



## Behaviour Policy

<b>Applicable to:</b>	✓	Astley Community High School
		Seaton Sluice Middle School
		Whytrig Middle School
<b>Approval body:</b>	Executive Headteacher	

### Status:

<b>Statutory policy or document</b>	No
<b>Review frequency</b>	Executive Headteacher
<b>Approval by</b>	Executive Headteacher

### Publication:

<b>Statutory requirement to publish on school website</b>	Yes
<b>Agreed to publish on school website</b>	Yes

### Review:

<b>Frequency</b>	<b>Next Review Due</b>
Annually	April 2020

### Version Control:

Author	Creation Date	Version	Status
?	2007	1.0	Final approved version for publication
Changed by	Revision Date		
?	? September 2014	2.0	Final approved version for publication
Head of School (GS)	6 June 2019	2.1	Full review and update
Business Manager (BW)	12 June 2019	2.2	Amendments to style and formatting
Business Manager (BW)	12 June 2019	3.0	Final approved version for publication

## 1 Rationale

*“Good behaviour is a necessary condition for effective teaching to take place”  
(Education Observed 5 - DFES 1987)*

- 1.1 The federation accepts this principle and seeks to create an environment in each school which encourages and reinforces good behaviour.
- 1.2 At Astley Community High School, we aim to involve our pupils (applicable to pre-16 pupils and post-16 students) in rules and principles in such a way that autonomous moral behaviour is encouraged through clear and rational rules which are fair and applied consistently. These are based on safety, consideration of others and respect for property. We believe that good behaviour and discipline in our school is essential for effective teaching and learning to take place. A clear, approved, understood policy (supported by all those who are involved in and with the school) is needed so our aims can be met.

## 2 Aims

- To promote a purposeful atmosphere throughout school which is conducive to effective teaching and learning
- To encourage everybody in school to be calm, courteous, considerate and relate well to each other
- To encourage all pupils to show, through their actions, that they know the difference between acceptable and unacceptable behaviour
- To encourage pupils to take responsibility for their actions, and, in doing so, develop their self-esteem and self-discipline
- To ensure that the school's expectations and strategies are widely known and understood
- To ensure consistency of response to both positive and negative behaviour
- To encourage a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's Behaviour Policy and associated procedures
- To promote early intervention

## 3 Implementation

- 3.1 We have a series of structures and documents which firstly set out to teach and encourage self-discipline and mutual respect, and secondly provide clear statements of our measures for dealing with matters of discipline.
- 3.2 We follow the 'Behaviour For Learning' (BFL) behaviour management programme in school. The Head of School will regularly review the BFL programme, in consultation with staff, governors, pupils and parents/carers as appropriate.
- 3.3 Classroom, corridor and dining hall rules (formally referred to as Codes of Conduct) are statements of our basic rules, which are incorporated into the Pupil School Diary and displayed prominently throughout the school; all pupils are familiar with their contents. They have been drawn up in consultation with staff, pupils and parents and are used in PSHE/tutorial time for teaching principles of good conduct and respect for one another.
- 3.4 The BFL Handbook contains detailed information about the BFL principles, which are intended to ensure that good behaviour is rewarded and that sanctions are consistently applied by all staff. A summary of rewards and sanctions, and when they

should be applied, is also contained in the booklet for ease of reference. Staff who are not form tutors receive a copy of all the relevant BFL documentation contained in the Tutor Handbook.

- 3.5 The Pupil School Diary already includes information regarding expectations with regards to school uniform, hairstyle and jewellery guidelines, in addition to a copy of the Home-School Agreement.
- 3.6 Assemblies, form period and letters to parents/carers will be used periodically as appropriate, to reinforce matters of discipline and to raise awareness of new issues which may arise.
- 3.7 The principles of the BFL programme will receive a dedicated lesson and assembly time at the beginning of the Autumn Term.
- 3.8 Pupils' behaviour outside the school on school business (e.g. on school trips, away sports fixtures, work experience etc.) is subject to this policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school.
- 3.9 Unacceptable behaviour outside school, but not on school business, may result in the Executive Headteacher taking disciplinary action if there is a clear link between that specific instance of unacceptable behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes pupil behaviour in the immediate vicinity of the school, or on a journey to or from school.
- 3.10 The school is committed to working to 'include' pupils. Pupils whose behaviour is giving cause for concern will be monitored by the Form Tutor and the Student Progress Leader (SPL). Incidents will be recorded in the pupil's personal log and when/if appropriate will be subject to a Pastoral Support Programme. This will be drawn up by the SPL/SENDCo as appropriate. The SPL will communicate concerns to parents/carers and, if appropriate, will liaise with the Head of School, subject teachers, SENDCo and other agencies (Educational Psychologist, Behaviour Support Team, PRU, School Nurse, SORTED, Education Welfare Officer etc.) to enlist support for the pupil.
- 3.11 Lunch-time supervisors follow the same BFL policy to monitor behaviour at this time, and are supported by duty staff and SPLs.

#### **4 Responsibilities**

- 4.1 **The Executive Headteacher and Head of School** are responsible for communicating the contents of the Behaviour Policy to parents, pupils and staff.
- 4.2 **The Executive Headteacher, through the Head of School**, is 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 of the Executive Headteacher.
- 4.3 **Staff, including teachers, support staff and volunteers**, are 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 Executive Headteacher and Head of School on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Executive Headteacher and Head of School,

for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedure consistently.

- 4.4 **The Governing Body, Executive Headteacher and all staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic and national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 4.5 **Parents and carers** will be expected to take 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.
- 4.6 **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **5 Monitoring & Review**

- 5.1 The Executive Headteacher, through the Head of School and in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures to ensure that the operation is effective, fair and consistent. The Executive Headteacher will also regularly report to the Governing Body with regards to the implementation of this policy.
- 5.2 The Head of School will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Executive Headteacher, staff and parents/carers.