Watling Academy Behaviour Policy 2026 - 2027

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1. Preamble

Watling Academy's Behaviour Policy has been designed to create a safe environment for all members of the Watling Community; an environment in which all students can learn and reach their full potential.

We work form the starting point of high expectations in line with our values and we believe that creating a positive climate of high expectations and support is the most effective way to encourage good behaviour.

1.1. Values:

At Watling Academy our core values underpin our behaviour system:

- **Respect** – At all levels we expect students, teaching staff and support staff to show mutual respect towards each other. We believe that all students must respect the rights of other students to learn and to allow teachers to teach. We further believe in respecting our Academy building and creating a calm and pleasant working environment.
- **Responsibility** – We have high expectations of our students. Students have a shared responsibility to participate in all lessons with a positive attitude, they should attend the Academy prepared for learning with the equipment they need whilst wearing our full Academy uniform with pride. Students should take responsibility for their actions at all times.
- **Kindness** – All students have the right to feel valued and safe. To achieve this, we promote a culture of praise, mutual respect, and encouragement in which all students can achieve. We respect all members of our community to be kind to each other.

1.2. Policy aims:

- To promote good behaviour and discipline.
- To use our core values to form the basis of our behaviour system.
- To ensure that all students can learn in a safe and secure learning environment, free from disruption, violence, bullying and any form of harassment and to promote such values in the wider community.
- To provide a clear framework for students to be rewarded for their positive contributions in the Academy.
- To provide a clear behavioural framework that allows students to de-escalate and return to their learning when they haven't met our expectations.
- To ensure that our behaviour policy is implemented with accuracy and consistency and there is fairness of treatment for all, irrespective of race, religion, gender, sexuality or disability.
- To encourage a positive relationship with parents and carers and to work with parents/carers to ensure the best outcomes for their children.
- To promote early intervention and to work with outside agencies to support the best outcomes for Watling Academy students.
- To ensure that all students regardless of faith, belief, gender, ethnicity, sexual orientation and social background are treated equally in an environment free from harassment and bullying.

2. Roles and Responsibilities

2.1. Governors of Watling Academy

The Governors of Watling Academy will establish, in consultation with the Headteacher, the Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

2.2. All Staff

Behaviour is everyone's responsibility. All staff at Watling Academy, both teaching and associate, are responsible for ensuring that the Behaviour Management Policy, and the procedures contained within it, are applied consistently and fairly.

It is the primary responsibility of teaching staff to manage the learning environment within their classrooms. In discharging this duty, staff will reward students using Watling Academy's guidelines for recognising achievement and apply consequences for those students choosing not to satisfy our high expectations regarding respect, responsibility and kindness.

The specific behaviour management roles of teachers are described in their job descriptions and include specifically addressing unacceptable behaviour.

2.3. Parental/Carer

The behaviour of students both inside and out of school remains the responsibility of the parents/carers of that individual. Parents/Carers should be aware that teachers have a statutory power to discipline students for misbehaving outside of the school premises and to act upon incidents witnessed by a member of staff or reported to the school.

2.4. Students

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student will be made aware of Watling's behaviour standards, expectations, pastoral support, and consequence processes. Every student will be supported to achieve the behaviour standards, including an induction process that familiarises them with our behaviour culture. We will repeat elements of this induction for all students at suitable points in the academic year.

3. Recognising achievement

Identifying student success is a key aspect of maintaining positive behaviour at Watling Academy. Rewards are used to both celebrate success and to encourage students to behave in an acceptable way. We use the following rewards to recognise our student achievement:

- Praise.
- House-points.
- Respect, Responsibility and Kindness points.
- Written praise or a postcard.
- Achievement letter.
- Bronze, Silver, Gold and Platinum achievement badges.
- Celebration of success assemblies with pastoral and tutor awards.
- Awards evening.
- "I Heard a Wispa" nominations.

