



Winterstoke Hundred Academy

Behaviour for Learning Policy

February 2026

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## 1. **Legislative Compliance**

This policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002 • Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010 • Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 • Behaviour and Discipline in Schools (A guide for Head Teachers and School Staff)
- Use of Reasonable Force – Advice for headteachers, staff and governing bodies 2013 (Reviewed 2015) Behaviour & Safety Policy 2020

2. Summary of what the law says: The Principal must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of students. The law applies to students whilst present on the Academy premises, but also at many times when not present at the Academy but still on-roll as a student of the Academy.

## 2. Equalities Screening

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to student behaviour at Winterstoke Hundred Academy we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Date of screening 27/11/2025						
Name of person completing screening: Matt Randle						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	YES	No	Positive	Neutral	Negative	
Age						
Disability						
Gender Reassignment						
Race or ethnicity						
Religion or belief						
Marriage						
Pregnancy						
Sex						
Sexual Orientation						
Carers/ In-Care						
Should the policy have a Full Equalities Impact Assessment? No						

## **Introduction**

We aim high at Winterstoke Hundred Academy; we expect high standards of behaviour and academic effort from all of our pupils. We enable our pupils to develop the habits of self discipline and perseverance so they will appreciate that success needs hard work. Our school ethos strives to create a safe learning environment in which all students are empowered to be themselves. Our expectation is that all students, staff and visitors will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour and learning. We will always aim to manage behaviour positively, celebrating success and encouraging our students to be the best they can be.

Our ethos is based on three primary values:

- 1) Be Safe**
  
- 2) Be Kind**
  
- 3) Work Hard**

### **Aims:**

- to ensure that all students, parents/carers, staff and governors are aware of the high expectations of Winterstoke Hundred Academy in terms of Behaviour for Learning;
- to promote good behaviour through good conduct, self-discipline and respect;
- to create a safe learning environment;
- to encourage enthusiasm for all aspects of learning, creativity and academic success;
- to embrace difference, encourage acceptance and challenge prejudice;
- to prepare students to become responsible adults;
- to raise attainment and achievement for every individual so that they can achieve their full potential

### **Behaviour Policy Aims:**

- to create a welcoming and orderly atmosphere, both in classrooms and on the academy site, which enables all members of the academy community to learn effectively and feel valued and respected;
- to promote good behaviour, self-discipline and respect;
- to encourage and reward positive behaviour;
- to outline a system of fair and appropriate sanctions which is applied consistently to all students;
- to prevent bullying

### **Our Expectations**

**All students of the Academy community are expected to follow these expectations:**

- Attend school, every day and on time.
- Wear your uniform correctly and with pride.
- Value your learning
- Value the learning of others
- Be polite and respectful of everyone's right to a calm and safe environment

**Staff will ensure students can focus on learning by:**

- Managing unacceptable behaviour in an emotionally literate way
- Teaching lessons which aim to meet all individual needs
- Promoting and modelling appropriate behaviour at all times
- Building positive relationships with students
- Learning from our mistakes

**Parents/Carers will ensure students can Learn by:**

- Supporting students with having the correct equipment and uniform
- Supporting students in attending Winterstoke Hundred Academy every day except when seriously ill
- Communicating concerns to staff
- Supporting with any sanctions
- Celebrating success

## **Rewards:**

The academy recognises that praise and reward are among the most powerful motivational tools. As such, all staff actively seek opportunities to praise and reward students on a daily basis. A tiered approach is adopted towards rewards, which can be earned for attendance, behaviour and achievement.

House celebration assemblies take place at the end of every half term, where students' efforts are recognised and rewarded on both an individual and House basis.

We use the following rewards to recognise pupils' achievements, progress, effort and leadership within the academy:

- Achievement points – recorded on Class Charts
- Attendance rewards
- Subject recognition certificates
- Achievement and effort subject rewards

Rewards may include:

Certificates and postcards that enter students into prize draws; cinema experiences; and trips to a theme park. Each term, student achievement is celebrated in a dedicated assembly. The House with the highest number of House points wins the termly House Competition.

The academy also recognises the importance of providing opportunities for students to take on positions of responsibility.

A number of leadership roles are available, such as House Captains.

