



Behaviour Policy May 2017

Last Reviewed:	January 2017
Reviewed by (SLT Lead):	Assistant Headteacher (Student Behaviour and Student Welfare) (RBT)
Governor Sub Committee Link:	Mr Mark Corness
Adopted by Governing Body on:	22 nd May 2017
Displayed:	Website / Staff Handbook / Intranet Procedures published in the Behaviour for Success Handbook
Next Review:	May 2018

1. Purpose:

To promote high standards of behaviour in lessons, around the school site, in the local community and when using social media

2. Aims:

- establish an agreed understanding of expected behaviour based on student choice
- improve the understanding of why positive behaviour is needed for learning
- prevent bullying
- raise standards of behaviour through clear rules and responsibilities
- support and help staff in developing their own classroom behaviour management
- monitor the impact of behaviour on student learning and staff well being – ensure that pupils complete assigned work (regulate the conduct of pupils)
- use a range of rewards to support and encourage the promotion of good behaviour, self discipline and respect
- develop strategies to meet the students needs through the provision of a wider student support structure which helps students' learning and development
- work in partnership with parents and carers to help promote their child's learning and encourage positive behaviour to help their son/daughter enjoy and participate in school
- the school rules set by the Headteacher are clearly outlined in the published Always Always and Never Never rules
- work with partner feeder schools during transition to promote good behaviour
- acknowledge the legal duties under the Equality Act 2010 and in respect of pupils with SEN

3. Procedures and Practice are outlined in the Behaviour for Success Booklet distributed to all governors, staff, students, parents/carers at the start of the academic year

4. Roles and Responsibilities:

The Governors are expected to;

- ensure that the school has a clear behaviour policy
- ensure that the policy promotes good behaviour and discipline

- ❑ monitor and review the policy in conjunction with the headteacher, school staff, parents and pupils
- ❑ notify the headteacher if they wish the behaviour policy to include particular measures or address particular issues
- ❑ refer to the guidance issues by the Secretary of State
- ❑ ensure that the school is aware of powers to search and the use of reasonable force in relation to school discipline
- ❑ ensure that the policy covers the key principles set out in Behaviour and Discipline in Schools – Guidance for Governing Bodies DFE 2011
- ❑ carry out their duties in relation to safeguarding and promoting the welfare of children and eliminate discrimination as part of this policy

Teachers are expected to:

- ❑ allow students reasonable space in order for them to understand the implications of their behaviour
- ❑ implement the disciplinary action outlined in the Gosford Hill Behaviour for Success handbook
- ❑ use rewards to help motivate students and help them achieve
- ❑ raise awareness of the importance of high expectations amongst both students and colleagues
- ❑ be fair and consistent in their use of the behaviour framework - particularly rewards and sanctions
- ❑ follow up any concerns and ensure school procedures have been followed through correctly
- ❑ develop their own classroom management and organisation to promote good behaviour as part of their continued professional learning
- ❑ liaise with parents and other agencies where applicable

Teachers are expected to consider:

- ❑ individual student needs and understand the different learning styles of students
- ❑ the wider learning needs of the class and to use their professional judgement when responding to young people's behaviour
- ❑ the importance of working with parents and carers in supporting challenging behaviour
- ❑ seeking relevant support from other colleagues and wider students support systems

Students are expected to:

- ❑ behave in an appropriate manner suitable for learning and when on the school site and in the community (including behaviour on school and service buses)
- ❑ take responsibility for their own learning
- ❑ accept that they have responsibilities as a member of a community
- ❑ know and understand the implications of their behaviour and of the consequences of any unwanted behaviour
- ❑ understand what they are doing and how this can impact on others in the community
- ❑ be keen and eager to accept rewards and be recognised for their achievements
- ❑ let staff know if they feel un safe or see unwanted behaviour
- ❑ reflect on their own actions
- ❑ show initiative and take responsibility

5. Monitoring and Review:

The Policy is monitored by :-

- regular lesson observation and feedback, logged on SIMS and Lessons Learned
- behaviour statistics scrutiny by HoF, Student Managers and House Leaders
- updates to SLT
- termly meetings between AHT and Head

The Policy is reviewed annually by the Headteacher and ratified by the Board of Governors.

6. Sources and References

Teaching and Learning Policy

Anti Bullying Policy

Equality Act <https://www.gov.uk/guidance/equality-act-2010-guidance>

Behaviour for Success handbook – school website

Safeguarding and Child Protection policy – school website

SEND policy – school website

Home school links agreement

Equality and Access Policy and Plan

Chair of Governors

Mr A Gauld