4. Sanctions

In class sanctions are used to ensure all students can learn without interruption in a safe learning environment. Our behaviour framework is designed to allow teachers to deal with behaviour within a clear structure that is understood by the students. Each stage of our in-class behaviour framework should be used as an opportunity for de-escalation:

• Prior to using sanctions, teachers should look to identify early low-level disruption and use appropriate behaviour management strategies to support students to make better choices.
• Reminder: students are issued a reminder when their behaviour falls short of our expectations. The reminder isn't recorded, and no behaviour points are issued.
• Warning (W1): a W1 is issued if the student's behaviour does not improve after a reminder and one behaviour point is issued.
• Final warning (W2): a W2 is issued if the student's behaviour does not improve after a W1. A W2 is communicated to parents and students are required to meet with the teacher at the end of the day for a restorative conversation. Two behaviour points are issued.
• On-call support (W3): a student may be withdrawn from a lesson if their behaviour does not improve after receiving a W2 or their behaviour is considered serious enough to warrant immediate removal i.e. dangerous behaviour. The member of staff On-Call will ascertain the most appropriate course of action for the student, which may include withdrawal from the lesson, or time out of the lesson before the student returns. When withdrawn from a lesson, the student will be required to remain in R&I for the remainder of the lesson. Should a student receive two W3s in a day, they will be required to stay in R&I for the remainder of the day. Appropriate arrangements to allow students to eat and drink will be made at a separate time to the rest of the Academy. The student is issued three behaviour points for a W3 or six behaviour points for an immediate removal. A letter will be sent home alerting parents to their child's withdrawal from a lesson or lessons.
• In specific circumstances, a student may be placed in a detention. The Academy reserves the right to issue detentions during break or lunchtime without prior notice to parents. Any detention that extends beyond 3:25pm requires parents/carers to be notified in advance. The Academy may issue a same-day after-school detention; parents/carers will be informed via ParentMail no later than 2:10pm.

Head of Year and SLT detentions run daily.

- HOY detentions: 3:15pm–3:45pm
- SLT detentions: 3:15pm–4:15pm

Parents/carers are encouraged to support the Academy's use of detentions. If there are any issues or concerns, they should contact the Academy as soon as possible.
• Students who are involved in serious or persistent acts of poor behaviour may be placed in R&I, given an Internal Suspension, may be Suspended from the Academy or Permanently Excluded from the academy (Please refer to the Alliance Schools Trust Suspension and Permanent Exclusion Policy).

Out of class sanctions are employed to provide students with an orderly environment outside the classroom

5. Supporting students

Support strategies will be put in place to support students to make better choices. See It is important to note that any of the behaviours outlined in this policy will lead to consequences at the Academy. This could include an internal suspension, a fixed term suspension or a permanent exclusion. (Please refer to the Alliance Schools Trust Suspension and Permanent Exclusion Policy for further detail.)

Appendix 1for examples of strategies used, and greater detail of the support we give to students to help them make better choices.

6. Use of Reasonable Force

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances. We acknowledge our legal duty to use reasonable force and to make adjustments for disabled students and students with special educational needs were necessary (Please refer to our Use of Reasonable Force Policy).

Reasonable force can be used:

- to prevent students from hurting themselves or others
- remove disruptive students from the classroom where they have refused to follow an instruction to do so
- to prevent students from damaging property
- to prevent students from causing disruption/disorder at school or on a school trip or visit
- to prevent a student leaving the classroom, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to restrain a student at risk of harming themselves through physical outbursts

(All comments are in accordance with the Use of Reasonable Force in Schools guide from the DfE, July 2013)

7. School systems and expectations (additional)

Please refer to Appendix 2 for details of specific expectations at Watling Academy. This will include:

- Use of Mobile Phones and Smart devices
- Expectations regarding uniform, including jewellery and make up
- Use of IT
- The school environment

8. Student conduct beyond the Academy

The DfE guidance is quite clear that **schools have authority to punish pupils for behaviour that occurs outside school**. Watling Academy staff may discipline students:

- Who are misbehaving whilst attending any trip organised by the Academy.
- Who are wearing the Academy uniform and/or are identifiable as a student at Watling Academy.
- Whilst they are travelling to and from the Academy.
- Who are behaving in a way that is unkind, bullying or could pose a threat to another student or staff member. This includes the use of social media.
- Whose behaviour may bring the Academy into disrepute.