## **Conduct around the academy site:**

- Move around the academy in a sensible, calm, courteous and appropriate manner. Students should not run around the academy site. Students should not shout or make other loud noises.
- Students must remain in the designated areas during social times. All students must be on the ground floor until the movement bell for lessons sounds.
- Be polite and helpful to all visitors to the school.
- Never drop litter. Always keep the academy site, dining rooms, halls, classrooms and corridors tidy.
- Eat and drink in the designated eating areas (dining hall and outside areas). Eating and drinking (apart from water) is not permitted in lessons.
- Do not leave the school site without permission. Students or visitors who need to arrive or leave the academy during lesson times must sign in and/or out at the main reception.
- Arrive before 8:35am. Late students must sign in at reception and will receive a break time detention. Students who forget their break time detention will complete 20 minutes after school the same day. Neither parental consent, nor advance notice is required for detentions. However, we will always endeavour to contact parents in advance of the detention via class charts.
- The academy uniform should be always worn correctly. Repeated failure to comply will lead to a break time detention.
- Coats are not to be worn around the academy. Rather, they should be stored in students' lockers or placed in bags.
- Be cautious and aware of the dangers of the balcony areas.
- Mobile phones are banned in the academy. Phones must be turned off and always kept in bags or placed in lockers for safe keeping. Failure to conform to this request will lead to confiscation of the phone. Confiscated phones will be available for collection at 3pm – 4pm from Reception by a parent or another designated adult.
- Never bring in or use vapes, cigarettes, alcohol, and illegal substances. This is strictly forbidden. Dangerous items such as matches, lighters, knives and aerosols must not be brought onto the academy site under any circumstances.

## **Corridors and Lesson Changeovers**

### **Staff will**

- Challenge every incident of inappropriate or loud behaviour; excessive physical contact; infringement of uniform regulations
- Staff will not shout in corridors but take students aside and speak to them calmly.
- Staff will constantly reinforce good behaviour by thanking those who are smart and calm.

## **Conduct Outside the Academy**

When in public places, students are expected to act as ambassadors for the academy and ensure that, through their conduct, the academy's reputation is enhanced. Any misbehaviour which occurs outside of the academy premises, and which is brought to the attention of the academy will be dealt with in the same way as if that poor behaviour had occurred on the academy site. The academy's right to do this is outlined in the government document, "Behaviour and discipline in schools", available from the government website.

These sanctions may include detentions or suspensions.

Students should be particularly mindful of the following:

- Smoking and Vaping - smoking or vaping is not permitted on the way to or from the academy or at any time when identifiable as a Winterstoke Hundred Academy community member.
- Local residents - students should be kind and courteous to members of the local community;
- Cycling/walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass safely in the opposite direction. Students should always use cycle paths where available.
- Use of loud and inappropriate language is unacceptable at any time.

## Conduct in lessons

**No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and pupils will have disruption free classrooms in which they can learn.**

Class teachers will apply a consistent approach to classroom behaviour management which provides students with the opportunity to self-correct their conduct. Appropriate behaviour referral ensures that the majority of students continue to be taught effectively by removing individuals who repeatedly disrupt the learning of others. Teachers will log behaviour incidents on Class Charts. Parents and carers can also check on Class Charts to monitor the behaviour (and homework) of their child.

### **Expectations:**

- Arrive on time to the lesson – Students should be in their lesson ready to learn before the second bell.
- Enter the classroom calmly as directed by a member of staff.
- Sit silently whilst the register is taken - Quality Audience.
- Listen in silence whilst the member of staff leading the lesson speaks.
- Raise their hand to ask a question without calling out.
- Work exceptionally hard without disrupting any other student learning.

If a student fails to meet any of these simple expectations the following process is in place to support purposeful learning in all lessons.

1. **Reminder** – The staff member will remind a student regarding the expectations. This will be added to class charts but will not be visible to parents and students.
2. **Warning** – The staff member will issue a warning; this will be added to class charts and will be visible to parents and students on class charts.
3. **Action** – The third time a student fails to meet the expectations they will be sent to the Separated Learning room or buddied with a different member of staff for the remainder that lesson.

