



Windsor Park CE Middle School

Learning for Life

*“Start children off on the way they should go,
and even when they are old they will not turn from it.”
Proverbs 22:6*

Behaviour for Learning: Expectations and Praise Policy

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RESPECT *‘clothe yourself with compassion, kindness, humility, gentleness and patience’*

RESILIENCE *‘I can do anything through Christ who strengthens me’*

RESPONSIBILITY *‘for God gave us a spirit not a fear, but a power and love and self-control’*

OUR VISION

Learning for Life

“Teach me good judgement and knowledge”

Psalms 119:66

As a Church of England school, who aim to provide transformational experiences for all God’s children within our care, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to live life in all its glory and flourish.

OUR MISSION

- 1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.*
- 2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.*
- 3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalms 119:66*
- 4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.*
- 5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.*
- 6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.*
- 7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.*
- 8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.*
- 9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.*

At Windsor Park CE Middle school we strive for excellence and celebrate achievements. As part of this we encourage pupils and staff to live life in all its glory and flourish. We believe that a clear and fair Expectations and Praise policy helps fulfil this vision.

1. Aims

Our key Christian values of respect, responsibility and resilience are the cornerstones of our expectations regarding the behaviour of all school members.

Respect

“Clothe yourselves with compassion, kindness, humility, gentleness and patience” (Colossians 3:12).

Responsibility

“For God gave us a spirit not of fear, but of power and love and self-control” (2 Timothy 1:7).

Resilience

“I can do all things through Christ who strengthens me” (Philippians 4:13).

We teach our children to forgive one another and to seek forgiveness for themselves, to “be kind and merciful, and forgive others, just as God forgave us because of Christ.”

Purpose:

The key focus of the Behaviour for Learning Policy is to ensure the provision of a positive, safe, purposeful learning environment for all and to instil the Christian values and vision of the school when teaching students good behaviour.

We expect positive attitudes towards outstanding behaviour in every aspect of school life. It is imperative that teachers form positive relationships with students, knowing them well and being able to respond to the needs of individuals. The Behaviour Policy is designed to support that.

All stakeholders (students, Staff, Governors and parents/carers) are responsible for maintaining outstanding behaviour in the classroom and the school environment, as well as supporting the implementation of rewards and consequences where appropriate.

We expect the Behaviour Policy to be used as a tool to aid well executed lessons, and be implemented consistently, when necessary, by all staff. This behaviour policy guides students towards an acceptance of responsibility for their own behaviour, especially as it impacts on the rights of others, and guides students to reflect on what they could have done differently in situations.

The aim of the policy is to celebrate the outstanding work of our students, and share this amongst staff, parents/carers, amongst students and governors.

Introduction:

The behaviour policy has been developed alongside our vision of ‘Learning for Life: Teach my good judgement and knowledge.’ It has been developed to support our school community to work towards our school values by being:

Respectful
Responsible
Resilient

Roles and responsibilities:

Everyone has the right to:	Parents/carers responsibilities are to:	Student responsibilities are to:	Staff responsibilities are:
<ul style="list-style-type: none"> • Feel safe in the school. • Work to the best of their ability. • Be treated with respect and consideration. • Learn/teach without unnecessary interruption. • Be listened to. • Work in a pleasant environment for learning. • Be treated fairly. 	<ul style="list-style-type: none"> • To support the school in the implementation of the behaviour policy and the decisions made. • Discuss positive and negative behaviour issues with the child. • Inform the school of any issues at home that may be impacting the child's behaviour. • Work in partnership with the school to create good relationships. 	<ul style="list-style-type: none"> • Be ready to listen and learn. • Be in control of their own behaviour. • Let others learn. • Reflect on positive and negative consequences of their own behaviour. • Overcome disagreements without resorting to physical or verbal aggression. 	<ul style="list-style-type: none"> • To provide opportunities for students to learn to the best of their ability. • To provide an environment in which students can learn without disruption. • To manage the classroom effectively and consistently. • To execute well planned and well-prepared lessons. • To treat students with fairness and consistency.