9. Offensive and Improper conduct including child on child abuse

Please see Appendix 3 for details of unacceptable behaviour, including bullying. Full details regarding our approach to bullying at Watling can be found in our Anti Bullying Policy on our school website. It is important to note that at Watling, we take any report of child-on-child abuse, or harmful sexual behaviour, extremely seriously. Any incident will be fully investigated, appropriate sanctions will be consistently applied, and support will be put in place for both the victim and the perpetrator. The school may report concerns to the MASH and will support any Police investigation if required.

10. Possession of an Offensive Weapon

Please see Appendix 4 for details of what constitutes an offensive weapon and the sanctions that will be put in place.

Note – all incidents, other than those that result in a permanent exclusion, will be followed up with a full support plan as part of the readmission procedure.

11. Smoking, Alcohol and Drug Related Offences

Please see Appendix 5 for details regarding substance abuse.

11.1. Searching students

If there is suspicion that a banned or inappropriate item has been brought on to Academy premises, then Academy staff may choose to conduct a student search:

- The search will be approved by a member of the senior leadership team.
- Two members of staff must be present whilst the search is being conducted.
- The search will be conducted by a staff member of the same gender as the student.
- The supporting staff member may not be of the same gender.
- The search will be conducted discreetly in a room away from other students.
- The search may include the student's locker, which may be opened by a member of the site team.
- The Academy may seek the support of the Police, if they suspect illegal items have been brought into the Academy.

(All comments are in accordance with the Searching, Screening and Confiscation in Schools guide from the DfE, July 2022)

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- The Academy may seek the support of the Police, if they suspect illegal items have been brought into the Academy.

(All comments are in accordance with the Searching, Screening and Confiscation in Schools guide from the DfE, July 2022)

13. Staff Training

The Local School Board will ensure that appropriate high-quality training on all aspects of behaviour management are provided to support the implementation of this policy.

This training is part of an induction programme for all new staff and will also take place throughout the year, responding to need. Child-on-child abuse training is specifically delivered as part of our statutory safeguarding training. Further details regarding child-on-child abuse can be found in our Anti-Bullying and Child Protection Policies on the school website.

14. Use of Suspensions and exclusions

It is important to note that any of the behaviours outlined in this policy will lead to consequences at the Academy. This could include an internal suspension, a fixed term suspension or a permanent exclusion. (Please refer to the Alliance Schools Trust Suspension and Permanent Exclusion Policy for further detail.)

Appendix 1

Strategies to support students making better choices

When a student shows persistent poor behaviour, the Academy uses a range of sanctions and supportive strategies to monitor their conduct and help them improve. Throughout this process, we recognise that it is the supportive strategies, alongside any sanction, that lead to genuine and sustained change.

- When students achieve a specified number of behaviour points, the form tutor or member of the pastoral team will meet with the student to identify the root of the behaviour. If no improvement is seen, a meeting will be organised with parents/carers.
- Should early intervention prove unsuccessful, the student will be placed on report with the Head of Year and additional support strategies will be implemented on a case-by-case basis. The report system is 3-tiered; Form Tutor – Head of Year – Senior Leader.
- Should the report system fail to result in an improvement in behaviour, Heads of Year will employ a range of other strategies and interventions that are appropriate to the individual needs of the student.
- The Intervention Centre (IC) may also be used to support students who are exhibiting more challenging behaviour.
- Where multiple interventions and support strategies have been exhausted and no further improvement is made, a managed move to another school may be considered. All parties involved (Watling Academy, the prospective school, and the parents / carers) must approve the move.
- To prevent the permanent exclusion of a student, Watling Academy will work in conjunction with Bridge Academy to offer the student an alternative schooling provision with increased personalised support, in an effort to seek the changes required to return to mainstream education.

