

**FEDERATION OF WINKLEBURY INFANT AND JUNIOR SCHOOLS**

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**Head of Federation : Mrs C.A.Clayton**

**Behaviour Management Policy**

**Status: Final**

**Ratified by the governing body: May 2015**

**Record of last review: March 2015**

**Date of next review (every two years or as required): March 2017**

## **Behaviour Management Policy**

*Please note: where reference is made to 'school', this refers to both schools within the Federation of Winklebury Infant and Junior Schools*

This policy statement should not be read in isolation, but in conjunction with other school policies including:

- the Federation's vision and mission statements and statement of core values
- procedures for the implementation of the Behaviour Management Policy;
- the Anti-Bullying Policy;
- the Physical Restraint Policy;
- the Child Protection Policy;
- the Federation's Home:School Agreement
- guidelines for exclusions as provided by Hampshire County Council and the Department for Education;
- guidelines for Personal Support Plans (PSPs), Behaviour Plans and Risk Assessment of Challenging Behaviour as provided by Hampshire County Council

### **Principles**

At the Federation of Winklebury Infant and Junior Schools:

- we embrace the principles of the Rights, Respect, Responsibilities initiative based on the United Nations Convention on the Rights of The Child;
- we encourage a caring, co-operative approach to all aspects of school life within a community that values and respects all individuals;
- we believe in positive behaviour management strategies;
- we believe high self-esteem is important for all children;
- we believe in building positive relationships;
- we have high expectations and promote and reinforce high standards of behaviour;
- we believe adults should provide excellent role models for children and lead by example;
- we believe all members of the school community should behave in a considerate and respectful manner towards others;
- our shared core values are promoted across all areas of school life:
  - respect
  - pride
  - trust
  - empathy
  - perseverance
  - teamwork.

### **Aims**

The federation's Behaviour Management Policy is designed to support the way in which all members of the school community can live and work together in a trusting, supportive manner. All learners at the Federation of Winklebury Infant and Junior Schools have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance and understanding and respect for others are central to what we believe.

As a result, we aim to:

- promote positive behaviour;
- promote an environment in which everyone feels happy, safe and secure;
- promote positive, supportive relationships that ensure everyone can work together effectively to promote the highest standards of education for all children;
- ensure everybody is treated fairly and equally;
- ensure agreed procedures are implemented consistently;

- promote the development of children as caring, responsible, self-disciplined and increasingly independent members of the school community;
- ensure that children achieve all they are capable of in their education;
- enable children to feel proud of themselves and respect others;
- support children to develop the essential personal and social skills to help guide them throughout their lives;
- enable children to become active, well-informed citizens who make a positive contribution to society.

We aim to provide an education which encourages self discipline, independence, interdependence and a regard for others. We believe that children in our care should develop to the full extent of their educational and social capabilities. The creation of a positive, caring and secure environment within our schools will promote the conditions which will enable effective teaching and learning to take place.

We recognise that all behaviour, whatever the influences, is a conscious, personal choice and conveys a message about an individual's needs. As such those needs should be respected by everyone in the school community. The best discipline we can encourage is that of self-discipline with a commitment to respect both the feelings of other people and property. We strongly believe that discipline should not be considered only in the context of reprimand and sanctions. It needs to be seen in the much wider framework of how our schools can encourage and develop good behaviour and mutual respect between all its members. We will, therefore, seek opportunities to praise and encourage pupils when they demonstrate desirable attitudes and behaviour.

We seek to engender a caring and responsible attitude within our pupils. We believe that this will enable them to appreciate that their behaviours affect those around them and the need to take responsibility for personal behaviours as an individual and as part of a group, class and the whole school.

### **Objectives**

All members of the school community have a responsibility to uphold the aims of the policy by:

- respecting the rights, values and beliefs of every individual;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which everybody is aware of behaviour expectations and actively promotes high standards of behaviour;
- caring for, and taking a pride in, the physical environment of the school;
- offering equal opportunities in all aspects of school life;
- recognising the importance of, and valuing, different cultures and traditions;
- not tolerating any form of bullying or harassment;
- helping to develop strategies to eliminate unacceptable behaviour;
- applying agreed policy and procedures consistently;
- promoting good behaviour through encouragement, praise and positive reinforcement.

All staff must be quiet, calm, consistent and fair in their approach to pupil behaviour management. Active involvement in rewarding and encouraging positive behaviour and modification of undesirable behaviour and attitudes is the responsibility of all staff.

### **Roles and responsibilities**

These objectives can be achieved by:

#### **Governors**

- ensuring the Behaviour Management Policy is regularly reviewed and revised where necessary;
- visiting school to observe patterns of behaviour and the impact of the policy and procedures.

#### **Head of Federation**

- reporting to governors on the effectiveness of the behaviour policy and procedures;
- maintaining records of all reported serious incidents of misconduct;

- working with governors and taking responsibility for suspensions and exclusions for serious misconduct in line with current legislation and guidance.

### **Leadership Team**

- taking a lead in the establishment of a positive school ethos;
- taking a lead in establishing high expectations of behaviour across the school;
- taking responsibility for implementing the Behaviour Management Policy consistently throughout the school;
- monitoring and reviewing behaviour across the school, evaluating the impact of the policy and making recommendations for revision if necessary;
- ensuring all members of the school community are conversant with the policy and procedures;
- supporting staff in the day-to-day implementation of the policy and procedures;
- ensuring the environment is safe, secure and well maintained;
- ensuring the health, safety and welfare of all children in the school.

