



BEHAVIOUR

Last Review Date	November 2015	Next Review date	November 2016
Leader of Policy Review	Mrs. J. Cooper, Mr. C. Ellis		
Associated Policies	Additional Needs, Anti-Bullying, Assessment, Child Protection, Conduct on School Buses, Drug and Drug Education, Examinations, Exclusions, Home School Partnership,		

The aims of the School provide a framework within which all staff work to establish positive, healthy, caring and secure learning environments. This involves engendering in students an appreciation of the contributions made by others to the school community, and helping to develop trust, friendship and loyalty within an open atmosphere of integrity and respect. By valuing and developing every student to their maximum potential, a positive and caring ethos is created which reduces the need for disciplinary action and sanctions. Staff promote these aims by:

- Maintaining interesting and stimulating learning environments
- Using a range of teaching strategies to motivate, engage and challenge
- Showing personal enthusiasm and encouragement
- Applying the principles of equal opportunities for all students
- Using reward systems
- Providing quality assessment, feedback and marking
- Providing a range of extra-curricular activities
- Using a range of data to plan intervention
- Being proactive in approach eg. The introduction of the Behaviour Support Team
- Introducing support strategies eg. the introduction of the Breakfast Club

Basic procedures for good behaviour management are based upon consistency in applying school procedures and ensuring that any sanctions are appropriate, proportional, and applied solely to offenders. The School actively pursues strategies to listen to students, and the School Council has discussed behaviour management and their views have been incorporated into this policy. Their involvement contributes to a sense of ownership of the school and the development of a positive ethos.

BEHAVIOUR MANAGEMENT and SANCTIONS

Behaviour management starts with group tutors and subject teachers setting an appropriate tone with every group using good classroom management techniques. Where it occurs, poor behaviour is dealt with by teachers following the agreed procedures (see flowcharts), and by involving Heads of Department or Area Coordinators. Information regarding individual students is passed to the House team using SIMS behavior log. This information leads to appropriate intervention and sanctions, and as a means of gaining an overall picture of an individual's pattern of behaviour.

In cases of very serious incidents, staff use the 'On-Call' system – this means that a note is sent immediately to the School Office who will then ask a senior member of staff to respond as a matter of urgency. Incidents that occur outside of lessons are the responsibility of all staff, especially those on duty. Major breaches of indiscipline (fighting, bullying, smoking, etc.) are referred to the Head of House and/or a Leadership Group.

When students fail to reach acceptable standards, a variety of sanctions may be applied including:

- Report Card / Target Card - A student may be placed on report to monitor progress, behaviour, punctuality, or homework. Parents are informed and are encouraged to sign the report each evening.
- Withdrawal of free time through detentions (24 hours notice is required for after-school detentions)
- Removal from particular teaching groups / off timetable to work in isolation
- Withdrawal of extra-curricular opportunities and privileges
- Withdrawal of school transport
- Interview with parents, possibly including compiling a behaviour contract
- Involvement of the Additional Needs Department or outside agencies
- Period of exclusion from school
- The use of restorative justice inc. trained members of Behaviour Support Team

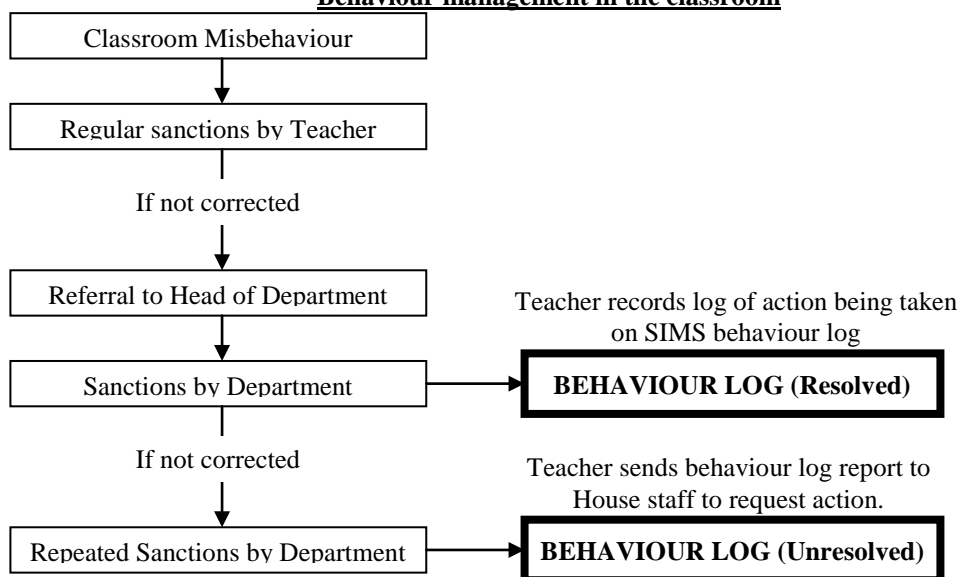
IMPLEMENTATION OF POLICY

The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures, and for supporting any member of staff faced with challenging behaviour. The Governing Body will ensure that there is no differential application of this policy and associated procedures on any grounds, and that it is in line with our equal opportunities policy.

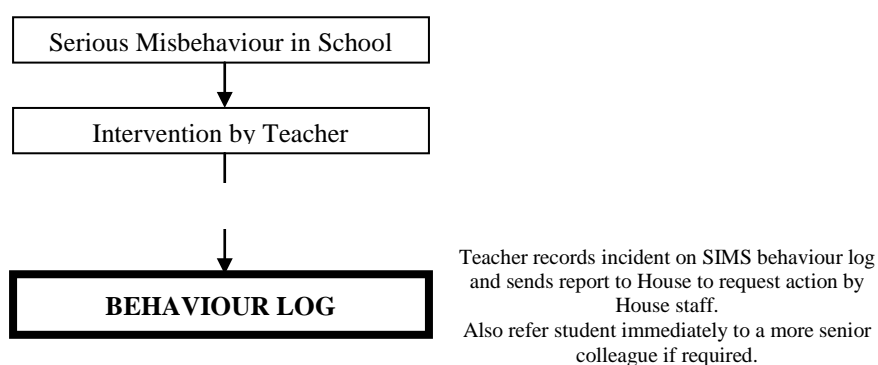
Staff will periodically receive quality training on aspects of behaviour management to support the implementation of this policy, including through NQT programmes. The annual School Development and Improvement Plan (SDIP) includes sections relating to the support of a positive ethos, including strategies to secure successful behaviour management.

Information regarding the School's policies is contained in the School Prospectus. The Governing Body has been closely involved in drawing up this Policy, reviewing procedures, implementing support and taking appropriate action. It incorporates the recommendations taken from a range of WG documents.

Behaviour management in the classroom



Management of a serious incident in/outside the Classroom



REWARDS

Achievement Cards are awarded by teachers to recognise good work. Examples leading to the award of a card might be a number of good pieces of work, a single outstanding piece of substantial work or sustained good effort.

Achievement Certificates are issued by the Headteacher to recognise achievement. Students chosen to receive certificates are based on the outcomes of progress checks and reports.

