



WARBLINGTON
SCHOOL

BEHAVIOUR MANAGEMENT POLICY

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Reviewed by	Approved by the Governors	Scheduled Review Date
Headteacher	20 October 2020	Autumn Term 2021

Document Owner: The Governing Body

Leadership Team member responsible: Headteacher

“Better behaviour is the beginning of everything” (Tom Bennett)

We have based our Behaviour Management Policy around the United Nations Convention on the Rights of the Child (CRC) and in particular Article 28 “*Every child has the right to an education. Secondary education must be available to every child. Discipline in schools must respect human dignity.*” By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to take an active role in developing their place in society both now and as adults of the future (Articles 28 & 29). Our children have a right to protection, regardless of age, gender, race, culture or disability. (Articles 1, 2 & 3).

We believe that our Behaviour Management policy is a supportive document, which enables us to put the education of our students at the forefront of our practice.

Rationale

The Governing Body believes that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- promoting exemplary behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a productive relationship with parents and carers to develop a shared approach to involve them in the implementation of the School’s policy and associated procedures.

Aims

All School policies support the whole School aims: in particular, this policy supports:

- to co-operate with those around us
- to accept responsibility for ourselves and others
- to understand, appreciate and respect others

Process and implementation

The Governing Body will establish, in consultation with the Headteacher, 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 that expectations are clear. Governors will support the School in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality-(Articles 1 & 2). They will also ensure that the concerns of students are listened to and appropriately addressed (Article 12). Heads of Year and Form Tutors play a pivotal role in achieving this.

Parents and carers will take responsibility for the behaviour of their children both inside and outside the School. They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and will have the opportunity to raise with the School any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

The procedures arising from this policy are developed by the Headteacher in consultation with the staff and students. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility, and that every member of the School has a responsibility towards the whole community.

The Assistant Headteacher meets regularly with Heads of Year and the Student Support Manager to analyse the behaviour reports on the ClassCharts system.

Heads of Year will meet on a weekly basis with Form Tutors and will analyse the behaviour reports and discuss strategies concerning individual students.

Rewards

A School ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Ready to Learn System

The Ready to Learn system was developed alongside a rigorous period of student and staff voice. The system focuses on students being prepared and ready to make the best of the opportunities they have and to be able to positively contribute to their communities'. The expectation is that all young people will proudly attend school fully equipped for their learning, wear the correct school uniform and to be passionate about improving their learning. Please see Appendix 1 for details behind the organisation of the Ready to Learn system.

Training

The Governing Body and Leadership Team will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Inter-relationship with other School policies

In order for the behaviour policy to be effective, a clear relationship with other School policies, particularly equality of opportunity, special educational needs, anti-bullying, safeguarding and child protection has been established.

Involvement of outside agencies

The School works positively with external agencies where possible. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available (eg Educational Psychology Service, Locality Team Service, Education Other Than At School (EOTAS), Child and Family Guidance, Primary Mental Health Workers, Virtual School etc)

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed. An annual report will be presented to Governors to reflect on the year.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

APPENDIX 1 Organisation of the Ready to Learn System

The Ready to Learn Policy centres around students following the A-F of expectations.



Within tutor groups, students are given a “Ready to Learn” card, which enables those children who have followed the expectations each day to be rewarded with 5 Pride Points every Friday. Students who may forget a pen or be missing an aspect of their uniform are recorded on this card and when 3 ‘strikes’ are reached they are set a thirty minute detention.

Daily Tutor Time

Students will have a “Ready To Learn” Card.

Warblington School **READY TO LEARN**
Guidance, Integrity, Accountability, Respect

★ ★ ★ ★ ★

Name: _____
 Tutor Group: _____

If you lose this card or refuse to hand over = 2 strikes

Term 1	1 st Strike	Staff	2 nd Strike	Staff	3 rd Strike	Staff
Uniform						
Equipment						
Late to school						
Conduct out of lesson						

Growing Minds, Successful Futures

Each day students will have their card filled in by their Tutor. If they are **not dressed correctly**, **do not have the right equipment**, are **late to school** or have **behaviours** listed on class charts from the previous school day, they get a **strike**.

3 strikes on their card will lead to a 30 minute detention being issued.

In lessons, the same six expectations are followed. Should an aspect be missing in lessons, students will be given a ‘yellow’ strike on ClassCharts with staff verbally reminding the student and class of the expected behaviour which was missing. Should a student go onto either repeat the same offence (e.g. talking to a peer) or have a different infringement (e.g. be late to class – strike 1 / be talking with peers later in the lesson – strike 2) they will then be issued with a second ‘yellow strike’ which equates to a “red” card.

Red Card Exit Ticket

		<h2 style="margin: 0;">READY TO LEARN</h2>	
<p>It's all about learning. Students deserve disruption free lessons every minute of every lesson.</p>			
<p>Student Name: _____</p>		<p>Tutor Group: _____</p>	
<p>Always follow adult instructions</p>		<p>You have failed to act on a warning</p>	<p>You must go directly to Student Support</p>
<p>Be polite and respectful at all times</p>			
<p>Complete all work to the best of your ability</p>			
<p>Do bring the correct equipment/books/materials to all lessons</p>			
<p>Ensure you arrive on time and your uniform is correct</p>			
<p>Follow mobile phone procedures</p>			
<p>Teacher: _____</p>		<p>Date: ___/___/___ Time: ___:___</p>	

Having been issued the second yellow, the student is then handed their 'red' card and they leave their classroom and make their way to the Reflection Room where they are expected to reflect on what aspects of the Ready to Learn policy they hadn't met and to work in silence for the rest of the lesson. The member of senior staff within the room will monitor their attitude and if they feel that the student will be able to reengage with their learning, they are able to attend their next lesson.

Students who receive repeated 'red' cards will remain in the Reflection Room for the day, or will spend the next day in there.

As a further consequence of receiving a 'red' card, the student is given a same day 30 minute detention. During the whole school detention, the member of staff who issued the 'red' card meets with the student from their lesson and a restorative discussion is held, mediated by senior staff if needed to restore the relationship between staff and student before the next lesson.

Senior staff running the Reflection Room complete a spreadsheet to identify the potential "hot spots" across the school and Year Leaders use this to base their interventions within their year groups. The spreadsheet is also used alongside the Teaching and Learning monitoring to identify staff for whom behaviour management may be an issue.