



BEHAVIOUR MANAGEMENT POLICY

This policy is applicable to all pupils including those in the EYFS.

General

This policy provides a framework for the creation of a happy, secure and orderly environment in which pupils can learn and develop as caring and responsible people. It is written for all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Windermere School does not condone or sanction corporal punishment in accordance with the School Standards and Framework Bill (amendment) 1998.

We have used the non-statutory advice from the DfE “Behaviour and Discipline in Schools” 2013 to structure this document.

This policy will be reviewed annually or earlier if necessary.

Our mission

At Windermere School our mission is to produce confident and compassionate people. Through teaching excellence, supportive pastoral care and experience of our environment, we encourage individual success for community good.

Our vision and mission are shaped by our determination to encourage self-knowledge, articulated by our school motto: *Vincit qui se vincit* – One conquers who conquers oneself. Today that means: overcome yourself and you will achieve, which is what Windermere School is all about - challenging people to excel.

Our Ethos

We want our students to have the confidence and resilience to stand up for what is right and the desire to reach out to others. This balance of confidence and compassion is not on any syllabus, yet it is central to everything we do and embedded in our aims and values.

We are determined to ensure all our students leave with an enduring foundation for life and their futures. We want them to have the qualifications, skills and values that they need to live safe and fulfilled lives, but also to know that they can overcome adversity, remain true to their purpose, and be of service to others.

With regard to the DfE guidance 2011 *Behaviour and Discipline in Schools*

The promotion of Behaviour Management Policy will:

- Allow all students, where reasonably possible, irrespective of their individual needs, to access the curriculum at Windermere School.
- Aim to have a consistent approach to behaviour whilst also understanding students personal circumstances.
- Aim to provide strong leadership and clear expectations in the classroom.
- Aim to give appropriate rewards and sanctions recognising good behaviour at all times.
- To train and support staff in dealing with students appropriately
- To use the new Tutoring System effectively to support all students throughout their career on an individual basis and to liaise frequently with parents.
- To take seriously and respond appropriately to students who are found to have made malicious accusations against staff.

We Aim to:

- Inspire our students through a broad and balanced curriculum that challenges inside and outside the classroom, where they learn about their strengths and weaknesses, and are encouraged to reach beyond themselves;
- Support our students to develop their individual academic, creative and sporting talents and skills of leadership to enable and empower them to make an active and real contribution to their world;
- Use our unique location at the heart of mountains, lakes and rivers as our greater classroom for adventure and adventurous learning, where our students will learn directly about the environment, each other and themselves;
- Foster a democratic and accountable culture where our students contribute fully to school and community life and take increasing responsibility for their own learning and actions;
- Encourage a global perspective by providing opportunities for all our students irrespective of gender, race and beliefs and encouraging them to value and respect differences.

Celebrate Differences

- We will allow all students, where reasonably possible, irrespective of their individual needs, to access the curriculum at Windermere School, we respect and celebrate differences and therefore in line with the Equality Act 2010 we will make reasonable adjustment for these pupils.

Provide Support Systems for all pupils

- All pupils should feel safe and supported at School and with this in mind we will ensure that each pupil has a robust support network. We will do this by:
 - Having a consistent approach to behaviour whilst also understanding students personal circumstances.
 - Providing strong leadership and clear expectations in the classroom.
 - Giving appropriate rewards and sanctions recognising good behaviour at all times.
 - Training and supporting staff in dealing with students appropriately
 - Using the Tutoring System effectively to support all pupils throughout their career on an individual basis and to liaise frequently with parents.
 - To take seriously and respond appropriately to students who are found to have made malicious accusations against staff.

Communicate Effectively with Parents and other agencies

- To support good behaviour and deal appropriately with poor behaviour choices the School will talk openly and honestly with parents at all times.
- Parents are encouraged to communicate with the tutor through email, telephone, appointment or homework diaries to discuss any worries.
- In the cases where other agencies are involved with a pupil, the Deputy Heads (Pastoral) will usually nominate the most appropriate member of staff to work alongside these agencies. The aim will always be to promote the well-being of the child involved.

