



# Management of Student Behaviour Policy

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# **Management of Student Behaviour Policy**

## **Overall Responsibility**

Chair of Governors:

**Tracy McKim**

Headteacher:

**Rhys Evans**

Deputy/Assistant Headteacher with responsibility for  
Student Performance

**Sarah Hook and  
Nicholas King**

The School has a moral duty to all students, parents/carers and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour. The Pastoral Stages Ladder (PSL) underpins the expectations, rewards and sanctions of behaviour at St Julian's.

## **The Aims of the Policy**

The aims of this policy are

1. To promote positive behaviour for learning
2. To define the role of staff in promoting good standards of behaviour
3. To state what is expected of students.
4. To state what is expected from parents and carers
5. To provide guidance on available rewards and sanctions.

## **Procedure**

### **Positive Behaviour for Learning**

It is the aim of the school to provide a working environment where all students can realise their full potential in an undisruptive, happy and stimulating environment.

1. Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit the school can create a positive atmosphere that supports effective learning.
3. Students must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future.
4. Staff and students must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.
5. Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these students are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

## **Role of Teachers / Staff**

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities.

1. Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate and that work is appropriately differentiated.
2. In the classroom teachers should set clear expectations be fair and engage students while applying a positive approach towards discipline with constant reference to the PSL.
3. The PSL is applicable in the classroom, corridors and campus. The protocol for recognition and reward and disciplinary consequences should be displayed and used consistently and persistently.
4. Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and appropriate rewards. These may include positive points, phone calls home, certificates of achievement handed out in school assemblies and letters to parents and carers.
5. Teachers and support staff are expected to demonstrate to young people courteous, considerate, polite and pleasant behaviour at all times, and never use any form of abusive or humiliating remarks.
6. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour, help the students maintain dignity and be able to make a fresh start.
7. Staff should only use restraint in lawful circumstances, for example to prevent a student from hurting themselves or others (refer to School Policy on the use of Restrictive Physical Interventions). All staff have a duty of care for the safety and protection of students.
8. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities.

## **Behaviour Expected from Students**

Students are required to observe the following basic expectations:

- Be punctual to every lesson
- Wear full school uniform
- Are equipped for learning
- Listen to and follow instructions first time
- Complete tasks to the best of their ability
- Leave lessons and move around school in a quiet and orderly manner
- Set themselves smart targets and goals
- Earn, give and show respect to all
- Treat others as you would like to be treated yourself

Specific behaviours and the rewards and sanctions are listed on the Pastoral Stages Ladder.

## **Partnership with Parents/Carers**

1. Detentions in after school hours can be set as long as parents/carers are informed in advance. Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that students can return home safely at a later time. Staff are able to hold students in a detention up to 10 minutes in length after the school day without informing parents.
2. Parents / carers will be informed by the Head of House when sanctions have not succeeded.
3. Parents / carers are expected to attend Behaviour Panels when their child's behaviour has reached has accrued a specific number of negative behaviour points.

## **Guidance on Rewards and Sanctions**

### **Rewards**

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition. These are displayed on the PSL.

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class or for homework.
4. Outstanding effort or achievement in extracurricular activities.
5. Service to the school or local community
6. Reward certificates and Platinum Badges are awarded to students who have achieved an agreed number of positive points and displayed continuous excellent behaviour at our end of term Achievement Assemblies.

### **Sanctions**

It is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the student why a sanction is being applied. PSL are displayed in every classroom in both an informative poster on the wall and a ladder on all whiteboards.

1. Records on SIMS (school information systems) are used as a means of communication between members of staff about students who are disruptive in lessons or otherwise giving cause for concern.
2. Detentions may be given at break or lunch time for unsatisfactory work or behaviour by the class teacher.
3. Detentions are given after school for a maximum of one hour for unsatisfactory work or behaviour).

4. Students may be placed on Reach Report whereby they are required to carry a report card that has to be signed after every lesson. The card is to be reviewed by a Form Tutor / BEST / Head of House / LT at the end of every day and the parent/carer signs the card at the end of every day.
5. Any member of staff can phone a parent or carer to discuss any students' behaviour or the quality of their work. This phone call can then be recorded on SIMS.
6. For persistent poor behaviour parents / carer will be invited into school for a Behaviour Panel meeting. There are three levels of Behaviour Panel, each based on the increasing number of negative points accrued. They will be attended by Head of House, Deputy / Headteacher and a Governor dependent on the level of Panel meeting.
7. Internal and external fixed term exclusions will be implemented for any behaviours listed at -3, -4, and -5 levels on the Pastoral Stages Ladder. External exclusion will be authorised by the Headteacher and the Local Authority are informed.
8. Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent incidences of defying criminal law. The governors' discipline committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.