## What could cause a warning?

Students will receive one reminder/warning for:

- Late after the second bell without a note
- Disrupting learning / not meeting expectations or Calling out in an unhelpful way (hands up and wait...)
- Off task conversations
- Not working within the learning mode: Quality audience, Learning partners, individual learning.
- Insufficient work or effort
- Refusing to follow instructions
- Not carrying out a reasonable request in a reasonable time is a refusal

- Not polite or lacks respect for others right to learn in a safe environment
- Comments about others
- Misuse of equipment

Failure or refusal to go to the Separated Learning room will result in one-day out of lessons on school site. Work will be provided for the student to complete in silence for that day.

### **Separated learning Room:**

If a student is placed in the separated learning room they will work, there for the remainder of the lesson plus half of the next social time.

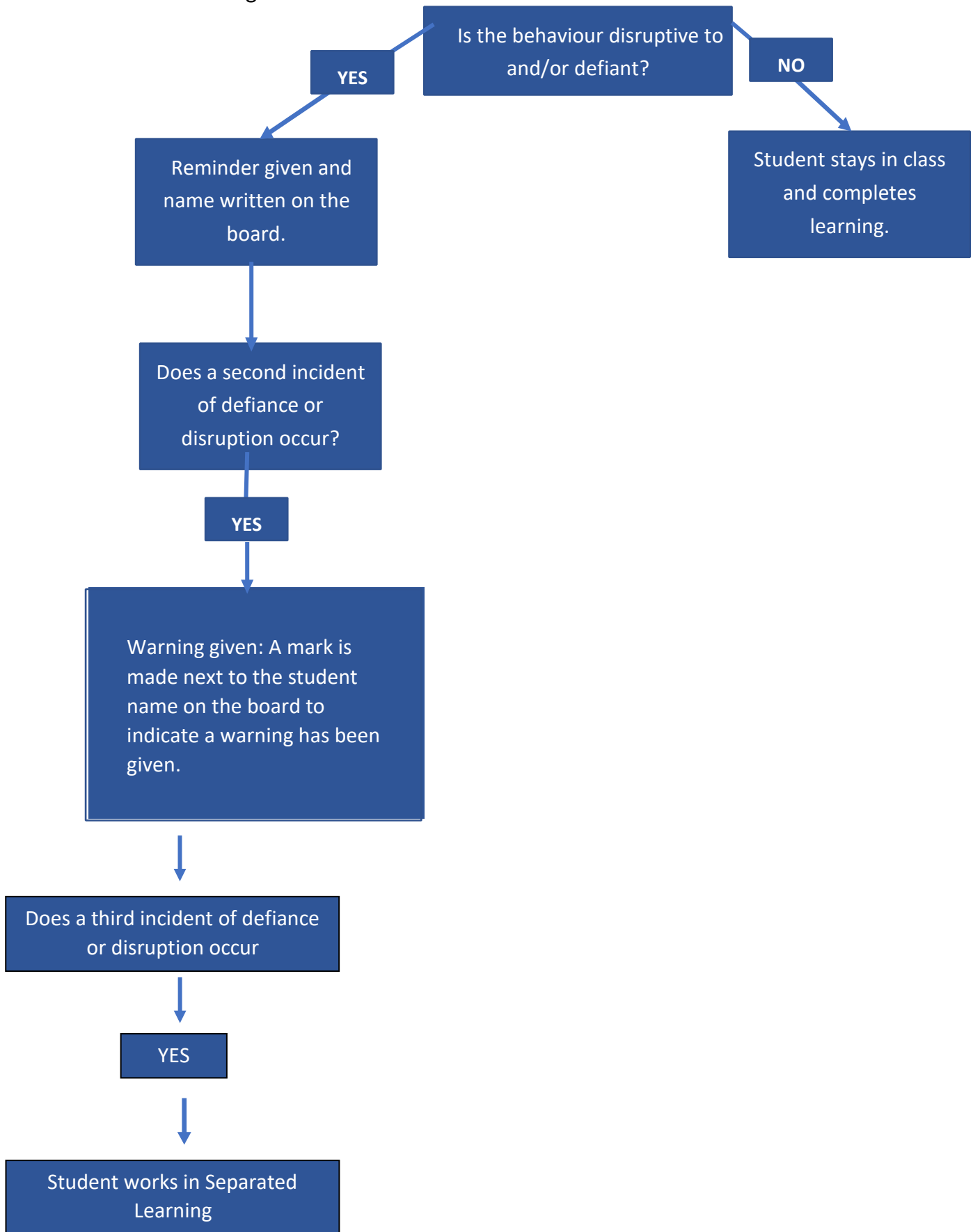
Time Sent to SLR	Time out of SLR
P1 – Tutor	10.55am
P3+4	1pm
P5+6	3.15pm after rebuild