Facilitate smooth transitions

- Throughout a pupils school life they will all have to progress through to the next stage of their education. For some pupils this transition makes result in anxiety and therefore inappropriate behaviours. In order to give each pupil the necessary skills and strategies to move smoothly through these stages we will work with each individual to plan their journey.
- Tutors will formulate appropriate plans for each of their pupils.
- Transition points could be:
 - From EYFS to year 1
 - Year 2 to Year 3 (KS1 to KS2)
 - Year 6 to Year 7 (Prep School to Senior School)
 - Year 9 to Year 10 (This is when pupils start to study for external examinations)
 - Year 11 to Sixth Form.
 - Sixth Form to the outside world.

Responsibilities:

All members of the school community (teaching and non-teaching Staff, parents, pupils and Governors) work towards the school's aims and objectives by:

- Treating pupils and adults as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school;
- Providing a well-ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviour and work;
- Rejecting all conduct involving bullying or harassment;
- Helping to develop strategies to eliminate undesirable behaviour inside and outside the classroom, and taking pride in the physical environment of the school.
- Applying all rewards and sanctions fairly and consistently. None of which will be either degrading or humiliating.
- Planning interesting and demanding lessons which contribute towards good behaviour
Records all incidents of inappropriate behaviour on Pupil Pastoral File (Elleray Campus) and SIMS or Student File (Browhead Campus). See Discipline Handbook for details.

Parental co-operation

Parental co-operation forms part of the contract between the school and all parents of pupils at the prep school. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

Appeals

Parents are entitled to appeal against any exclusion to the Governing Body. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body and a hearing will be set up as quickly as possible, but within 10 days at the latest.

The Governors' decision is final*.

This is not the case with a boarding pupil and in these cases parents have the right of appeal to Ofsted

Role of the Head

The Head's role is to determine the detail of the standard of behaviour acceptable at the School, to the extent that this has not been determined by the governing body. The Head has the day-to-day responsibility for maintaining discipline that will include making rules and provision for enforcing them.

Role of the staff

All School staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently.

Standards of behaviour

- We expect high standards of behaviour and endeavour to encourage good habits of work and behaviour from the moment a pupil enters the school. All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.
- Punctual attendance at school and lessons is required.
- All absence from lessons must be explained and unexplained absence will be followed up by the Office.
- It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Rewards and Sanctions

Please see the whole school Behaviour Handbook for full details of appropriate rewards and sanctions for different situations. All staff should ensure that individual circumstances of each pupil are taken into account whilst being fair and consistent.

Rewards (Pre-School – Year 6)

The most commonly used rewards include:

- a) Verbal praise to individuals or a group
- b) Star of the Week
- c) Golden Time
- d) Teddy Bear Stamp
- e) Stars
- f) Compass Stamp
- g) Headmasters Commendation
- h) Compass Badge
- i) Scientist of the week
- j) School Colours for Sport
- k) House colours

House Colours

These are awarded at the end of each term by the House Captain and House staff and are valid for the following term. Colours are awarded for significant contributions to the House during the term, for example with Duties, Crew Break or continually helping with events and organisation, always giving their best during competitions, etc. A one-off good performance in a House match probably would not be sufficient.

Sanctions

Sanctions can be informal or formal and there is no set sanction for a particular misdemeanour, although there are guidelines and generally accepted procedures. Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All staff must seek to ensure that punishments are proportionate to the offence, and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

Elleray Campus Sanctions

Pastoral File

All sanctions must be recorded; this is done directly onto the Pastoral File for the appropriate cohort. All Form Teachers have access to their cohort's pastoral files and can be found on the One Drive area of Orrest. Form teachers check and update these regularly.

The Form Teacher should be informed of any problems regarding a pupil in their class. In the case of boarders, boarding staff should be informed by the Prep School member of staff initiating the action. Notes should be added directly to SIMS.

A 'Conduct Mark':

A conduct mark is a warning to the pupil that they have made a bad choice in a situation or have been seen or overheard by a member of staff behaving in an inappropriate manner. A pupil may receive a number of conduct marks as warnings before a more serious sanction is imposed. A Conduct mark is recorded on the pupil's current report and stays on for that term only; and on their Pastoral file until the end of Y6. Parents are informed of a Conduct Mark by the Form Teacher by means of telephone call or e mail with an opportunity to discuss the issue offered.