Statutory Powers that this policy is based upon:

- Teachers have statutory authority to discipline students for misbehaviour which occurs in the school and, in some circumstances, outside it.
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants and members of the administration team.
- Teachers can discipline students at any time the student is in the school or elsewhere under the supervision of a teacher, including on visits.
- Teachers can also discipline students for misbehaviour outside the school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

It is also based on the following Church of England documents:

- [Called, Connected, Committed](#)
- [Deeply Christian, Serving the Common Good](#)
- [Fruit of the Spirit](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

School uniform expectations:

Pupils are expected to wear the correct uniform at all times (other than specified non-school uniform days) while:

- On the school premises.
- Travelling to and from school.
- At out-of-school events or on trips that are organised by the school, or where they are representing the school (if required).

Pupils are expected to wear the following items of compulsory uniform:

- Blazer (with logo, can be sewn on)
- Mid grey / black trousers (no outside pockets, not leggings, bootleg or cords)
- Mid grey / black skirt / dress / culottes – all to be at least knee length (no tube skirts)
- Mid grey / black tailored shorts
- White shirt
- School tie (available from the school office and paid for online)
- Plain grey v-neck jumper or cardigan
- Plain black shoes, ankle boots (permitted in Winter). No canvas footwear or sports trainers.
- Grey / black / white socks (no logos) or grey /black/natural tights (not patterned)

PE Uniform

- Windsor Park t-shirt
- Plain black shorts
- Plain white socks, ankle or trainer type
- Trainers, no high tops or pumps
- Football / hockey socks, black
- Football boots
- Shin pads
- Mouth guard (available from the school office and paid for using ParentPay)

Optional for adverse weather

- Plain black or white base layers can be worn during the colder months
- Plain black tracksuit bottoms /leggings

Swimming (Key Stage 2 Only)

- Swimming trunks or plain one-piece swimming costume
- Swimming cap for long hair
- Towel

DT/Art

- Apron (available from the school office and paid for online)

Items that should not be worn:

- Girls are not permitted to roll up the waist band of their skirts as this makes skirts too short.
- Nail extensions are not permitted in school for health and safety reasons and as such, students will be asked to have these removed.
- Jeans, leggings, cropped, bootleg, skinny or hipsters style trousers. No buttons, embellishments, trims, or belts.
- Lycra skirts.
- Cardigans or hoodies or branded jumpers.
- Trainers.
- Hats.

Makeup:

Make up is not permitted to be worn. Students wearing make-up will be asked to remove it using wipes provided.

Mobile phones:

The school does not permit the use of mobile phones or earphones whilst on site. Phones should be turned off and out of sight. If they are in school, students seen with a mobile phone or wearing earphones will have the items confiscated. Earphones are a banned item and require a parent to collect them. Phones will be returned to the student at the end of the day on the 1st occasion. However, parent/carer collection will be required for all following confiscations. If students choose to bring a phone to school, they are responsible for their device.

Supporting the uniform policy:

As a parent, you are encouraged to contact the school before buying/sending your child to school with anything you feel may be deemed unacceptable, due to the expectations stated in our uniform policy. Students in breach of school uniform expectations will have items confiscated and placed in the school safe. Students will be loaned uniform where possible on the same day from the uniform store and will be required to wear this when incorrect uniform has been worn. Alternatively, suitable uniform can be brought into school. If a student does not comply with replacement uniform the student will be isolated until correct uniform is worn.

The school are able to support families who are finding the purchase of the school uniform an issue through our pre-loved uniform sales.

Pupil Behaviour during unstructured time and corridor expectations:

- Students must keep to the left, use inside voices, and make no physical contact with staff or students.
- At break and lunchtime students should behave sensibly in the outdoor areas. Ball games should be to designated areas and are not permitted on the playground.
- At lunchtime students using the canteen should queue sensibly in the appropriate places and follow the instructions of the member of staff or senior staff on duty.
- If the fire alarm sounds, students should move quickly and quietly to the assembly point via the nearest available exit, following the directions of staff.
- Students should not be in classrooms at break or lunch unless they are supervised by a member of staff or it is wet break/lunch.

School rules and routines:

All students are expected to follow the below and do as they are asked by all members of staff.

