



Believe, Strive, Achieve

Winklebury Federation

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EMAIL FROM THE HEADTEACHER 25/11/25 – Behaviour Policy

Good morning,

I'd like to start by thanking everyone who found the time to complete the survey regarding behaviour at Winklebury Infant and Junior Schools - I really do appreciate and value your input. As is always the case with things like this, there were many different responses, which covered a range of different opinions, thoughts and viewpoints. However, the majority of people felt that behaviour at Winklebury was generally good, with most of the children making good choices most of the time, which is a great starting point! There was also a general consensus that praise, recognition and positive rewards for good behaviour choices are more effective than punitive sanctions. It was also felt that when children do make mistakes, the focus should be on trying to understand what went wrong and supporting the children to learn from the mistakes - linked to this was the idea that the consequence should reflect what happened, the individual child and any previous incidents, and be focussed on helping them learn. It was also clear that school and home working together really matters and parents and carers want to know how their child is doing at school so that they can celebrate the successes as well as support when things don't go right.

These views very much matched the views of staff and the children themselves, which definitely helped, when reviewing our behaviour policy. I have attached the new behaviour policy so that you can read it in full, but the key things to be aware of are:

- our policy is a Relationship and Behaviour Policy, so it focuses on developing positive relationships with the children and using these to help them regulate their emotions and manage the associated behaviours,
- we are keeping our rules - Be Safe, Be Ready, Be Respectful,
- there are lots of ways we can reward children, some old and some new, including praise, stamps, stickers, certificates and you may have even received a wow slip home, letting you know your child has done something amazing,
- we are using the vocabulary of stage 1, 2, 3, 4 and 5 with the children - these stages have always been part of the policy but the children were only really aware of stage 4 and 5. Through staff using the vocabulary associated with the earlier stages with the children, they are identifying when children first start to wobble, making it easier for them to turn their behaviour round and make better choices, before things escalate,
- consequences are more fluid - rather than a child automatically losing 15 mins of their lunch for a stage 5, the consequence depends on what actually happened, the children involved and any previous incidents,
- there is a clear focus on restorative conversations and children talking through what went wrong, why it went wrong and what they could do differently next time.

We had a whole federation assembly a couple of weeks ago, where I talked through the policy and explained the changes to the children. They were clearly excited about the different rewards they could earn (especially hot chocolate with the Headteacher at the end of every half term!) and also understood why things were going to be a little different. We talked about the concept of equity as opposed to equality, which is a difficult concept to grasp, but using the picture below, they clearly got the idea that even if things are different for different people, it can still be fair and actually sometimes different people need different things in order to make it fair. To try to help the children with this concept, we talked about the fact that we all find some things easy and some things hard. If you find English or maths hard, then the adults in school would do things to help you - you might get easier work, an extra resource to help with the work, some extra practise out of class or some additional adult help in class. We agreed that if someone found English or maths hard, we wouldn't tease them, laugh at them or try to make it harder for them, we would help and support them. Behaviour is exactly the same - some people find it easy, some people find it hard, and if you find it hard, you will get extra help and support with it. We finished the assembly by talking

about what we could all do to help if someone was finding behaviour hard in terms of giving them some space, not encouraging them, not provoking them and letting the adults help them.

As is always the case with these things, change takes time and things won't be perfect over night - in fact they will probably never be perfect as we work with children and part of them growing up is making mistakes and learning from their mistakes! However hopefully having reviewed the policy and worked as a federation, to ensure that everyone understands the policy, there will be a consistent approach and everyone can work together to help the children develop the knowledge, skills and understanding they need to regulate their emotions, make good choices about their behaviour and work together to be successful in school.

Kind regards

Mrs Bartlett

You can find the Relationship and Behaviour Policy [here](#).