In addition, all students must return for 15 minutes after school from 3.00pm to 3.15pm. We will endeavour to let parents/carers know that their child has been sent to the SLR and that they will be leaving at 3.15pm through Class Charts. Whilst in the SLR students are required to produce a written reflection and then engage with independent study from the resources provided. Misbehaviour in the SLR will lead to additional time added beyond the two initial periods.

### **Rebuilds**

If a student is required to work in separated learning, the member of staff who sent the student out will meet with the student at the end of the day for a 'Restorative Conversation' a rebuild where they will be made aware of the expectations were not met, how it disrupted learning and what needs to be done differently next lesson. The restorative conversation supports a fresh start to the next lesson and for the student to come into school the next day looking forward to that teacher's lesson. If a teacher is unable to have the restorative conversation on the same day, then they will find the student at a later date.

Behaviour management flow chart:



## **Sanctions**

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the academy’s expectations. In such circumstances, students are expected to take responsibility for their actions and make amends, both through their words, and more importantly, through their actions.

## **Detentions**

Neither parental consent, nor advance notice is required for detentions. However, we will always endeavour to contact parents in advance of the detention via Class Charts message.

Class teacher detentions may be given at the following times:

- During morning break
- During lunch time
- After school

Class teachers should not issue ‘whole class’ detentions, as it will always be the case that some students are blameless and undeserving of a sanction.

## **Community Service**

As an alternative to detention, students may be issued with community service tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying. Community Service will typically be given for infringements with littering and for eating outside the designated eating areas.

## **Suspension:**

In extreme circumstances of disciplinary breakdown, the sanction of suspension will be used. There are times when a suspension is avoided through the use of time at our other site at Beaufighter Road. This allows the student to complete their work with the support of Winterstoke Hundred academy staff. If a student is suspended, the parents will be informed as soon as practicable, initially by telephone and then by letter.

Parents and student must meet with a member of SLT, Head of House, Raising Standards Lead before a student can return to class following a suspension. The duration of a suspension may range from one half day to five consecutive days in length.

Examples of student behaviour likely to lead to a suspension:

- refusal to accept the normal discipline of the academy;
- abusive language towards a member of staff;
- physical violence towards another student or member of staff;
- serious harm to the reputation of the academy through grossly irresponsible behaviour outside the academy;
- persistent bullying or intimidation of another student;

- racist language or other discriminatory behaviour;
- dangerous behaviour such as throwing an item over the balcony

### **Permanent Exclusion:**

The academy will not hesitate to permanently exclude a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the academy. Extensive efforts are made to improve behaviour to avoid permanent exclusion. In the case of a single exceptional transgression of the academy's rules, the academy reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely.

These incidents include, but are not limited to:

- Verbal or Physical abuse
- Violent or dangerous behaviour
- Exam Misconduct
- Possession or bringing a weapon or dangerous item on to the school site
- Possession of other prohibited items
- Malicious setting off of the fire alarm
- Homophobic, racist, sexist or disablist language
- Smoking/vaping/alcohol/drugs
- Fighting, harassment or bullying
- Threatening or anti-social behaviour
- Damage to property

## **8. Early Intervention**

The school recognises the importance of early intervention and preventative work in its positive reinforcement and relational approach to behaviour management. Every student has a designated session with their house form tutor each school morning. The tutor's role is to mentor students in acknowledging achievements, celebrate success, challenge and support concerns, and work closely with parents/carers/teachers/HoH/RSL to support the child at the earliest stage.