### **Staff**

- providing a challenging and stimulating learning environment that enables all children to reach the highest standards of personal achievement;
- being constantly aware of the needs of individual children and their relationship with others, intervening when necessary and actively problem-solving in order to meet the needs of individuals;
- being an excellent role model – punctual, well prepared, well organised, treating all members of the school community fairly and with respect and understanding;
- providing opportunities for the children to discuss appropriate behaviour and working together, thereby promoting the school's shared values, ethos and practice;
- taking quick, effective and appropriate action to prevent the actions of an individual/group of children disrupting the learning environment;
- being aware of all opportunities to encourage, praise and positively reinforce good behaviour and personal achievement;
- working with parents to share concerns about a child's behaviour and eliminate difficulties quickly and effectively should this be necessary;
- making every effort to enhance children's self-esteem through:
  - speaking to all children respectfully at all times
  - noticing and valuing all children and the contribution they make
  - giving equal access to rewards and privileges for all children
  - recognising and celebrating effort and achievement in all areas of school life;
- enforcing the agreed policy and procedures consistently across all aspects of school life;
- liaising with external support agencies where necessary, to support an individual child and implement consistently recommended strategies that are evaluated and reviewed on a regular basis with all stakeholders.

### **Children**

- conducting themselves in line with the school's shared core values;
- developing independent work and self-help skills;
- being organised;
- taking increasing responsibility for the school environment, their learning and conduct.

### **Parents**

- ensuring children attend school in good health, punctually and regularly;
- providing prompt explanation of all absences through contact with the school;
- supporting the school's behaviour policy and procedures, including support of the school's reasonable sanctions;
- participate in discussions about their child's behaviour should this be necessary and work in partnership with the school to eliminate difficulties quickly and effectively;

- supporting the work of the school and their child's learning.

### **Other adults involved in the life of the school**

- adhering to the school's policy and procedures;
- maintaining the high standards of behaviour expected of the children regardless of the activity they are involved in.

### **Procedures**

Procedures for promoting and maintaining high standards of behaviour are attached as appendices.

### **Fixed-term and permanent exclusions (DfE and Hampshire guidelines will be followed in all instances of exclusion and reported in line with requirements)**

- Exclusion is seen as an extreme sanction and the decision to exclude a child will never be taken lightly but may be triggered by any or all of the following behaviours or circumstances, all of which constitute examples of unacceptable behaviour and are infringements of the federation's Behaviour Management Policy:
  - \* Verbal abuse/threatening behaviour towards an adult
  - \* Verbal abuse/threatening behaviour towards a pupil
  - \* Physical assault against an adult
  - \* Physical assault against a pupil
  - Bullying
  - Racist abuse
  - \* Indecent behaviour
  - \* Damage to property
  - \* Misuse of illegal drugs
  - \* Supplying an illegal drug
  - \* Misuse of other substances
  - \* Theft
  - \* Sexual misconduct
  - \* Carrying an offensive weapon
  - \* Arson
  - \* Unacceptable behaviour such as persistent disruptive behaviour in class or around the school which has been previously reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

This is not an exhaustive list and there may be other situations where the Head of Federation makes the judgement that exclusion is an appropriate sanction.
- Only the Head of Federation, or in her absence, the Deputy Head of Federation, has the power to exclude a pupil from school for one or more fixed periods in any one school year or permanently. It is also possible for the Head of Federation to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.
- If a child is excluded the child's parent is informed immediately and is given the reason(s) for the exclusion. The parent is given a letter at the earliest opportunity which, amongst other information, informs the parent of his/her right to appeal to the governing body against the decision. The letter will outline the process for such an appeal and will also provide contact details of the sources of support and help available to parents.
- The school will inform the Local Authority and governing body of the exclusion in line with agreed procedures.
- The governing body cannot exclude a child or extend the period of exclusion decided by the Head of Federation.
- The governing body has a pupil discipline committee which is made up of three governors. This committee usually considers any exclusion appeals on behalf of the governing body.
- Following a fixed-term exclusion the child will be re-integrated into school by a senior member of staff at a re-integration meeting attended by the child and his/her parent where clear expectations of the child's

behaviour on return to school will be set out. Support arrangements to help the child manage his/her behaviour on return to school will also be discussed.

- Records are kept in school of all fixed-term and permanent exclusions and are reported to the governing body via the Head of Federation's termly written report.

### **Monitoring and evaluation**

- The Head of Federation monitors and evaluates the impact and effectiveness of the Behaviour Management Policy and procedures through:
  - informal observations
  - formal observations
  - feedback from staff
  - feedback from parents and voluntary helpers
  - feedback from other adults involved in the life of the school
- Governors monitor and evaluate the impact and effectiveness of the policy and procedures through:
  - visits to school
  - outcomes of parental questionnaires
  - outcomes of annual Pupil Attitude Survey
  - outcomes of pupil questionnaires
  - receiving an annual report from the Head of Federation
- Governors monitor exclusions through :
  - Head of Federation reports to the governing body
  - governor involvement in such procedures in line with legislation and guidance
- The policy will be reviewed by the Governors as part of their rolling programme of policy review or at an earlier date if new legislation or guidance necessitates this.

In reviewing this policy reference was made to:

- \* Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion – 2012 - DfE
- \* Behaviour and Discipline in Schools – Advice for Headteachers and School Staff – February 2014 – DfE
- \* Getting the Simple Things Right – Charlie Taylor's behaviour checklists – 2011 – DfE
- \* Exclusions guidance for Hampshire Schools Autumn 2012
- \* Exemplar policies on Hampshire's Governors' website

**Policy reviewed by:** Head of Federation and Curriculum Committee

**Date:** 17/3/15

**Signed:** Gary McAllister (Chair of Governors)

**Next review date:** March 2017 or as required