- Be punctual in school, registration, assembly, and lessons.
- Be equipped; stationery, exercise books, maths equipment including a calculator for maths and science lessons, music equipment (where relevant) and PE kit.
- Comply with the uniform policy.
- All classwork, homework and coursework completed to the best of your ability.
- Listen to others, do not call out, use appropriate language and tone. Always work sensibly with your peers.
- Be kind to each other and take care of the building, displays and equipment.
- Follow general and subject specific rules as well as instructions for health and safety.
- All litter to be placed in the nearest bin.
- No chewing gum. Drinks other than bottled water are not allowed in lessons. No drinks at all in science. Banned items such as energy / fizzy drinks will be confiscated and disposed of.

Recognition and Reward

At Windsor Park we encourage and celebrate the success of all of our students in a range of areas of school life to ensure that their personal commitment and achievement is acknowledged, rewarded and recorded. A key principle of our reward system is that it is accessible to all students regardless of ability.

Positive behaviour points

All students have the opportunity to earn positive behaviour points which can be issued by all staff. The number of positive behaviour points that can be issued is as below:

Reward level	Teacher actions	Pupil action and examples of Behaviour
R1	+1 points	<p>I am doing as I have been asked with a positive approach.</p> <ul style="list-style-type: none"> • Excellent effort. • Helping others. • Excellent Classwork. • Excellent Homework. • Excellent improvement. • Demonstrating the Windsor Park values.
R2	+2 points	<p>My attitude to learning is good and I comply with all expectations.</p> <ul style="list-style-type: none"> • Exemplary attitude. • Outstanding effort. • Outstanding Classwork. • Outstanding Homework. • Impressive improvement. • Demonstrating Windsor Park values to others.
R3	+3 points	<p>My actions are helping my learning and that of others.</p> <ul style="list-style-type: none"> • Representing the school. • Head of Faculty reward. • Head of House reward.
R4	+4 points	<p>My approach to school allows me and others to make progress and make positive opportunities.</p> <ul style="list-style-type: none"> • Senior Leadership reward.
R5	+5 points.	<p>My behaviour is impacting the whole school community in a positive way.</p> <ul style="list-style-type: none"> • Head teacher reward for outstanding contribution.

At Key Stages Two and Three, reward certificates are issued for the number of positive behaviour points achieved by students throughout the academic year as well as recognition from leaders:

50 positive points	Bronze digital certificate sent home.
100 positive points	Silver digital certificate sent home.

150 positive points	Gold digital certificate sent home.
200 positive points	Platinum digital certificate sent home.
220 positive points	Head of House phone call and celebration event.
250 positive points	Letter from Assistant or Deputy Headteacher.
300 positive points	Headteacher recognition
350 positive points	Governor recognition

Other Rewards:

Each half term, Heads of Houses hold celebration assemblies to recognise the achievements of students in their house. These assemblies celebrate:

- Pupils outstanding class and homework.
- Sporting Achievements.
- Outside School Achievements.
- Musical and theatrical showcasing.
- Progress Check Scores.
- Excellent or improved attendance.
- Positive behaviour points total.
- 100% attendance each week=+1 positive behaviour point.

This is not an exhaustive list and can include other achievements.

School staff also reward outstanding academic/subject progress achievement through departmental commendations sent home.

The monitoring of the rewards system is crucial to the success of the programme. To ensure that there is consistency in its application, regular quality assurance takes place to assess how celebratory assemblies are conducted, as well as the distribution of rewards across a range of criteria including ability range, year, house, gender and subjects.

Consequence system:

Our consequence system is designed to give students choices and an opportunity to correct their behaviour. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the students own learning or that of others. If unchecked, this sort of behaviour disrupts lessons and compromises the authority of the teacher.

During lesson time where teachers feel that the climate for learning is being disrupted by an individual or group of Individuals, the consequence system will be utilised to minimise the disruption. Students have the opportunity to respond after a warning, however if their behaviour does not change then the consequences increase as displayed below.

The consequence system works in conjunction with the school approach to restorative and relational practice.