Other examples of strategies to support students to make changes to poor behaviour choices:

- Academic interventions
- Access to R&I
- Access to the Learning Hub/ Re-set Room
- Anger management mentoring
- Care matrix monitoring
- Careers education
- Change of class teachers
- Coaching
- Daily communication
- Detentions
- Drop-ins
- Early finish
- Early Help Assessment
- External agencies
- First Assess Communication Tool (FACT)
- Governors' 15-day Panel
- Home visits
- Identified safe place
- Identified trigger lessons

- Incentives and rewards
- Inclusion support
- Intervention sessions with Pastoral Assistants
- Key worker/mentor
- Lunch clubs
- Managed moves
- Multi-Agency Referral Form (MARF)
- Meeting with parents
- Positive reinforcement
- Reduced curriculum
- Referral to SENDCO (where appropriate)
- Reports
- Restorative meetings
- Seating plan adjustments
- SLT support
- Student Passport
- Time out
- Access to Reflection and Inclusion (R&I)
- Way Forward Meetings
- Well-being support

Additional expectations

- Use of Mobile Phones and Smart devices
- Expectations regarding uniform, including jewellery and make up
- Use of IT
- Chewing gum
- The school environment
- Aerosols, body sprays, aftershaves and perfumes

Appendix 2

Mobile phone / Smart watch use

Being ready to learn means arriving to lessons prepared, focused, and willing to engage. This includes having the correct equipment, being punctual, following instructions, showing respect to others, and taking responsibility.

Teachers will support readiness to learn by:

1. Maintaining clear routines and high expectations.
2. Greeting students positively and ensuring a calm start to lessons.
3. Checking that students have the correct equipment and resources.
4. Ensuring learning objectives and success criteria are clear.
5. Creating a safe, respectful, and inclusive classroom environment.
6. Using engaging lesson starters that focus attention quickly.
7. Building positive relationships and showing genuine interest in students.
8. Supporting students' emotional and wellbeing needs so they are able to engage with learning.

P**arents can support readiness to learn by:**

1. Establish strong routines at home
    - Ensure your child has a consistent bedtime and wake-up time, so they arrive rested and able to focus.
    - Help them prepare their school bag the night before, reducing stress and lateness in the morning.
    - Encourage punctuality by building in extra time for the journey to school.
2. Check equipment daily
    - Make sure your child leaves home with the correct equipment.
    - Build independence by letting them pack their own bag, with you checking it at first and gradually stepping back.
3. Promote positive attitudes to learning
    - Talk positively about school, teachers, and learning.
    - Encourage curiosity, effort, and resilience — praise trying, not just achieving.
    - Reinforce the importance of following instructions and showing respect.
4. Support focus and organisation
    - Provide a quiet space at home for homework or reading.
    - Help your child practise simple organisational habits, like checking their timetable or planning ahead for PE days.
5. Model respectful behaviour
    - Speak respectfully about school staff and expectations — children mirror the tone they hear at home.
    - Reinforce that school rules exist to help everyone feel safe and able to learn.
6. Build independence and confidence
    - Encouraging children to take responsibility for their belongings.
    - Letting them make small decisions (e.g., which shoes, bag, or stationery to use).
    - Helping them practise listening, following instructions, and managing emotions.
7. Support emotional wellbeing
    - Check in with your child about how they feel before and after school.
    - Help them talk through worries calmly and factually.
    - Encourage healthy routines: sleep, nutrition, downtime, and limited screen use before bed.

8. Communicate with the school

- Let the school know early if your child is struggling with organisation, wellbeing, or behaviour.
- Work in partnership with teachers — consistent messages between home and school strengthen readiness to learn.

