	WINCHCOMBE SCHOOL
	Winchcombe School Behaviour Management Policy
Effective Date: September 2019 **Review Date: September 2020**	**Review Committee: FGB** **SLT Lead: Parin Gohil**

Contents

....

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

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 online

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor or disrespectful attitude
- Incorrect uniform
- 'Play' fighting or unnecessary physical contact

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.1.1 Governor Behaviour Panels

These are held regularly throughout the year and are an opportunity to congratulate students who are working hard and achieving well, but also advise and support those who are struggling to comply with the systems in place in school. Students and their parents will be invited to meet with a small panel from the governing board along with the Headteacher.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and Home/School Agreement (Appendix 1)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Keep electronic devices off and out of sight
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Housepoints
- Good deeds
- Letters/postcards or phone calls home to parents
- Department and Pastoral rewards and awards
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and/or Referral
- Sending the pupil to stand outside the classroom for 5 minutes to enable 'thinking time'
- 'Parking' the pupil to another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a Head of House, or for more serious incidents directly to SLT
- Letters, emails or phone calls home to parents
- Meeting with parents
- Putting a pupil 'on report'
- Agreeing a behaviour contract, PSP and/or My Plan
- Exclusions (See Exclusion Policy)

We may use the isolation room (Seclusion) in response to serious or persistent breaches of this policy. Pupils may be sent to Seclusion during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also lose their lunchtimes to make up the time and ensure the work is completed.

Seclusion is managed by Mr Coles

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Classroom Agreement and their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - o 'Meet and Greet' at the start of lessons
    - o Establishing clear routines – including a 10 minute silent starter
    - o Communicating expectations of behaviour in ways other than verbally
    - o Highlighting and promoting good behaviour
    - o Concluding the day positively and starting the next day afresh
    - o Having a plan for dealing with low-level disruption – Consistent approaches
    - o Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile phones are not to be used in and around the school. If any student is seen using their phone, it will be confiscated for the remainder of the day. If the problem persists, parents will be requested to collect the phone themselves.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The SEN Graduated Pathway will be initiated if necessary

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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.4.1 Student Support Centre (SSC)

The SSC enables children who have difficulty with the school behavioural system to learn to cope with it. A placement in the SSC will follow the stepped procedure for behavioural management that the school has put in place (Behaviour Triangle) and will follow on from the implementation of a Pastoral Support Plan (PSP) when this has failed to have a positive result. In exceptional cases (e.g. school phobics) the stepped procedure could be replaced by a report from the Inclusion Manager or Attendance Officer.

The aims of a placement in the SSC are two-fold:

- To enable pupils to cope with and adhere to the behavioural expectations of the school
- To successfully reintegrate pupils back into their mainstream classes

The SSC is managed by Mrs Hardie

9. Pupil transition

To ensure a smooth transition to the next year, The Primary Transition Team will visit pupils from all feed primary schools. All students will have inductions sessions during the summer term to meet their new tutors and teachers. Additional visits can be arranged for students with further needs.

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 at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9.1 Managed Moves

A managed move is an agreement between two schools that a pupil will move from one school to another, on a trial basis, normally of 16 weeks. The LA must be made aware of the move and usually would send a representative to a meeting involving the pupil, parents and a representative of both schools. The move must be sanctioned by both Headteachers and will be reviewed after an eight week period. The pupil will be dual registered during this period. If the managed move breaks down for any reason then the student will return to his/her initial school and will cease to be dual registered.

10. Training

Our staff are provided with training on managing behaviour, as part of the school's INSET programme.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Attendance policy
- SEND policy
- Teaching, Learning and Assessment policy
- Uniform policy

This Policy was reviewed and adopted by the Full Governing Body

Adopted		
Signature		**Headteacher**
Signature		**Chair of Governors**
Date		

Appendix 1

HOME/SCHOOL AGREEMENT 2019-20

1.   The School will:
• Have high expectations, challenge and inspire all pupils to work hard and reach their full potential. • Care for pupils' safety and happiness and let parents know about any concerns or problems that affect their child's work or behaviour. • Contact parents if there is a problem with attendance, behaviour, punctuality, equipment or uniform. • Send home regular data reports. • Set, mark and monitor homework. • Arrange subject parents' evenings during which progress will be discussed. • Keep parents informed about school activities through regular letters home, newsletters and notices about special events. • Help pupils prepare for the future by providing appropriate careers guidance and work experience. • Support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle.
2.   The Parent/Carer will:
• See that their child strives for 100% attendance, is on time, properly equipped and in correct uniform. • Let the school know about any concerns or problems that might affect their child's progress or behaviour. • Support the School's policies and guidelines for behaviour. • Monitor Go4Schools to keep up to date with progress, homework, house points and sanctions. • Support their child in homework and check their books/folders to ensure a high standard is maintained. • Attend all parents' evening and discussions about their child's progress or inform school of reasons for the absence. • Get to know about their child's life at the school.
3.   The Pupil will:
• Strive for 100% attendance, be on time, fully equipped, ready to learn, take on new challenges and take part in school activities. Equipment must include a pencil case with black, green and purple pens, pencils, a ruler, a maths set and a calculator. • Be in correct full school uniform, at all times, to promote the best image of themselves and the school. • Aim for the highest standards in all aspects of school life. • Take pride in your work both in class and at home, and understand the importance of homework to support your progress. • Co-operate with **all** members of staff and accept the authority and rules of the school. • Consider and respect the feelings and property of other people, both in school and in the wider community. • Take pride in the school and care for the grounds, buildings, furniture, equipment and books provided. • Attend all parents evening to discuss your progress. • Catch up on any missed classwork and homework if absent from school for any reason. • Build resilience, confidence and independence and lead a healthy and active lifestyle