Consequence Level	Teacher actions	Pupil action and examples of Behaviour	Restorative actions
Informal verbal Warning-Opportunity to remind of school rules and support to correct			
C1	-1 point Support given to engage in learning.	I am not doing as my teacher has asked. <ul style="list-style-type: none"> Lack of equipment. Off task behaviour. Uniform breach. Failure to respond to verbal warning. Late to lesson (less than 10 minutes). 	<ul style="list-style-type: none"> Listen and act on advice offered. Apologise and be respectful for the rest of the lesson. You may be asked to move seats to help you focus.
C2	-2 point 20-minute lunchtime detention with class teacher/department	My attitude to learning has not improved and I am still not complying with expectations after a verbal warning. <ul style="list-style-type: none"> Failing to respond and correct following C1. Repeated not following of staff instructions. Homework incomplete. Classwork incomplete. Behaviour disrupting other learners. Not following school/classroom rules. 	<ul style="list-style-type: none"> Listen and act on advice offered. Take a moment to consider how your behaviour is impacting others negatively.
C3	-3 behaviour/incident points 30-minute afterschool detention with Head of House (logged and communicated by HoH).	My behaviour is disrupting my learning and that of others and is disrespectful. <ul style="list-style-type: none"> Failing to respond and correct following C2. Use of Inappropriate language or rudeness to staff. Repeated incomplete classwork. Repeated incomplete homework. 	<ul style="list-style-type: none"> Listen and act on advice offered. Consider strategies that you may have to prevent this happening again. Complete detention set.
C4	-4 behaviour/incident points HoH/Senior leadership 60 minutes' afterschool detention and/or isolation	My behaviour is not allowing me or others to make progress or positive opportunities. <ul style="list-style-type: none"> Fighting. Repeated non-cooperation. Verbally abusing students or staff. Racist/homophobic/transphobic/ misogynistic/ sexual comments. Bullying. Damage to property. 	<ul style="list-style-type: none"> Complete restorative questions on the reflection from and be honest and reflective in how you can resolve the situation. Engage in reflective work in isolation.

		<ul style="list-style-type: none"> • Refusal to work in a removal room. • Failure to attend C3 sanction. • Vaping. 	
C5	-5 behaviour/incident points. Suspension	<ul style="list-style-type: none"> • My behaviour is extreme, and I am impacting the school community negatively. • Failing to respond and correct following C4. • Assault of staff. • Unprovoked assault on another student. • Verbal abuse directed at staff. • Dangerous conduct/Vandalism. • Other non-compliance with behaviour policy. 	<ul style="list-style-type: none"> • Attend the readmission meeting willing to reflect on the incident and agree targets to support improvement.

*each incident is dealt with on case-by-case basis and staff take into consideration the context of the situation. The above is an indicator of the **minimum** expected consequence to each behaviour. A serious breach of the behaviour policy could lead to more serious sanctions such as permanent exclusion as outlines later in this policy. *

NB – 30-minute lunchtime detentions will be issued for poor playground behaviour.

Adapting consequences for students with medical or special educational needs:

When considering a behavioural consequence for a student with Special Educational Needs, school staff will support students by:

-Discussing with them and their families to check they understand the rule and instruction. During any sanctions staff can discuss this with them to support their learning.

-Consequences will be implemented following consideration of any Special Educational Needs a student has, including if the student is likely to behave aggressively due to their Special Educational Needs.

If there are any concerns regarding the above an assessment will be made to decide if it is appropriate to use a consequence, and whether any reasonable adjustments should be made.

Considering whether a student displaying challenging behaviour may have unidentified special educational needs:

The special educational needs co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, school staff will liaise with external agencies and plan support programmes for that child. School staff will also work with parents to create the plan and review it on a regular basis.

Detentions:

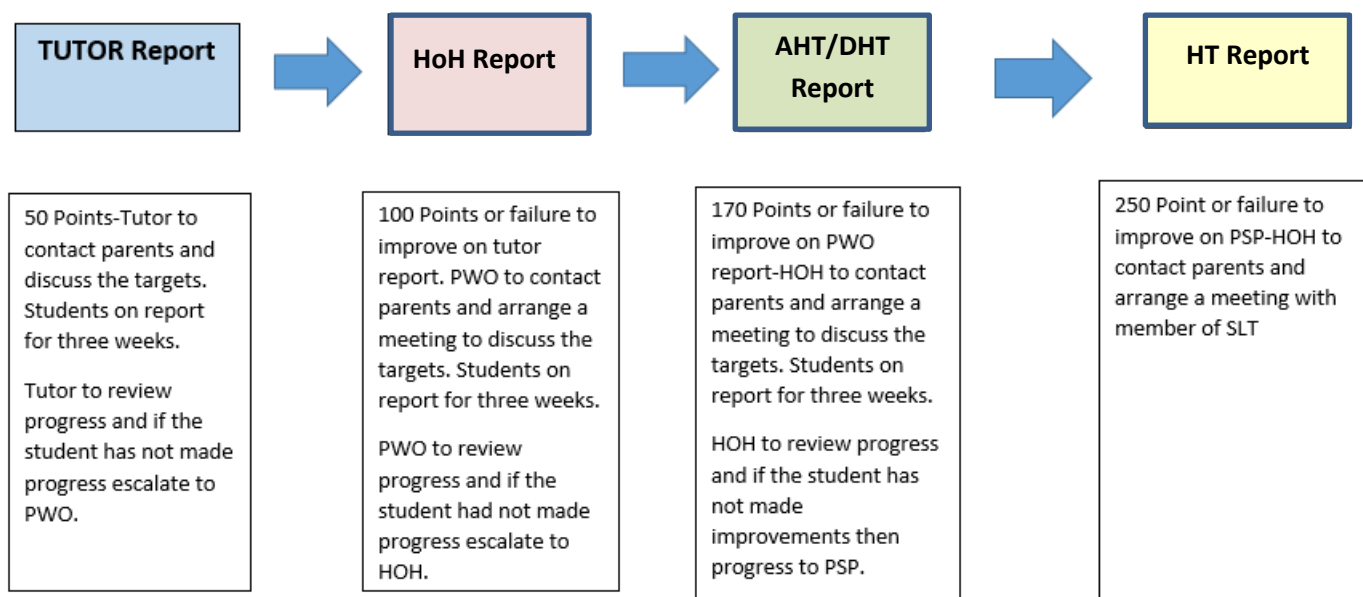
The expectation at Windsor Park Middle School is that no student will disrupt the learning and progress of themselves or others. Where this happens, a detention will be used. We expect all parents to support this sanction without question. It is stated in the Education Act of 1997 that the school does not require permission from parents/carers to keep pupils for a detention. 'Detentions outside school hours are lawful

despite absence of parental consent'. However, they will be notified through Arbor and, for after school detentions, at least 24 hours' notice will be given where possible.

Intervention and Report System:

When a student reaches 15 negative behaviour points, their tutor will make a phone call home to discuss the initial concerns.

Following this, the school has a report system to support students who accumulate negative behaviour point. A student is on report for a minimum of three weeks and for as long as required to improve behaviour. If behaviour continues to decline, the child will advance to a higher level within the reporting system.



Additional report cards include Punctuality, Attendance, Uniform and Subject specific.

*Any student who presents with rapid escalating behaviours may be placed on a report prior to reaching the point thresholds. *

Pastoral Support Plans (PSP):

Students who show persistently poor behaviour will be placed on pastoral support plans, which will outline the support given to the student to help them moderate their poor behaviour and improve it. The plans will be written with the student, parent/carer and either a HOH or member of SLT.

Isolation:

Isolation serves 3 core purposes:

- Immediate sanction for serious classroom disruption – staff in isolation room to facilitate calming environment, allowing students to both reflect and recognise their poor behaviour/actions.
- Isolation following serious incidents, with the purpose of also exploring the behaviours that led to isolation. This may involve anger management work, restorative practice, emotions coaching, or liaison with pastoral staff for referrals to agencies. It may also involve agency work. Only senior staff can sanction this.

- Return to Learn and 'safe space' – programmes with students to change and moderate behaviours to reduce repeat referrals and maximise their potential. Programmes will focus on self-esteem, emotion coaching, anger management, self-regulation. The Assistant Headteacher or Deputy Headteacher will sanction this in partnership with pastoral staff and parents.

Students placed in isolation are required to complete all the works set and follow the behaviour expectations. As part of our restorative practise, all students also complete a reflection form to consider ways to prevent their behaviour impacting on themselves or others in the future. Failure to complete the work, meet behaviour expectations or complete the reflection form appropriately will lead to the sanction of isolation being repeated. If a student refuses isolation or fails this sanction on two occasions, they will be isolated with the senior leadership team.

