

SANDY UPPER SCHOOL AND COMMUNITY SPORTS COLLEGE

Behaviour Management Policy

Rationale

We will encourage and assist all students to behave well in order to maximise their achievement and attainment at school. We believe students will do this when:-

- Adults in the school model the behaviours we want to see
- There is an expectation that good behaviour is a key to success
- Staff support them in managing and improving their behaviour, where necessary, in a calm, consistent and respectful way
- Positive relationships are promoted throughout the school community regardless of age or status
- Learning and teaching reflects the interests and needs of the students. Lessons are well planned, resourced and imaginative and meet the students different needs and learning styles ensuring engagement and enjoyment in their learning
- They are valued, praised and rewarded for positive behaviour
- Sanctions for unacceptable behaviour are clearly understood and applied fairly and consistently

Roles and responsibilities

Students

All students should expect to adhere to the school code of conduct (Appendix 1) and school rules and make correct behaviour choices in the school community and its environment; this includes when travelling to and from school and when on school visits. They should treat all members of the school community, visitors and wider community, with respect at all times; they should also respect the environment of the school and not intentionally damage school property, nor do so unintentionally through boisterous inappropriate behaviour. Students are expected to arrive at school ready to learn, including wearing the correct uniform see 'Maximising Learning' wall chart in every classroom (Appendix 2). Older students are expected to be good role models to younger students.

Staff

All staff should:-

- Treat students and each other with respect
- Model the behaviours they wish to see in students
- Use verbal praise and encouragement often
- Create and sustain a positive, supportive and secure environment
- Ensure lessons are good by adhering to the Teaching and Learning Procedures
- Apply consistently and calmly, without shouting, the school rules, the stepped behaviour procedures (Appendix 3) and ensure any steps are logged on SIMS along with the sanction/action taken by the teacher. (There may be occasions where staff may need to raise their voice to ensure the safety of students but this should not be a strategy in dealing with individuals)
- Apply the curriculum area policy with regard to sanctions
- Challenge, calmly and consistently, any inappropriate behaviour regardless of the location, time of day etc. in the school community
- Try to resolve behaviour problems in their classroom themselves where possible
- Seek help with behaviour management of students where their own strategies are not successful

Form Tutors

Form tutors are expected to monitor the behaviour and academic progress of their tutees across the school and mentor their tutees with regard to this. Information about students can be obtained from SIMS (all form tutors to receive training).

Parents

We expect parents to support us in meeting the aim of the policy, by:-

- Accepting and supporting actions the school takes to help their child improve his/her behaviour; this could include support, sanctions and rewards
- Attending meetings to agree strategies to support students in improving their behaviour
- Discussing behaviour problems with their child and seeking solutions

Behaviour management procedures

Our behaviour policy states that we expect students to adhere to our code of conduct and school rules and that they will make the correct behaviour choices. However, students are not adults and arrive at the school with varying abilities to manage their own behaviour; we do not expect students to have learned everything else by this point and so we should not expect perfect behaviour from all students. For this reason, our policy also expects staff to support students in managing and improving students behaviour where this is necessary.

Staff should adhere to the procedures outlined to ensure the consistent approach that is required to encourage good behaviour from all students.

In classrooms

Students should be met and greeted as they enter the room in a positive way. In order to manage a class's entry and to take ownership of the area around their classroom, staff should meet students whilst standing in the doorway and with a starter activity or agreed settling procedure known to the students. Other students should be encouraged to move on to their own lessons quickly.

Management of behaviour in classrooms will be made easier if the Teaching and Learning Procedure is followed, remembering the basic premise that staff are the adults in the situation who should model the behaviours they wish to see such as :-

- Speaking politely, calmly and quietly to students even when faced with a potentially challenging student who may not yet have learned the same self control
- Not shouting but changing their tone of voice to suit the need
- Diffusing situations with calm consistent responses
- Placing students outside the classroom for a cooling off period and then speaking calmly with them without an audience
- Ignoring secondary behaviours where appropriate
- Smiling
- Praising more than chastising; most students behave well most of the time but are often overlooked
- Thanking students for positive behaviours
- Tactical ignoring

There are many other strategies and tools available; please ask for support and training if you feel you need this, rather than struggle alone.

