



Behaviour Management Policy

'Opportunity, success and enjoyment for all'



Rationale

Our aim as a school is "To provide a caring and stimulating environment in which all who learn and work, regardless of their faith, culture or language, are helped to achieve their full potential – and enjoy the process". This can only be achieved within a well-ordered community: one which enables effective teaching and learning to take place. Indeed, one of our major stated commitments is to "establish clear parameters of acceptable behaviour and high standards of conduct based on mutual respect and support".

We believe that sanctions must not be seen as the only 'arm' of a behaviour management policy. Rewarding and celebrating achievement, good behaviour and improvement is also important. Ensuring that all students are engaged and appropriately challenged in lessons is crucial in avoiding boredom or frustration – both of which lead to a deterioration in behaviour

Purpose

The purpose of this policy is:

- To promote good behaviour and discipline throughout the school as a firm foundation for effective teaching and learning
- To ensure that students experience a safe learning environment free from disruption, bullying or any other hindrance to learning
- To provide a framework within which there are clearly understood and consistently applied approaches to encouraging good behaviour and responding to poor behaviour
- To ensure that achievement and good behaviour are recognised, celebrated and rewarded

Commitments

- To operate within a teaching and learning policy and guidelines designed to ensure students are offered high quality learning opportunities providing appropriate challenge, thereby minimising poor behaviour resulting from frustration or boredom
- To maintain a system for rewarding achievement and good behaviour which is clear to all and implemented consistently and fairly by all
- To make clear to all staff and students our high expectations for behaviour in and out of the classroom, encourage student self-discipline in complying with these and clearly make students aware of the consequences of non-compliance
- To provide a system of sanctions to be taken in the event of bad behaviour which
 - Is seen as the shared responsibility of every teacher – classroom teachers, form tutors, heads of department, heads of year and Leadership Team members, empowers staff at all levels and clarifies the responsibilities of everyone involved
 - Is clear and easy to understand by staff and students alike
 - Makes it clear that actions have automatic consequences – and that these consequences become more severe very quickly if unacceptable behaviour continues or is repeated, thus avoiding unnecessary confrontation.
 - Are consistently and fully applied by all staff - and seen to be so
 - Is based on sanctions perceived as effective deterrents by staff and students alike
 - based on respect: respect for staff and the school by students and by staff of the student. It is crucial to show dislike for the offending behaviour rather than the offender.
- To provide clear guidelines for staff on how to implement procedures relating to rewards and sanctions
- To be proactive in encouraging an ethos of inclusion in making the school a place where everyone feels welcome and valued and to be pro-active in tackling and eliminating any discrimination on the grounds of race, faith, culture or language