Students are also placed in isolation when the school is required to investigate an incident that has occurred. This allows the investigation to take place and students accounts to be taken as quickly as possible.

Governors' Disciplinary Hearings:

Students who exhibit persistent poor behaviour, and are at risk of permanent suspension, may be asked to attend a Governor's disciplinary meeting where their conduct record will be heard. The Governor's will warn the student about the consequence of their continued poor behaviour and review the support offered by the school and wider stakeholders in helping the student reduce their poor behaviours. Parents are requested to attend this meeting, and in all cases will be invited to attend this in writing.

Managed Moves:

Students at the risk of permanent suspension or with significant attendance issues can sometimes benefit from a managed move to an alternative school for an allocated period of time. Managed move documentation is completed alongside a pre visit for the student and parent/carers, as stated by the local authority. A managed move as a preventative measure or as an alternative to permanent suspension, should involve the agreement of the family.

Alternative provision:

For some students, securing an alternative provision is an option in the case of ongoing difficulties. The parents/carers will have been involved in meetings with middle and senior leaders, including the deputy headteacher or head teacher.

Off-site direction:

Direction off-site is when the governing board requires a student to attend another educational setting to improve their behaviour.

When interventions or targeted support have not been successful in improving a student's behaviour, off-site direction is used to arrange time-limited placements at alternative provision, such as a pupil referral unit, or another mainstream school. During the direction off-site to another school the student is dual registered.

The objective of this particular power to direct a student off-site, is to improve the student's behaviour, and therefore it will often be used when a student is at risk of permanent exclusion.

The direction off-site can be full-time or a combination of part-time provision in alternative setting and continued mainstream education, depending on the individual needs and circumstances of the student. As part of the planning phase for off-site direction, a proposed maximum period of time is discussed and agreed upon. Alternative options, such as a managed move, will be considered as part of the planning process once the time limit has been reached.

If offsite direction is actioned, we will:

- Give the prescribed persons, including the parents of the child, the child (if over 18 years old) and the Local Authority (if the child has an Educational Health Care Plan) notice in writing of the proposed direction off-site containing the information prescribed below:
 - The address at which the educational provision is to be provided for the student.
 - Particulars identifying the person to whom the student should report on first attending that address for the purposes of receiving the educational provision.
 - The number of days for which the requirement is to be imposed.
 - The reasons for, and objectives of, imposing the requirement; and
 - In relation to the educational provision where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends or where a single session per day is provided, the times at which the session commences and ends.
- The notice will be given as soon as practicable after the determination has been made to direct the child off site and no less than two school days before the first day at which the child is expected to attend the new educational establishment.
- Keep under review the alternative placement by holding a review meeting, examining how effective the alternative placement is proving to be in meeting its aim, whether it should continue and considering any views of those that have attended the review meeting or submitted their views in writing.
- No later than six days before the date of any review meeting, give a written invitation to the prescribed persons above, the alternative educational establishment and the Head Teacher of the student's school requesting them to attend the review meeting or to submit in writing before the date of the meeting their views on the alternative placement.
- The school will give written notification of any decision to continue the alternative placement and the reasons for continuing it to the parties directly above no later than six days after the date of the review meeting.

Parental consent is **not** required in order to direct a student off-site under this provision. However, it should be a collaborative process, so far as is reasonably practicable.

Suspensions and Permanent Exclusions:

All decisions to suspend are serious and only taken as a last resort. All decisions will be lawful, reasonable, and fair. If a student has been suspended, it means that they will not be allowed to attend school for a fixed period of time due the serious nature of their behaviour. The evidence required to exclude will need to meet the 'civil standard' of proof i.e. on the balance of probabilities it is more likely than not that the student was responsible for the breach of school discipline.

There are a number of reasons that a student can be suspended from school. But they can be summarised as follows:

- If they have seriously broken school rules.
- Allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of all the students.

A student may be suspended for one or more fixed term periods, up to a maximum of 45 school days in a single academic year, or permanently. Students can be suspended for full days or parts of a day or from the premises at lunchtime if behaviour at this time is disruptive. Where the headteacher believes an incident may warrant more than a five-day suspension, the school has a duty to arrange for education to take place following the 5th day. Where students are suspended for the same repeat incident, the number of days suspension sanctioned will increase with severity.