Once the lesson is started staff should follow the stepped behaviour procedures. These procedures have been shared with students and parents and they will rightly challenge any sanctions we impose if these have not been followed, except where a student's behaviour has been outrageous or likely to affect the safety of others.

Where a student does have to be removed by 'On Call', it is very important to the future relationship with them and their consequent behaviour, that the member of staff discusses the situation with the student, before the next lesson, and ensures that they understand why actions were taken. This may be a low key chat at the start of the next lesson or a more formal meeting with the student and, where support is required, with the subject leader or year leader. Nothing is gained from bearing grudges against a student, and indeed this will make matters worse, but much can be gained from a quiet chat on another day when the heat has gone from the situation. It also demonstrates clearly to the student that the member of staff is still in control of the situation.

Where students continue to be problematic staff should seek guidance from subject leader, year leader or form tutor as appropriate.

In the rest of school

All teaching staff and some support staff are 'on duty' on particular days to manage student behaviour around the site, at the start of school, break, lunchtime and the end of school. However, there is an expectation that we are all 'on duty' throughout the school day and, if we are to support each other and ensure consistency, it is important that none of us walk past students engaged in inappropriate behaviour, wearing incorrect uniform, breaking school rules etc. without challenging them. This can range from one student being on the corridor without a pass during lessons, to a large group of students engaged in boisterous and/or unsafe behaviour. The former is perhaps easier for most of us to deal with; the latter could be quite daunting for some staff. However, there are ways of dealing with this:-

1. Speak calmly but firmly to the students asking them to stop or move on. Allow waiting time for them to conform and try not to respond to comments; repeat the request if necessary, again without shouting or losing control; if they will still not conform staff should state that by failing to do as asked they have chosen for this to go further and WALK AWAY. Do not engage in an argument. Immediately report to an appropriate senior colleague naming any students who were involved. Remember that we have a number of CCTV cameras installed which we use to successfully follow up on these types of incidents.
2. If staff don't feel that they can approach students themselves, they should report the problem to the office and request that a senior member of staff be called to intervene
3. If an individual in the group is mostly to blame they should be asked to go with the member of staff to Student Support away from the crowd. If they choose not to follow, staff should not argue with the student or otherwise escalate the situation, but make it very clear that they will follow up on the incident with Student Support and a consequence is likely to follow. Staff may not threaten to have students isolated or excluded.

Of course, staff should never place themselves at risk and should walk away from any situation where they think this may be the case. Please refer to the Physical Restraint Policy for guidance.

Monitoring and Evaluation

The use of stepped behaviour procedures, the Retreat and the Behaviour Support Room will be monitored, along with the numbers of exclusions and information will be available for form tutors, DOLs and senior staff for discussion with individual students and for analysis and consequent intervention with staff and students.

Governors

This policy will be monitored and evaluated and reported to the governing body. The governing body will review the policy annually

APPENDIX 1

SANDY UPPER SCHOOL

CODE OF CONDUCT

At Sandy Upper School our focus is on learning and making progress. To achieve this, all members of the School will:

1. Treat all members of our community with respect.
2. Respect our School environment.
3. Be fully prepared for teaching and learning.
4. Be punctual and meet deadlines.
5. Conform to our dress code.
6. Listen to each other.
7. Take pride in our work and aspire to excellence.
8. Show appreciation for each others' efforts and work.
9. Value work, your own and others.
10. Seek to diffuse difficult situations.
11. View every lesson as a new opportunity.