### **The school will:**

- Take steps to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of inappropriate behaviour.
- Provide training for staff in order to promote positive and consistent behaviour standards within the school.
- Contact Parents and Carers promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.
- Take steps to identify students who may benefit from early intervention through the effective management of transition points at all Key Stages, through the daily monitoring of behaviour, and through timely communication and collaborative working.

## **Behaviour Support and Interventions**

The school regularly reviews the support available to those individual students identified as being at risk of disaffection, suspensions or exclusion through student focus meetings and a graduated approach.

Where needed students with SEND can be supported throughout the behaviour management process where a student requires a tailored approach.

Some examples could be:

1. Understanding the Student's Needs and Proactive Behaviour Support. Reasonable adjustments are made to behaviour policies (as required by the Equality Act 2010 in the UK),
2. Staff Training - Teachers and support staff receive SEND-specific behaviour training.
3. SENCOs (Special Educational Needs Coordinators) play a key role in advising staff and coordinating support.
4. Multi-agency collaboration may involve educational psychologists, speech and language therapists, or CAMHS (Child and Adolescent Mental Health Services).
5. Disciplinary Procedures and Safeguarding

Disciplinary actions (e.g., detentions, exclusions) are carefully considered in light of the student's SEND.

6. Family and Student Involvement - Parents/carers can be involved in planning and reviews.

### **Graduated Approach**

Student behaviour is monitored closely and our aim is to support as early as possible where behaviours are worsening and get students back on track. There could be a variety of reasons which would need exploring and then appropriate support put in place.

Parents / carers are informed when their child is supported within the Graduated Approach and updated with each review. A termly Plan, Do, Review Cycle underpins our Graduated Approach of support for student behaviour.

A single or combination of approaches may include (but not limited to) for example:

- House Report Card
- Mentoring and intervention groups
- School Councillor
- Dyslexia or Reading tests; EP referrals; SEN adjustments
- External agencies such as CAMHS
- In rare cases and when reasonable support has been exhausted at Met, a student would benefit from a fresh start. Depending upon the needs of the student this could be in the form of an Off Site Direction or Managed Transfer to another mainstream school or a more specialised Alternative Learning Provider.

### **Reasonable adjustments**

Winterstoke Hundred Academy is an inclusive academy that strives for the best outcomes of all its students regardless of circumstance. We recognise that a one size fits all approach to managing behaviour is not appropriate and through our Graduated Approach we can implement reasonable adjustments whilst having High standards and high expectations. We also have a duty in accordance with the Equality Act 2010 to make reasonable adjustments to support disability in order to not disadvantage. The Equality Act 2010 does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. The Act states that it will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, it's effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route.

Taking Account of SEND and the circumstances of other vulnerable students (such as looked after or previously looked after children)

The Academy will always take into account SEND and the circumstances of other vulnerable students in implementing any aspect of the Behaviour Policy and are committed to working in partnership with parents/carers, the Local Authority and other services where it is recognised that a child's behaviour places them at risk of exclusion and whereby alternative provision may be required. In the case of students with a statement of SEND or Education Health-Care Plans (EHCP), the Academy will always consider requesting an early annual review or interim/emergency review.

### **Monitoring and review**

The Academy will evaluate the impact of this policy by receiving data from the relevant staff analysed by year group, gender, SEND and ethnicity. Data is provided to the Academy Council regarding behaviour and exclusions. Prior to any review of the policy, any feedback received about the policy will be considered.

### **Mobile Phones and Electronic Devices**

We recognise that mobile phones, including smart phones, are an important part of everyday life for our children, parents and staff, as well as the wider school community.

Our policy aims to:

- Promote, and set an example for, safe and responsible phone use
- Set clear guidelines for the use of mobile phones for children, staff, parents and volunteers
- Support the school's other policies, Safeguarding, and Anti bullying

Rationale

This has been written in accordance with the DFE's non-statutory guidance on the use of mobile phones in schools and behaviour in schools. As it states in the guidance, we fully support the rationale that, 'We owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom. We also owe it to our pupils to keep them safe at school. One in five pupils have experienced bullying online. By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices.'

Winterstoke Hundred Academy does recognise that parents/carers in the community feel the need for their children to have access to a mobile phone for communication home. This helps with safeguarding and child protection especially in the long dark winter months.

