



POLICY FOR

Behaviour

PERSON RESPONSIBLE

Principal

DATE REVISED

February 2011

Introduction

The Malling School sets out to create a supportive, friendly and hard working atmosphere, where all members are valued equally and encouraged to develop their talents in an environment of mutual respect and support.

We believe that good behaviour is an integral part of the learning process. Individual students have the right to work and develop in an atmosphere of respect, trust, security and openness.

The key elements in this philosophy are:

- Clear, shared learning goals
- Creation of a safe and caring environment
- Enabling, recognising and celebrating individual achievement and differences
- Tolerance and understanding of others

An effective partnership between adults at home and at school is key to the success of this policy.

Aims

Our behaviour policy will:

- Expect, encourage, promote and celebrate good behaviour
- Encourage positive relationships
- Foster a safe and secure environment
- Promote self-esteem and self-confidence
- Promote tolerance, understanding, care and respect
- Recognise that each student has a unique value, and as such enable that student to gain a sense of personal worth, through recognition, praise and reward.
- Implement a graded series of rewards and sanction

- Be explained fully and a summary version to be displayed to students
- Encourage and promote personal responsibility
- Promote self-discipline
- Promote good citizenship
- Help to prevent bullying

To achieve these aims students will be encouraged to:

- Accept responsibility for their actions, others and their property
- Have responsibility and positive awareness for their surroundings
- Have self discipline
- Have self direction and respect for authority
- Have tolerance
- Have a commitment to their studies and to raise their levels of achievement
- Develop the fostering of good relations between home and school

These will be achieved through:

- The Behaviour for Life System
- The Rewards System
- Praise in and out of lessons
- Home/school agreement
- Assemblies
- Communication with parents

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, students and governors are responsible for the promotion of positive behaviour.

- The Principal and Senior Leadership Team aim to establish an environment that encourages positive behaviour and regular attendance.
- All staff should ensure that the policy is consistently and fairly applied and that students recognise how to behave well and are aware of the choices available.
- Students should behave in a way that promotes the learning of all in the community.
- Parents and carers should take responsibility for their child's attendance to school and behaviour, inside and outside the school and in addition to encourage their child/children to continue their learning at home through the homework set.

Rights

All members of the school community share the rights to:

- Work safely & productively
- Share information, skills learned and concepts grasped without distraction or disruption.
- Be rewarded and recognised for effort and success
- Have self-esteem enhanced and nurtured
- Work in a co-operative manner and treat each other with respect,

- Welcome visitors & similarly to respect their rights.
- To have equal opportunity to succeed irrespective of race, gender, religion, sexuality, ability or disability.

Teaching and Learning

The development of student's social, emotional and behavioural skills will be encouraged by establishing high expectations in all lessons, together with material delivered through PSHE/Citizenship and tutor time.

Students with more challenging behaviour or identifies additional needs are identified through the school pastoral system or Skills Centre and given additional support as appropriate.

Support Systems for Students (Pastoral Support System)

Some students will need additional support to manage their behaviour and attendance. The school will support these students and proactively work to pre-empt escalating behaviour, truancy and attendance problems. This will be led primarily by Guidance Managers using a range of strategies including the use of outside agencies.

Behaviour line management and communication

1. Classroom teacher using steps in Behaviour for Life system
2. Head of Department
3. Vice Principal (supported by Guidance Managers)
4. Principal
5. Governors

Attendance

1. Tutor
2. Attendance Officer and Guidance Managers
3. Education al Welfare Service

Support System for Students who are at Risk of Exclusion

The Student Support Centre aims to modify behaviour before it causes the need for serious sanctions. The aim is to work with students by identifying problems and putting in place appropriate strategies and support (internal and external) to ensure that behaviour is modified.

Parental support is important and parents will be invited to be involved at all stages of support.

Pastoral Support Plans will be set up for students identified at risk of permanent exclusion.

When appropriate a Common Assessment Form will be used to engage multi-agency support for a student

Support Systems For Staff

The Behaviour for Life system, displayed in all classrooms acts as the main support system for staff. The system involves a series of escalating consequences aimed at giving students the opportunity to change their behaviour.

Each member of staff will have an identified colleague to help in times of severe behaviour problems. Guidance Managers will also help deal with immediate issues preventing teachers from teaching.

Each teacher is attached to a School of Learning, headed by a Vice Principal, who has a responsibility to support positive behaviour in lessons.

Regular training in behaviour management is given to staff and they have the opportunity to meet weekly to discuss issues and gain support from colleagues.

Involvement of Parents

Parents of students causing concern will be contacted at the earliest possible stage to discuss strategies and support for their child. (see above interventions)

Parents of students at risk of exclusion will be involved in making a Pastoral Support Plan (PSP) with the appropriate Vice Principal

The school encourages a positive relationship with parents. Staff are happy to meet parents and discuss any issues they have regarding their son or daughter. An appointment system is in operation for this to occur.

Home School Agreement

The Home School Agreement outlines the expectations of students in and around the school. It is backed up by the Code of Conduct that is reviewed by the school council regularly and displayed in classrooms for students.

Rewards and Sanctions

Rewards are much more effective than punishment in encouraging and motivating students and should be used as an incentive for success. Failure to respond to correction will lead to sanctions being imposed. Sanctions are designed to promote positive behaviour.

Staff review rewards and sanctions regularly.

Good behaviour and work should be consistent and always rewarded.

Guidance to staff on the Rewards and Sanctions can be found in The Staff Handbook.

Examples include

- Points issued through the Rewards System
- Rewards shop

- Letter home
- Regular praise in lessons
- Senior Staff visiting lessons to look at student work
- Reward events
- Praise in Assembly
- 100% attendance certificates and other awards for attendance