

Policy to Secure Good Behaviour

November 2020



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Ratified by Governors:

January 2021

Learn more... Do more... Be more...

1 Rationale

Priestlands is a community which emphasises the importance of good behaviour and taking personal responsibility. We have high expectations and these include good behaviour. Our expectation is that students **will** be well behaved.

- 1.1 It is important to remember that the overwhelming majority of Priestlands students are well behaved, motivated and amicable students of whom we are extremely proud. Therefore, for them, it is important that they are recognised, praised and rewarded. However, sanctions must be in place when students do not follow expected procedures and do not reach expected standards of behaviour.
- 1.2 Schools cannot expect that all students will exhibit good behaviour naturally. A disciplined tone in school is something for which all staff constantly have to work. It is dependent on the quality of relationships between staff and students, summed up by HMI as: “a climate of purpose, interest and mutual respect.”
- 1.3 The following factors are instrumental in developing this climate:
 - consistency in the application of rules and expectations
 - firmness in the application of sanctions
 - frequent use of praise
 - opportunities for rewards
 - handling situations with a degree of warmth and concern
 - being in authority without being authoritarian
 - the selection of appropriate and challenging content and teaching methods
 - variety in the provision of tasks and activities
- 1.4 High standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning:
 - Every student has the right to learn in class at his or her best rate and to the highest standard of which he or she is capable.
 - Each student has the right to move around the school without fear of physical danger, hurtful name-calling, threats, bullying, racial abuse, sexual harassment, or interference with his or her property.
 - Every teacher has the responsibility to provide an effective teaching programme, appropriate to the needs of students in each class, and has the right to expect the respect and co-operation of students and the support of parents in delivering that curriculum.

3 Objectives

Central Objective

- 3.1. To encourage students to choose responsible behaviour based on our 3Rs of Ready, Respectful, Responsible and, in so doing, raise their self-esteem, increase their academic success, improve their relationships with others and better prepare them for adult life.

Related Objectives

- 3.2. To ensure effective learning and teaching and to improve the quality of the learning and teaching experience by:
 - Developing relationships between staff and students which are marked by reciprocal respect and understanding
 - Fostering students' self-confidence self-esteem and well-being

- Creating an environment which is purposeful, mutually supportive, friendly and non-threatening in lessons, tutorial time and social time
 - Providing students with opportunities to work collaboratively and co-operatively with each other both within and beyond the day-to-day curriculum
 - Providing students with opportunities in which responsible behaviour can be recognised, praised and reinforced
- 3.3. To prepare students for adult life by:
- Helping them understand society's need for responsible behaviour
 - Helping them understand their rights and responsibilities as members of a democratic and civilised society
 - Enabling them to move into adult life with increased confidence and awareness of the needs of others
 - Helping them understand that their responsible behaviour represents a valuable contribution to the community in which they live
 - Encouraging them to form positive relationships with other individuals and with groups of people
- 3.4. To involve parents in the school's management of student behaviour by:
- Creating an environment in which a genuine partnership exists between home and school
 - Ensuring that parents are kept aware of their children's behaviour, both responsible and irresponsible
 - Seeking parents' understanding and support of the school's policies and actions with respect to student behaviour
 - Providing advice and support where appropriate and when requested

4 Strategies for Implementation

Identification of key principles

- 4.1. The Board of Governors will publish a separate statement of general principles to promote good behaviour at Priestlands School. This statement will be reviewed in the light of:
- changes to national or Local Authority legislation and/or guidance
 - findings of an Ofsted inspection of the school
 - evidence gathered during school self-evaluation or reviews of school policy

Communication of the school's approach to behaviour management

- 4.2. The Headteacher and Senior Team will ensure that reference to the school's approach to behaviour management is published through the school's website and prospectus; Student Record Books; and letters to parents.
- 4.3. Teachers will ensure that posters summarising the school's approach are displayed in all classrooms and offices to which students have access.
- 4.4. From time to time, as appropriate, the Headteacher and Senior Team will ensure that letters to parents draw attention to particular elements of the school's approach and to any changes proposed and/or made.

Implementation throughout the school of a clear and consistent approach

- 4.5. The school will have an agreed policy shared with staff, students, parents and governors.
- 4.6. Within the above policy, Departments have agreed approaches to subject-specific issues, rewards and sanctions for use within their curriculum areas.

- 4.7. Governors, parents, staff and students understand the principles of the school's approach and are involved in the implementation of the process.

Induction

- 4.8. Senior Staff, Heads of Department and Heads of Year will ensure that all new teachers, particularly newly-qualified teachers, understand the school's approach to behaviour management as part of their induction to the school.
- 4.9. The SENCO will ensure that new Learning Support Assistants and the Business Manager will ensure that other new support staff are similarly informed of the school's approach to behaviour management and their role in the process.
- 4.10. The Senior Team, in consultation with the Chair of Governors and Safeguarding Portfolio Holder, will ensure that new governors understand the school's approach to behaviour management and their role in the process.
- 4.11. The Senior Team or Heads of Year, as appropriate, will ensure that new students understand the school's approach to behaviour management as it will affect them.

Handbook on Behaviour Management

- 4.12. The Senior Team will produce guidance for staff based on the 3Rs which describes school practices and processes and identifies strategies for effective classroom management.

5 Review and Evaluation

- 5.1. The Policy will be reviewed every three years and its success evaluated through:
- identification of baseline statistics from the behaviour scorecard (eg, number of exclusions, incident reports, detentions, letters home, etc.; attendance figures; reports; merits and certificates)
 - surveys of parents, students and/or staff
 - Ofsted inspection

6 Implications for Whole School Development

- 6.1. The Policy for Securing Good Behaviour has clear implications for communication within school; the induction of students and staff; staff development and INSET.
- 6.2. There will also need to be links between this policy and policies on equal opportunities; safeguarding; searching; positive handling; special educational needs; learning and teaching; managing drug-related incidents; and anti-bullying (including racial and sexual harassment).