More Serious Sanctions

A 'Head's Referral':

A Head's Referral is given when a child has received a number of conduct marks in a short space of time (3 within one term) or has committed a more serious offence such as bullying or deliberate damage to school property. The Head of Elleray Campus will meet with the pupil and discuss strategies regarding positive behaviour. A Head's referral is recorded on the pupil's current report and stays on for that term only. It is also recorded on the management planner and the pupil's Pastoral file. Parents are informed of a Head's Referral by the Head of Elleray Campus.

A malicious accusation against a member of staff will result in an immediate Parental Referral.

A 'Parental Referral':

A Parental Referral can only be issued by the Head of Elleray Campus and is for extreme antisocial behaviour which may include un-provoked violence, repeated serious offences or a malicious allegation made against a member of staff. Parents of the pupil will be required to attend a meeting with the Head of Elleray Campus and strategy will be put in place to encourage a change in behaviour. (Behaviour report, Sanctions or withholding participation in a forthcoming event or fixture) **A Parental referral is recorded on the pupils current report and stays on for that term only. It is also recorded directly on SIMS.**

The Senior School

Role of Tutors

Tutors should regularly review the progress each of their tutees and discuss their progress individually every three weeks. Good behaviour should be celebrated with the tutor group.

Tutors should review merits gained by students each cycle and congratulate their successes in all areas of school life. They should also communicate successes to the relevant HoS to enable them to talk to the section about successes in section assemblies. Tutors should set targets for each tutee in consultation with the tutee and class teachers: these targets should concentrate on the encouragement of good behaviour when required.

Tutors should communicate with parents over behaviour issues and together decide how good behaviour can be promoted.

Role of HoS

HoS should communicate good behaviour and achievements in section assemblies

HoS should award pupil of the week when appropriate

HoS should regularly review merits achieved

The Merit system

A merit system is in place to recognise positive achievements in all areas of the school. Collection of these leads to bronze, silver, gold, HoS and Headmaster's rewards which can range from home clothes day with two friends to tea at the Headmaster's house.

Sixth Form Students

Merits can be given to Sixth Form students.

For Sixth Formers who lead by example, positions of responsibility are available such as Head Girl and Head Boy, Heads of House and, co-ordinators in different areas of the School.

Sanctions

At Windermere School we are committed to allowing each student to learn in a secure and productive environment in order to do this a strong but fair and understanding discipline policy is required.

Students should be aware of their mistakes, given chance to make amends and then be able to start again. When students struggle to behave in the correct way we will help them with appropriate targets to enable them to move forward.

For serious or perpetual issues parents will always be involved in discussions about a way forward for their son or daughter.

We are aware that at times a student's behaviour may be as a consequence of something else, which is going on in their lives. We will always be mindful of this when deciding on punishments and targets.

Below is a list of some possible sanctions:

- **Lunchtime duty**
- **Lunchtime detention**
- **HoS Report**
- **Deputy Head's report**
- **Headmasters' report**
- **Saturday morning detention**
- **Gating**
- **Signing gating**
- **Internal suspension**
- **Internal isolation**
- **External suspension**
- **Exclusion**

PLEASE NOTE THAT WINDERMERE SCHOOL DOES NOT USE CORPORAL PUNISHMENT.

Hearings and Exclusions

If a student commits a misdemeanour deemed as serious, which could result in an eventual exclusion, they will be initially suspended from the school.

There will then be a short period usually a maximum of 5 working days where relevant staff will put together a case to be heard by a panel of three members of staff (not necessarily teaching) who have as little as possible knowledge of the events leading to the suspension.

One member of staff will chair this panel; the Headmaster will not be on the panel.

The parents and student will be informed of the date time and make of the panel prior to the hearing and invited to attend.

A factual account of the misdemeanour will be given to the panel by two relevant staff; the student and their supporter will have right to question and reply. The panel after questioning all parties will retire to make a decision and recommendations will be made to the Headmaster.

The Headmaster will consider the recommendations of the panel before making a decision, and communicating this to the student and parent within 36 hours.

