearly explained to him/her. 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.