Winterstoke Hundred Academy supports this approach. To that end, the school has adopted the following mobile phone principles and expectations:

### **Mobile Phone Principles and Expectations**

- Children are allowed to bring mobile phones to and from school to ensure their personal safety at all times;
- Children must not use or have visible a mobile device anywhere in school during the school day. For the purposes of this, the school day begins the moment the children enter the school site and ends once the children leave the school site. Mobile phones will not be permitted to be used at any on-site after school extra-curricular clubs;
- If a child brings their phone to the school, then on arrival it should be switched off and kept out of sight, for example in a bag or locker. It should not be seen or heard (including vibrate) throughout the school day;
- The phone can be switched back on upon leaving the school site. Not before and not during any period of social time (break or lunch);
- Any child found using or known to have used their phone during the school day will have the phone confiscated and returned at the end of the school day via the main office.

A 15 minute lunch time detention will be issued. Parents will be informed via the main office. Children will be asked to sign for their phone;

If the child is a repeat offender and the phone is confiscated more than once, the school will request a parent/carer to come in and collect the phone from the school. On the rare occasion that the phone is confiscated again, school will retain the phone for five additional days;

- Any refusal to hand a phone over to members of staff will result in a follow up sanction in line with the Winterstoke Hundred Academy sanctions. This would constitute the refusal of a reasonable request by a member of staff;
- Any repeat refusal to hand a phone over to members of staff will result in a parent/carer meeting, and discussion around the suitability for the child to have a mobile phone on their person in school.
- Confiscated phones will be stored in main reception in a secure location and must be signed out by the child or parent/carer upon return.

### **Contacting Children and Parents/Carers**

In non-urgent situations, parents wishing to contact their child during the school day should ring the school via the main reception line. We have a well-established and efficient system for getting messages to children and pastoral support if it is needed. Children who need to contact parents in an emergency should speak to the school reception who will facilitate appropriate communication as and if deemed necessary.

## **Confiscation**

A member of academy staff may confiscate a pupil's property as a disciplinary penalty, where reasonable to do so.

Academy staff can seize any item, however found, which they consider harmful or detrimental to school discipline.

The following categories of items are banned and will be confiscated if seen at any time on the academy site

- An item which poses a threat to others, e.g. a knife, laser pen etc;
- An item which poses a threat to good order for learning, e.g. a mobile phone;
- An item which poses a health or safety threat, e.g. items of jewellery worn during PE;
- An item which is counter to the ethos of the academy, e.g. material which might cause tension between one ethnic group and another;
- An item which is illegal for a child to have, e.g. racist or pornographic material.

Confiscated items may not be returned at the end of the lesson or end of the day. Certain confiscated items will not be returned to the student but either disposed of or returned to a parent or carer.

Students may be searched to ascertain whether they are in possession of banned items. There will always be two members of staff present during a search, and this will be limited to outer garments and bags.

## **Bullying**

At Winterstoke Hundred Academy we define bullying as targeted behaviour by an individual or group, repeated over time, that intentionally hurts another person physically or emotionally. At Winterstoke Hundred Academy, we have a clear anti-bullying policy that helps make our Academy a friendly and caring place to be. We will NOT tolerate bullying of any description. No member of the Academy community should ever feel threatened, intimidated, mocked or abused. For more information please refer to our Anti-Bullying Policy.

## **Homework**

We believe in the importance of homework. It enables students to practice work individually, and to build the important skills of organisation and resilience. It is compulsory for all students.

Homework is due on the day and the time that the classroom teacher dictates. We will generally allow a reasonable amount of time for completion to allow the student to seek further clarification, in case they don't understand how to proceed, or to come to Homework Club, in order to receive further support.

Homework is set on Class Charts so that parents are able to check and support the student.

### **Homework sanctions**

If homework is not handed in on the required date and time, there will be a 60 minute after-school detention on the following day. However, if the homework is submitted before breaktime the next day then the detention will be reduced to 30 minutes. If a student has 2 30 minute homework detentions on the same night, then they will complete a 60-minute detention.

### **Policy Review**

The effective date of this Policy is February 2026 – to be reviewed for September 2026. The Behaviour Policy is a practical working document and, as such, is subject to ongoing review.