If unhappy with the Headmaster's decision the student and parents have the right to appeal to the board of governors.

Windermere School (Browhead and Elleray Campuses)

Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at Windermere School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Involvement of Pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, [e.g. via the Senior Council, which meets regularly.]

School Expectations

The school's Expectations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Copies of the Expectations are set out in the welcome documentation and may change from time to time. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole. Parents and students are asked to sign these expectations on entrance to the school.

The Headmasters, undertake to apply any sanctions fairly, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include: conduct marks, parental meetings, restorative action plans, detention withdrawal of privileges, and suspension for a specified period, removal or expulsion. The school's policy on Discipline and Exclusions is set out on the school website and all pupils and parents should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches. Examples of serious breaches of the rules and regulations include

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment
- Racist, sexist or homophobic abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Malicious accusations about a member of staff

Teacher's Powers

- Teachers are permitted to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction. (Sections 90 and 91 of the education and Inspections Act 2006)
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher.
- Teachers are permitted to issue detentions outside of school hours; however, a detention should not be given if the timing of this could put a pupil at risk e.g. them having to walk home alone in the dark.
- Any out of school hours detentions must be communicated to parents so that they are able to make alternative arrangements, please give 24 hours' notice.
- Teachers are permitted to confiscate pupils' property for a fixed period of time, provided it is looked after appropriately.

Pupils who make Malicious Accusations against a Member of Staff

- The School will not tolerate any purposeful and malicious accusations made falsely with intent against a member of staff.
- Pupils must understand that this type of behaviour will be treated seriously and could, in extreme cases result in a pupil being asked to leave the School.

Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enable school staff to use 'such force as is reasonable in circumstances to prevent a pupil from doing or continuing to do' any of the following:

- Committing any offence (or for a pupil under the age of criminal responsibility what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching lesson or otherwise

The Act also defines to whom the power applies as follows:

- Any teacher who works at the school
- Any other person whom the Headmaster has authorised to have control or charge of pupils

Our staff are trained in the circumstances in which reasonable minimum force may be used. In particular they are advised always to use their voices first, to use minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate these include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared with using other strategies

Every member of staff will inform the Headmaster immediately after he/she has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint and invite them to the school so that we can, if necessary, agree a protocol for managing that individual pupil's behaviour.

Teaching and learning

Windermere School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offers every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Complaints

A copy of the School's complaints procedure is published on our website. We undertake to investigate all complaints and notify you of the outcome of the investigation within 28 days. We maintain records of complaints for three years.

Appendix 1

School Expectations – these are discussed with the pupils each year and at the Senior School each pupil is required to sign to say they agree to abide by the expectations.



School Expectations – Pupils at the Preparatory School

Every pupil at Windermere Preparatory school is expected to:

- ✓ Show courtesy and respect for others at all times.
- ✓ Look after school property and to treat the belongings of others with respect.
- ✓ Remain within the school grounds and keep off the turning circle and main drive.
- ✓ Wear their uniform smartly with shoulder length hair tied back.
- ✓ Move quietly round school, walking not running inside the buildings.
- ✓ Show allegiance to your House and Crew, listen to and support your House Captain and Vice- Captain.
- ✓ Consider others at playtimes
- ✓ The Preparatory School Council wrote the following rules about playtimes in 2009 and revised them in 2013:
 - ✓
 1. Make sure everybody has fun making dens
 2. No raiding or wrecking
 3. No climbing above the permitted height (within a teachers reach) Share logs and branches
 4. no snapping branches from trees,
 5. no fighting with sticks,
 6. no throwing sticks
 7. if you find something unusual in a den don't pick it up and tell a teacher immediately.
 - 4. Share den making equipment
 - 5. There should be no leaders – everyone is equal and should have their say.



3.2. School Expectations – Students in Years 7 – 9

As part of our School Charter all students are expected to sign this document at the beginning of each academic year.