Readmission after suspension:

Following any suspension, before or on the pupil's return to school, a readmission meeting takes place to explain the reintegration strategy to the student. During the meeting, the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community. The pupil, parent/carer, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The school expects all returning pupils and their parent/carer to attend their readmission meeting. Any student who does not attend with a parent/carer, will be prevented from returning to the classroom.

Incidents that typically will lead to suspension or permanent exclusion include:

- Physical assault against a student, including fighting.
- Physical assault against an adult.
- Verbal abuse and threatening behaviour against the student.
- Verbal abuse and threatening behaviour against an adult.
- Abuse against sexual orientation or gender identity.
- Abuse relating to disability.
- Instigating violence, even if not directly being violent.
- Bullying.
- Racist abuse.
- Sexual misconduct.
- Theft.
- Damage to property.
- Serious challenges to authority.
- Persistent disruption of learning.
- Serious breaches of the ICT Code of Conduct.
- Inappropriate use of social media or online technology.
- Deliberate misuse to the fire alarm.
- Wilful and repeated transgression and protective measures in place to protect public health.
- Possession of a weapon including replica weapons.
- Making malicious allegations against a member of staff.
- Inciting others to breach the school rules.
- Behaviour that endangers themselves or others.
- Behaviour which brings the school into disrepute and tarnishes its reputation - even if the behaviour is outside of school times.
- Recording any of the incidences above.

NB -This is not an exhaustive list.

A decision to exclude students permanently is a last resort and should only be taken in response to serious or persistent breach to the Schools Behaviour Learning Policy, where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. The head teacher will make the judgement in exceptional circumstances where it's appropriate to permanently exclude a child for a first- or one-off offence.

Suspensions and are only to be actioned by the Headteacher or Deputy headteacher.

For further information please see DfE Behaviour and Discipline in schools policy. <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> . Please see the DfE_exclusions guidance which this school follows in all cases.

Smoking (including vaping):

The school operates a strict no smoking policy. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform. This includes the use of E cigarettes and vapes. The sanctions for this are outlined below.

In the first instance, students found or suspected of smoking or vaping will be searched and have all smoking paraphernalia confiscated. This will be disposed of.

The student will receive an internal isolation if they were seen to be smoking or vaping, a second occasion will result in a suspension.

Payment towards damages:

If a student causes damage to school property, they will be asked for contributions towards the cost of any repair or payment. This may apply even if the damage is accidental.

Screening, Searching and Confiscation:

The Headteacher, Deputy Headteacher, Assistant Headteacher and Inclusion Manager are authorised to search students for banned items as set out in this policy. They will follow the advice from the DfE Searching, Screening and Confiscation July 2022.

All designated staff authorised to conduct a search will ensure they have a witness present and wherever possible will ensure they are of the same sex. The headteacher will ensure a culture of safe and proportionate searching is maintained. All searches should be reported on 'My Concern', ensuring the information listed on point 45 of DfE Searching, screening confiscation advice.

Parents will always be informed if a search has taken place.

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

If a member of staff finds any image, data or file on an electronic device that may constitute an offence, this must be delivered to the police at the earliest opportunity. The electronic device will be confiscated at this point.

The school reserves the right to confiscate items, as laid down in the Education and Inspections Act 2006. The DfE Searching, Screening confiscation advice of 2022 will be followed if prohibited items are found.

Banned items in school include:

1. **Mobile phones** – Mobile phones **are not permitted** on school site at any time. The school has a mobile phone policy of never seen, used, or heard.
2. **Earphones** – Earphones are not allowed in school and if found, they will be confiscated. Pupils must not use plug sockets in school to plug in chargers for phones or laptops as this presents a fire risk.
3. **External speakers/docking stations** – External speakers and/or docking stations may not be used in any area at any time. These will be confiscated, and parents asked to collect the item.
4. **Jewellery other than one pair of earrings** – If confiscated, jewellery will be returned at the end of the school day. This consequence applies unless the student repeatedly wears

jewellery, in which case, longer confiscation periods will apply. Clear nose studs are permitted if no other solution is available.