Mobile phone / Smart watch use

Watling Academy's expectations for mobile phones and electronic devices during the school day aligns with the Department for Education's statutory guidance on Mobile phones in schools (updated 29 June 2026), which states that schools should prohibit the use of mobile phones during the school day. (Please see Watling Academy Mobile Phone and Electronic Devices Policy for further details).

Uniform

- Full and correct uniform is expected to be worn by all students; this includes PE uniform.
- The uniform guidance can be found on the Academy website.
- Students who arrive to the Academy without correct uniform will be expected to remedy the situation as soon as possible.
- Students who arrive wearing items that could put themselves or others at risk of injury (e.g., flip-flops or high heels) will be placed in R&I until the issue has been resolved.
- Students who persistently ignore uniform expectations may lose the privilege of wearing certain items and receive escalating sanctions.
- Parents / Carers who feel their child needs an exemption from wearing full uniform are to contact the Head of Year to identify if an exception is required.

Jewellery and Make-up

- Guidance on jewellery and make-up can be found on the Academy website.
- Students who arrive to the Academy in breach of the rules on jewellery /make-up will be expected to remove the items.
- Should the student refuse or claim that they are unable remove the jewellery, fake nails, or make up, they will be placed in isolation until the situation is remedied.

Inappropriate use of ICT

- Parents and students agree that ICT systems at Watling will only be used for educational purposes. Full details can be found in the Acceptable Use of ICT for Students Agreement document on the school website. This is sent to all parents/carers prior to starting at Watling.

Movement around the Academy

- Students are expected to move around the Academy in a calm, orderly fashion.
- Students are expected to follow the one-way system and use the appropriate staircases when navigating the corridors.
- Students should arrive on time for their lessons and enter the classroom ready to learn.
- Consequences will be issued to students who do not follow rules when moving around the Academy.

Chewing Gum

- Chewing gum is not permitted at Watling Academy.
- The use of chewing gum will be recorded on Class charts and further consequences issued for repeat offenders.
- Gum will be confiscated and disposed of if found in the Academy.

The School Environment

- Damage to Property - We expect all members of our school community to show respect for our facilities and resources. Students may be billed for any subsequent costs incurred for replacement or repair as a result of damage in consultation with the finance office and the site team.

Aerosols, Body Sprays, Aftershaves and Perfumes

- We want the Academy to remain a safe place for all, including those who are adversely affected by aerosols and/or perfumes.
- Students are not permitted to use any sort of aerosol spray in school. These include deodorants, body sprays, hair sprays, aftershaves, or perfumes.
- The use of aerosols will be recorded on ClassCharts.
- Aerosols will be confiscated and disposed of if found in the Academy.
- Should a student use an aerosol in the Academy, the incident will be dealt with by means of a serious sanction, depending on the level of intent or harm/potential harm caused.

Appendix 3

Offensive and Improper conduct

Bullying or harassment of any kind is never tolerated at Watling Academy. All reports are treated as serious incidents and investigated immediately. Persistent bullying, aggravated behaviour, or any conduct that causes harm will result in significant consequences, which may include internal suspension, external suspension, or permanent exclusion.

Please refer to Watling Academy's Anti-Bullying Policy for further detail. Support will be provided to both the victim and the perpetrator to ensure all students involved receive appropriate guidance.

Below is a list of behaviours that constitute offensive or improper conduct. This list is not exhaustive, but it ensures consistency and fairness in how the behaviour policy is applied.

Unacceptable behaviour

Unacceptable behaviours include, but are not limited to:

- Physical threats and verbal intimidation
- Use of abusive and offensive language
- Repeated and deliberate teasing by an individual or group
- Physical assault intended to hurt and frighten
- Pushing, tripping, spitting at any individual
- Any incident of a sexual nature, including harmful sexual behaviour, sexual violence or sexual harassment
- Abuse of personal property intended to cause distress
- Writing, whispering and spreading rumours about a person to cause hurt
- Intentional exclusion or isolation of an individual
- Insults directed at a person or family on the grounds of race, gender, belief, dress or appearance
- Insults directed at a person relating to sexual orientation or other protected characteristics
- Use of electronic or telephonic means including email, social networking, messaging to harass, alarm or distress
- If a student is harassed physically or verbally by another student within the school, they should bring this to the attention of a member of staff, so that the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.
- Where reports of abuse towards staff are made, a member of the Senior Leadership Team or Head of Year should be informed, and this will be investigated. Threatening or aggressive conduct, damaging conduct, or repeated misconduct of this sort, could result in a serious sanction up to and including permanent exclusion.
- If a student is found to have wilfully made a malicious allegation against a member of staff, this will be viewed as a very serious incident.
- Any incident of a sexual nature - Where such activity involves coercion, harassment, assault, or duress, it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions from school.

- Possession of pornography, racist or other inflammatory literature or other associated items is forbidden, and as such, will be confiscated and subsequently destroyed. The incident will be dealt with by means of sanctions, depending on the degree to which the misconduct would cause real or potential harm.
- The Academy reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students.
- Where student conduct is reckless and dangerous, placing others at risk, serious sanctions may be set even where the student's intent is not malicious. This includes improper use of fire safety equipment and making a hoax 999 call.
- Any other behaviour that may not be specifically mentioned, but at the discretion of the Senior Leadership Team, is deemed to be offensive.
- Theft: All cases involving theft, including taking property without permission, (e.g. removing foodstuffs from the canteen without payment) should be investigated by a member of the Senior Leadership Team or Head of Year and appropriate sanctions will be issued. The police may be informed.
- To avoid difficulties, we insist that no article may be bought or sold, nor should any collection of money take place within the school, without permission of a senior member of staff.

In all cases of offensive and improper conduct, a full investigation will take place. Decisions will be made following investigations and will include judgements based on the balance of probability. Sanctions will be put in place up to and including suspensions from the Academy.

Appendix 4

Possession of an Offensive Weapon

An offensive weapon is anything that could be used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons include knives and blades of any length, catapults, any item capable of firing a projectile, fireworks and any noxious substances. Such items are inappropriate within school. This may also include deliberate misuse of school equipment.

Any weapon will be confiscated, and the police contacted if the weapon is a blade/knife or illegal. The weapon will not be returned to the student. Sanctions will depend on the degree to which the item was used to cause harm, alarm or distress to others; the degree to which the student carrying such a weapon intended to use it to cause harm, alarm or distress to others; and the potential for the item to cause harm, alarm or distress to others. Bringing dangerous weapons on to school premises, such as knives and blades, is likely to lead to a serious sanction up to and including permanent exclusion.

Laser light pens are highly dangerous and should not be brought onto the premises, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a serious sanction.

Appendix 5

Smoking, Alcohol and Drug Related Offences

1. Smoking including vapes

Smoking is not allowed on the Academy site, and it is against the law to do so. If students are caught smoking or vaping in or in close proximity to the Academy or are part of a group in which people are smoking or are in possession of smoking materials (this includes vapes and E-cigarettes), the student is at risk of a consequence up to and including suspension.

2. Alcohol and Drugs

All incidents suspected to involve alcohol, drugs or substance abuse should be dealt with as described in the Academy's Drugs Policy. Where the substance is not illegal but thought to be a danger to the individual or to others, confiscation will be followed by a sanction. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance, are all serious incidents.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This will not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply, are also both illegal and of utmost seriousness, and may lead to permanent exclusion.

Drugs Education

Watling Academy recognises that we have a part to play in supporting the government's 10-year drug plan – From Harm to Hope.

This undoubtedly starts with education. Drugs education is a compulsory part of our curriculum, including exploitation. We also recognise that so often the skills required to make the right choices regarding drugs are more important than knowledge itself. Our curriculum, that focuses on dual objectives, recognises the importance of developing skills and qualities alongside knowledge.

Our Pastoral Support Plans offer a personalised support package for any student who may find themselves at risk of possible harm as a result of any drug.