



## Behaviour Policy

### 1. The school's shared values and beliefs about behaviour

The members of this school community believe that:

*The way children and adults behave depends on the way they feel about themselves*

*The way children and adults feel about themselves depends on the way in which those around them respond to their behaviour.*

- People who feel valued, cared about and successful tend to behave appropriately.
- People who feel that they are unvalued or worthless either at home or school and that they are failures tend to express these feelings in the form of inappropriate behaviour.
- People learn very quickly that if they behave in a positive way, they will be treated in a positive way.
- When pupils are treated inconsistently, they are unable to distinguish between desirable and undesirable behaviour.
- Pupils also learn that they can often get their own way if they behave inappropriately.
- If the ethos of the classroom and the school is positive then an atmosphere of mutual respect and self-esteem will develop in which pupils are behaving appropriately and teaching and learning is leading to achievement.

### 2. The aims of the behaviour policy

- To make all members of the school community feel valued and secure and to be successful in teaching and learning.
- To encourage appropriate behaviour between all members of the school community.

### 3. Areas covered by this behaviour policy

The school's behaviour policy centres on the following main sections:

#### Shared routines in teaching and learning

Consistent routines are crucial to the establishment of effective teaching and learning. Staff will establish shared routines for teaching and learning within which all members of the school community feel secure. Individual departments and teaching groups will adapt these to their own routines for effective teaching and learning.

#### The celebration and reward of achievement

Praise is motivating and encourages appropriate behaviour. Pupils who feel that their appropriate behaviour is not valued will lose motivation and will give up trying. All pupils will have the chance to succeed in learning and behaviour.

All pupils will receive appropriate commendation and rewards for achieving against their own personal targets in learning and in behaviour.

## **Rewards and Sanctions**

Rewards make acceptable behaviour more likely to be repeated. Sanctions give the opportunity to negotiate reparation and to set targets for desirable behaviour.

A system of rewards and sanctions is established which is accepted as fair and reasonable for the whole school community. These rewards and sanctions are consistently practised.

## **Bullying**

Bullying is not acceptable behaviour in this school. All pupils and adults have rights and responsibilities in the way in which they behave towards each other and the way in which they make each other feel. Bullying will be monitored and will be dealt with as soon as it occurs. Students must report bullying; staff must ensure it is dealt with quickly.

## **Keeping safe**

All pupils and adults need to feel safe when they relate to each other within the school. The school will follow all statutory, government guidelines and LEA guidelines over Child Protection.

All members of the school community will be kept safe through effective procedures for child and adult protection.

## **Equality of education opportunity for children behaving inappropriately**

Equality of educational opportunity will be ensured as far as is practical for all pupils who are behaving appropriately.

Children who behave inappropriately are often excluded from lessons or even from the school community. This has serious implications as far as equality of educational opportunity is concerned. Factors such as race, ethnicity and gender must all be borne in mind when deciding on whether or not behaviour is appropriate within a given situation.

Boys tend to be excluded from learning more than girls and this must be taken into account.

Behavioural norms vary between different ethnic groups and this must be borne in mind when deciding on whether or not behaviour is appropriate within a given situation.

## **Parental involvement**

The school will establish who has parental responsibility and who each pupil's parent or carer is. Parents will be as fully involved in behaviour and learning as possible.

## **4. Procedures for the celebration and reward of achievement**

Staff will reward and celebrate achievement by:

- Making the pupil aware of success throughout each lesson
- Talking about successes at the end of the lesson
- Asking the pupil to show work to a visitor or a senior member of staff

- Pointing out achievement to the rest of the group
- A 'mention' in assembly or tutor group meeting
- Achievement charts on the wall
- Work displayed
- Photographs and/or videos
- Using a pupil's planner

### **Sanctions**

These usually take the form of a detention.

Up to 15 minutes may be given without prior notification to parents and carers. Parents and carers will be given notification of longer detentions, particularly where these are set after school. Parents are asked to make every effort in supporting the school by making alternative travel arrangements where necessary. Detentions will not be rearranged for after-school commitments such as sports fixtures.

### **Incidents in school**

Where an incident is reported at school the seriousness of the incident will be a judgement for the school to make. In making this decision the injury/ damage/theft and any history will be taken into consideration by the school.

The school should inform the victim's parent or carer as soon as is reasonably possible and should include them in the decision making process.

If the school decides the incident does not need to be officially reported to the police, or they are uncertain as to how to proceed, they may contact the Neighbourhood Youth Intervention Team for advice and support.

The school retains the right to report the incident for police investigation at a later stage if the incident proves more serious or complex than initially thought. When a school decides to deal with an incident internally, it remains the responsibility of the school to investigate and resolve the matter appropriately.

If the school, having considered all of the circumstances, makes the decision to ask the police to take over the investigation, the school will co-operate fully with the police investigation.

Schools will keep a record of all incidents occurring in schools. Written records should be kept of any investigation and accounts received from all parties.