5. **Hoodies** – Hoodies are banned items and will be confiscated, being returned at the end of the day. Students can wear coats to school but are expected to take them off indoors at all times.
6. **Solvents and sprays (excluding deodorant sprays).**
7. **Cigarettes and other related paraphernalia, including e-cigarettes and vapes** - These will be disposed of and not returned to students or parents.
8. **Items likely to cause harm** – For example, laser pointing devices and fireworks (including 'snaps').
9. **Stolen items.**
10. **Medication** - such as paracetamol. Students who need medication can hand this into the main office for safe keeping (see medication use in medical care policy). A Parental consent form must be completed prior to supervision or administration.
11. **Alcohol** – this will be confiscated and discarded in school. Pupils drinking alcohol, or perceived to be under the influence of alcohol, in school, will be subject to sanctions.
12. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
13. **Knives and weapons** - The school has determined that in addition to legislative guidance, any knife, irrespective of length, constitutes as an offensive weapon and should not be brought into our school. In addition to knives, axes, BB guns, air guns, catapults, slings, etc... will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats other blunt instruments or items judged by the head teacher or the Academy to be carried with the intention to inflict injury on another individual. This would include blades removed from pencil sharpeners, etc.
14. **Energy drinks** – These will be confiscated and disposed of.

Any banned item will be disposed of immediately by staff and will not be returned. For any items that are kept, if at the end of the year, any items have not been reclaimed, then the school reserves a right to destroy the item.

Malicious setting off of the fire alarms and fire extinguishers:

Intentionally setting off of a fire alarm compromises everyone's safety in school and presents a significant risk to the local community because the emergency services are not available to attend genuine emergencies whilst they are at the school. The fire brigade will prioritise the school over other emergency call outs. The police will be called by school as malicious setting off of fire alarms is a crime.

For a student caught maliciously setting off the school fire alarm, permanent exclusion will be considered. The penalty for conspiring to have the alarm sounded is exclusion for a fixed period or permanent exclusion.

Malicious or unfounded allegations against staff:

Windsor Park Middle School will investigate all allegations regarding staff misconduct and allegations that staff's actions have comprised the safeguarding of pupils. (see safeguarding policy). If these allegations are

proven to be unfounded or malicious, the school will take disciplinary action against those students involved in making the allegation. This may include suspension or permanent exclusion in recognition that it is a serious misdemeanour that could have resulted in career threatening consequences for the staff involved and for the reputation of the school.

Child on Child, sexual harassment, and violence:

School responds to all concerns and reports of child on child sexual harassment, including those which have happened outside of school and/or online. Victims of sexual harassment or violence will be supported by the school and their accounts will be taken seriously. When necessary, multi-agency support will be sought and all incidents will be managed on a case-by-case basis, with the designated safeguarding lead using their professional judgement, supported by other agencies such as children's support services, social care and police, as required.

The Power to Discipline Beyond the School Gates:

The school takes seriously any bad behaviour which takes place beyond the school gates, including online conduct. Appropriate sanctions may be put in place if deemed necessary.

This is particularly true where the behaviour:

- Results in offsite bullying and/or online bullying.
- Results in repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public.
- Adversely affects the reputation of the school.
- Occurs when the student is taking part in any school-organised or school-related activity.
- Occurs when the student is travelling to or from school.
- Occurs when the student is wearing their school uniform.

In all of these circumstances, the Headteacher will consider whether it is appropriate to notify the police or other agencies such as housing and Staffordshire Children's Advice and Support Service. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

The use of restrictive interventions and reasonable force:

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline at the school or among pupils.

As well as using reasonable force staff are able to use seclusion and restraint, both of these terms may mean that a student is requested to stay in a room with a member of staff or that they may be some contact to limit their movement, for example holding their arms by their side.

Seclusion may be used for a student as a safety measure to protect others from harm and this will be recorded and parents will be contacted and informed.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, or articles that they reasonably suspect have been or are likely

to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When there has been a need for the use of restrictive interventions and reasonable force the school will record the incident on My Concern and will inform the parent in writing.

When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including special educational needs, mental health needs or medical conditions. For further details see DfE document “Restrictive interventions, including use of reasonable force, in schools” – April 2026.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to High School, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff as appropriate.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

