

Policy Statement: Behaviour Management

Rationale

- **To recognise** that the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.
- **To create** the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect for the needs and aspirations of all members of the school community.
- **To promote** high standards of work and behaviour so:
 - assisting the full development of the potential of all pupils
 - preparing pupils for life beyond statutory school age
 - enhancing the reputation of the school for the benefit of the pupils.
- **To cultivate** in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.
- **To ensure** that the school supports its learners in achieving the five outcomes of Every Child Matters ie. Be healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being.

Purposes

- To establish/maintain the teacher-pupil relationship by promoting a proper regard for authority.
- To establish clear expectations of appropriate behaviour among pupils, parents, staff and governors.
- To encourage an environment in which good staff/pupil relationships can develop.
- To achieve consistency in staff management of pupil behaviour.
- To take appropriate action to reduce the risk of poor behaviour occurring and to prevent a disproportionate amount of behaviour issues arising among more vulnerable pupils.
- To recognise, reward and publicise the positive achievements of pupils as part of a culture of achievement and an ethos of success.
- To develop self esteem and appreciation of work.
- To encourage students to make appropriate choices.

- To prevent pupils being disadvantaged by the behaviour of others.
- To discourage bullying and promote equality for all.
- To promote the care of, and respect for:
 - pupils, staff and the general public
 - the property of pupils, staff and visitors
 - the premises/resources of the school and the community.
- To encourage acceptable behaviour:
 - in the environment of the school
 - on the roads to and from school
 - on public transport
- To recognise the importance of attendance, punctuality and appearance.
- To inform and consult parents regarding pupils' achievements and problems.

Guidelines (for implementation)

- All teaching and learning programmes will support the development of pupils' social, emotional and behaviour skills.
- A Code of Behaviour has been agreed which underpins this policy.

Teamwork and Respect – Higher Standards (TRHS)

“Every Teacher has the right to teach and every pupil has the right to learn”

- All staff will take a consistent approach to behaviour management, teaching and learning.
- All staff have the responsibility to teach, and encourage acceptable standards of behaviour in keeping with the school's values and beliefs.
- All pupils will be given equal and appropriate access to praise.
- The school will seek to develop a physical environment and organisational structure which enhances positive behaviour.
- Consideration will be given to improving behaviour when determining group composition.
- Transition between Key Stage 2/3 will be a key aspect of the work of the Head of Year 7.

- There is a clear structure of rewards and sanctions communicated to all members of the school community.
- Pupils and parents will be engaged in reviews of the Behaviour Management Policy and methods of developing school values.
- Parents will be made aware of school expectations through the Home-School Agreement and their role in helping pupils to achieve them.
- Support networks within school and the wider community will provide effective intervention in behaviour management for more vulnerable pupils.
- Training needs of all members of staff on issues related to behaviour management will be reviewed annually by the DPD.
- Staff should take note of other related policies;
 - Attendance/Attendance Records
 - Bullying
 - Dress and Appearance
 - Rewards
 - Rules

These issues are also covered in the School's Prospectus as are the following statements:

- Philosophy
- Aims
- Equal opportunities
- Expectations
- Support & Guidance
- Discipline
- School Wear
- Staff should take note of the relevant sections in the Staff Handbook, pages:
 - Code of Behaviour
 - Behaviour: Climate Setting
 - Behaviour
 - Pupil Intervention
 - Rewards and Sanctions
 - Pupil Sanctions: Referral Procedures
 - Disciplinary Procedures
 - Sanctions Grid
 - Integration SENCOP/Disciplinary Procedures
 - School Wear
 - Charging
 - Pupil Property
 - Confiscation

- Staff should take note of the relevant sections in the Student Planner, pages:
 - Recording Achievements
 - Code of Behaviour
 - Courtesy, Bullying, Racism, Sexism
 - Transport and Transport Code
 - School Wear
 - Rewards and Sanctions
- Staff should familiarise themselves with “The School Rules”, and Code of Conduct. These are published annually at the beginning of each school year. Tutors must remind pupils of their content and they are to be displayed in each tutor room.
- Staff should familiarise themselves with the notes which accompany the annual “Staff Duty Rota”.
- Policy issues are published periodically in the School Newsletter.

CONCLUSION

The implementation of this policy will enable the school to maintain high standards of behaviour. Positive behaviour management will ensure the high quality of Teaching and Learning through enhanced relationships between all members of the school community. In achieving high standards of behaviour the welfare of all members of the school community will be enhanced.