APPENDIX 2

Sandy Upper School and Community Sports College

Maximising Learning

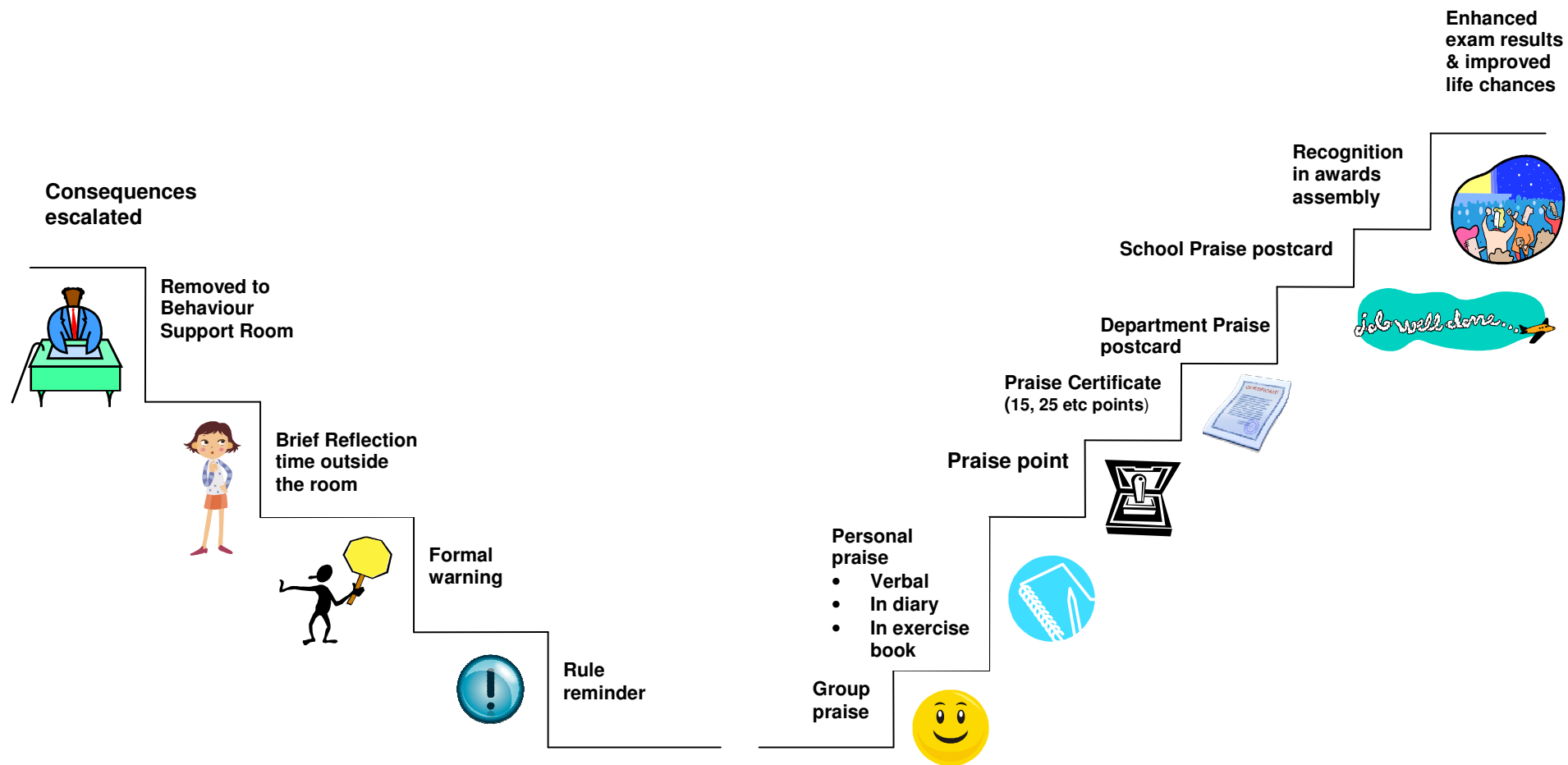
As students, we come to Sandy Upper School to learn. We must ensure that we are ready to learn and make the most productive use of our time, by:

- arriving promptly and ready to learn
- removing outdoor clothing
- ensuring electronic devices remain in our bag, turned off
- sitting according to the displayed seating plan
- waiting quietly for the lesson to start
- having correct equipment available
- having homework ready for collection

This document will be displayed in classrooms from September 2010. This may be modified slightly by some department areas.

Review & Evaluation Due	Rewritten Revised	Staff Resp	Gov S/C	Review Cycle
	Jan 2008	AT	Standards	Annual
	Sept 2010	AT	Standards	Annual

Your Behaviour Your Choice



STEPS TO CONSEQUENCES

STEPS TO REWARDS

The Stepped Behaviour Process applied for low level disruption in the classroom. Teachers have the right to miss out stages if the behaviour warrants it