I agree

- to show due consideration and respect to all members of the School community
- to be truthful at all times
- to take responsibility for my belongings and any equipment entrusted to me by the School
- to respect the School environment
- to respect the property of others (this includes not taking, moving or using someone else's property)
- to remain on the School grounds unless given permission by a member of staff to do otherwise
- to neither consume, possess nor buy cigarettes, smoking related paraphernalia alcohol or illegal substances whilst on School premises or acting as a member of the School community
- to not use my mobile phone during the school day (unless directed by a member of staff) except during break times unless there is an emergency
- to not chew gum on the School site
- to follow the rules regarding uniform and jewellery
- to be bound by the school policies including the IT Acceptable Use Policy
- to not engage in sexual relations with another member of the school
- to be a good role model
- to take responsibility for my actions

Signed: Date:



3.3 School Expectations – Students in Years 10 and 11

As part of our School Charter all students are expected to sign this document at the beginning of each academic year.

I agree

- to show due consideration and respect to all members of the School community
- to be truthful at all times
- to take responsibility for my belongings and any equipment entrusted to me by the School
- to respect the School environment
- to respect the property of others (this includes not taking, moving or using someone else's property)
- to remain on the School grounds unless given permission by a member of staff to do otherwise
- to neither consume, possess nor buy cigarettes, smoking related paraphernalia alcohol or illegal substances whilst on School premises or acting as a member of the School community
- to not use my mobile phone during the School day (unless directed by a member of staff) except during break times unless there is an emergency
- to not chew gum on the School site
- to follow the rules regarding uniform and jewellery
- to not engage in sexual relations with another member of the School
- to respect both my own and others independent learning by behaving appropriately in quiet study areas
- to be bound by the School policies including the IT Acceptable Use Policy (Appendix 7)
- to be a good role model
- to take responsibility for my actions

Signed: Date:



3.4 School Expectations – Students in Years 12 and 13

As part of our School Charter all Students are expected to sign this document at the beginning of each academic year.

I agree

- to show due consideration and respect to all members of the School community
- to be truthful at all times
- to take responsibility for my belongings and any equipment entrusted to me by the School
- to respect the School environment
- to respect the property of others (this includes not taking, moving or using someone else's property)
- to remain on the School grounds unless given permission by a member of staff to do otherwise
- to neither consume, possess nor buy cigarettes, smoking related paraphernalia, alcohol or illegal substances whilst on School premises or acting as a member of the School community
- to not use my mobile phone during the School day (unless directed by a member of staff) except during break times unless here is an emergency
- to not chew gum on the School site
- to not engage in sexual relations with another member of the School
- to respect both my own and other's independent learning by behaving appropriately in quiet study areas
- to respect the school environment and particularly take ownership of the Sixth Form areas
- to not bring a motorised vehicle onto site without prior permission from the Head of Sixth Form
- to follow the rules contained in the Sixth Form handbook regarding dress code and jewellery
- to be bound by the School policies including the IT Acceptable Use Policy (Appendix 7)
- to be a leader who sets a positive example to the rest of the school community.
- to take responsibility for my actions

Signed: Date:

Compiled		January 2008	J Parry
Approved		January 2008	A Graham
Reviewed		December 2009	J Parry
Reviewed		December 2010	J Parry
Reviewed		April 2011	J Parry
Approved		May 2011	B Freeman
Approved		May 2011	I A Lavender
Updated (Prep School)		October 2011	B Freeman
Reviewed and Updated	Version 4	January 2012	J Parry
Approved		January 2012	I A Lavender
Reviewed	Version 5	June 2012	
Approved		June 2012	B Freeman
Approved		June 2012	I A Lavender
Reviewed	Version 7	September 2013	J Parry
Approved		September 2013	B Freeman
Approved		September 2013	I A Lavender
Reviewed	Version 7.1(draft) awaiting approval	January 2014	J Parry and R Thomas
Reviewed	Version 8 Draft	October 2014	R Thomas J Parry J Davies
Reviewed	version 8.1 draft	November 2014	R Thomas
Checked	Version 8.1 draft	January 2015	J Parry
Reviewed	Version 9	September 2015	J Parry
Reviewed	Version 10	September 2016	J Parry
Revised and reviewed in line with new ISI regulations	Version 16.1	January 2017	J Parry / J Davies
Reviewed	Version 17	August 2017	J Parry / J Davies