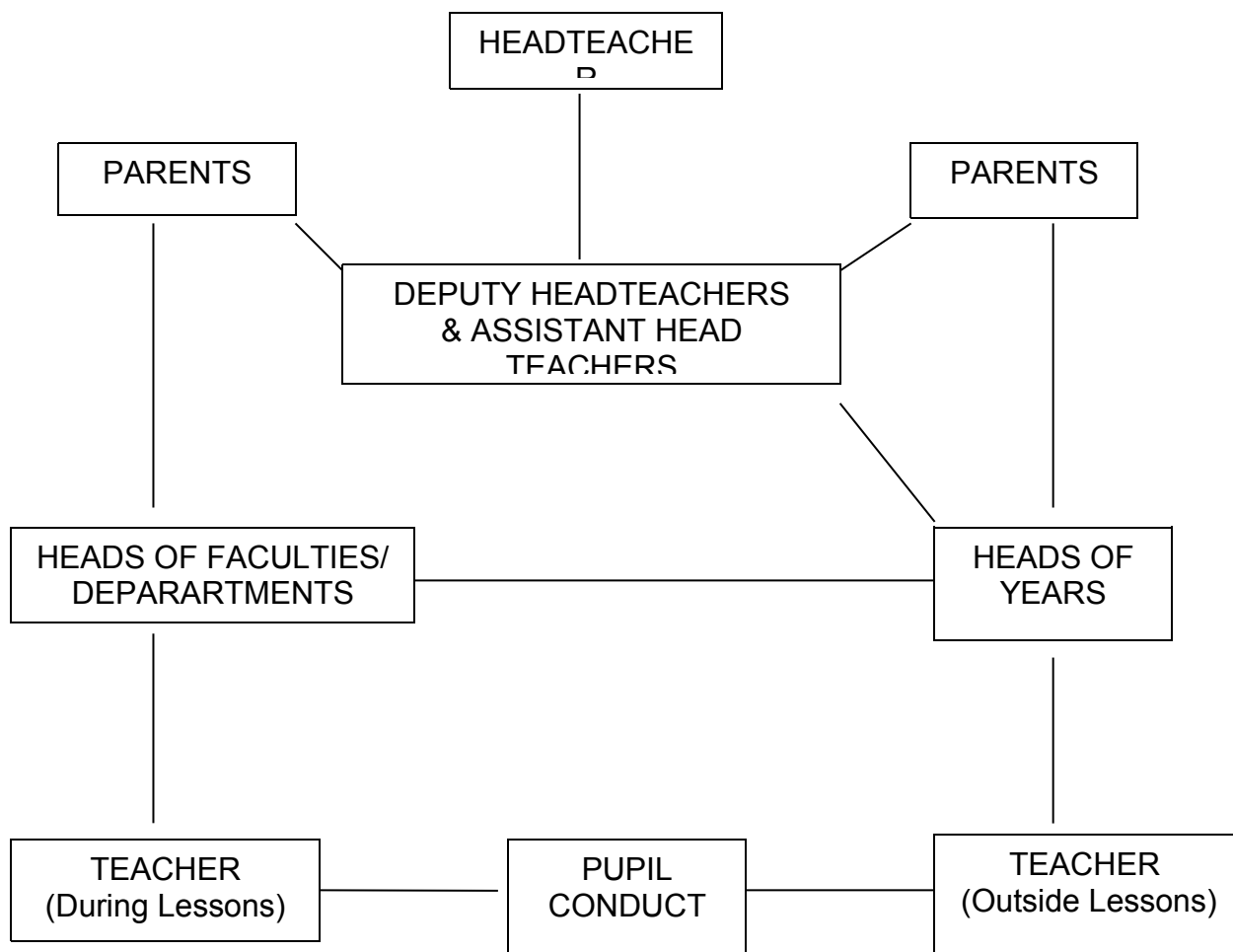
R C Evans
Assistant Head Student Support
June 2007

To be reviewed following consultation with Pupils/Parents every two years.

Parental Consultation:

Approved by representatives of The Student Voice:

PUPIL DISCIPLINE: STAFF ORGANISATION APPEND



NB 1 **GENERAL SANCTIONS:** A range available to all staff.

2 **DETENTION** (After School); via Heads of Faculties/Departments/Years.

3 **EXCLUSION** (Education Authority guidelines **plus** DfES Circulars).

Stage A: Initial Warning

Stage B: Further Warning

Stage C: Fixed Term Exclusion

Stage D: Fixed Term Exclusion
Governors

(10-15 days)

Stage E: Permanent

Head of Year

Assistant Headteacher
in consultation with Heads of
Year/SENCO

Headteacher
in consultation with Ass/Dep Heads
Headteacher in consultation with

Headteacher
in consultation with Ass/Dep Heads using
DfES/South Gloucs Procedures

The school will seek to use Supported Transfer/Managed Moves to avoid the need for a PEX thus enabling pupils to have the best opportunities for success.