

# WOODBRIE HIGH SCHOOL



## Behaviour Policy

### The Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to ensure that pupils complete assigned work in a caring and learning environment by:

- Promoting good behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

### Roles and Responsibilities

1. **The Governing Body** will establish, in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils, parents and staff, in writing, at least once a year, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
2. **The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility for the headteacher.
3. **Staff** – Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

All staff (unless the Headteacher says otherwise) including, teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The teacher may discipline a pupil for:

- Any misbehaviour when the child is:
  - Taking part in any school-organised or school-related activity or
  - Travelling to or from school or within the environs of the school
  - Wearing school uniform or
  - In some other way identifiable as a pupil at the school

- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another pupil or member of the public or
  - Could adversely affect the reputation of the school

**4. The Governing Body, headteacher and staff will:**

- a. Ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- b. Ensure that the concerns of pupils, parents and carers are listened to and appropriately addressed.

**5. Parents and carers** have responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

**6. Pupils** and parents/carers will be made fully aware of the school policy, procedure and expectations and will be expected to conform to them. Pupils will respect the authority of staff. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

**Procedures and Communication.**

The procedures arising from this policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents in the **Code of Conduct**. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Notification of the School's aims, the Code of Conduct, reward, behaviour and discipline policies and actions will be given each September. Additional copies of these documents will be available to parents/carers as appropriate. Further amendments of procedures (e.g. uniform expectations) will be made as appropriate.

**Rewards**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

**Sanctions**

Sanctions are needed to respond to inappropriate behaviour. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

**Training**

The Governing Body will ensure that appropriate high quality training for all staff on all aspects of behaviour management is provided to support the implementation of the policy.

### **Inter-relationship with other school policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies particularly equality of opportunity, special educational needs, code of conduct and anti-bullying, has been established. The school will consider as appropriate where the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

The school has a comprehensive intervention strategy that sets out actions that identify and progress issues that are affecting a child's learning.

### **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the full range of external support available.

### **Review**

The Headteacher, in consultation with the staff will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

## **Behaviour Management Systems**

### **Behaviour Procedures**

- Each member of staff is issued each year with a behaviour procedures booklet ('Brilliant Behaviour for Learning')
- This booklet details the internal action to be taken in specific incidences of poor behaviour.
- The procedures detail how an accumulation of minor incidents will lead to sanctions or punishments.

### **Warning System**

- A 'traffic light' warning system is in place across the school
- All staff use this system to help manage behaviour
- Green, amber or red warnings are given to students to help them to understand the seriousness of the incident and correct their behaviour.
- The system also helps teachers to escalate warnings for repeated incidents and respond with proportionate sanctions.
- The consistent application of the system should empower all teachers to manage behaviour more effectively.

### **Use of SIMs Software**

- The SIMS software which the school uses to manage student data and records is used to record behaviour incidents
- Staff input incidents directly into SIMS. They can use the software to refer incidents to various members of staff as necessary.
- Each incident recorded corresponds to a number of points. The points accumulate each week and across the year. Sanctions are in place when the accumulated total reaches certain thresholds.

- For serious incidents, staff email a 'Serious Incident Form' directly to the Year Coordinator (YC). This is for incidents which may result in internal or fixed term exclusion.
- Form tutors are able to see, at any time, the behaviour incidents which have occurred that day involving students in their tutor group. They can then follow up as necessary.
- YCs and LG are able to run various reports to monitor behaviour incidents and the immediacy of the system means that our electronic records are always up to date and available to senior staff at any time.

**Recommended by the PDC on 6th November 2017 and the Curriculum Committee on 8th November 2017 and approved by the Full Governing Body on 5th December 2017.**

**Reviewer: Mr Khan (Deputy Headteacher)**

**Date of Next Review: Autumn 2018**