



'Safe to Learn at Bankfield'
Behaviour Policy

Status: Statutory

Aims:

- To 'set out a guarantee to every pupil and parent that in our school there will be good behaviour, strong discipline, order and safety'¹
- To have high expectations of all learners
- To establish and embed an ethos in which every child can be safe and happy and aware of their right to learn
- To ensure the application of firm, fair and consistent disciplinary procedures
- To provide an environment in which teachers can teach and students can learn
- To embed the principles of SEAL in our positive behaviour routines
- To protect the most vulnerable learners in our school

Definitions:

The following quotes have been guiding principles in the review of our Behaviour Policy and represent the national agenda for good behaviour in schools:

"The great majority of pupils enjoy school, work hard and behave well. A strong sense of community and positive engagement with parents are features of schools where behaviour is good."²

"Consistent experience of good teaching promotes good behaviour."³

Implementation:

The Bankfield School will take full account of and comply with national guidance and strategies in relation to behaviour in schools. This policy has been written in accordance with directives laid out in the following government strategy and policy documents:

- Delivering the Behaviour Challenge 'Our commitment to good behaviour' (2009)
- Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (September 2008)
- 'The Pupil and Parent Guarantees' (The white paper, 'Building a 21st Century Schools System', 2009)
- "Working together for Good Behaviour in Schools" (Advice leaflet for parents and schools, 2009)
- Learning Behaviour: Lessons Learned (Sir Alan Steer, 2009)

Roles and Responsibilities:

¹ The Rt Hon Ed Balls (Secretary of State for Children, Schools and Families), 2009

² Ofsted, The Annual Report of HM's Chief Inspector of School 2003/2004, (February 2005)

³ Sir Alan Steer, Learning Behaviour: A Review of Behaviour Standards and Practices in our Schools, (2009)

The Head teacher, staff and Governing Body will:

- Ensure a consistent approach to behaviour management, teaching and learning
- Set out clear school rules which are agreed by all members of our school community
- Agree on and display a clear and positively written Code of Conduct
- Deliver consistent and fair application of Rewards and Sanctions
- Establish an ethos in which positive and negative consequences are recognised, understood and accepted by learners; and are used routinely and effectively by staff
- Promote positive behaviour strategies and the teaching of good behaviour
- Ensure that good behaviour is modelled by staff at all times
- Facilitate appropriate staff development and support to understand and manage student behaviour
- Maintain well organised and clear referrals procedures
- Guarantee properly organised and systematic behaviour referral facilities within school
- Develop learners' social, emotional and behavioural skills
- Facilitate smooth and effective key stage transition both within school and to and from other educational settings
- Have effective early identification and intervention strategies for use with vulnerable students and those susceptible to exclusion from school
- Promote a climate in which all students can be healthy, stay safe, make a positive contribution and achieve economic well-being
- Maintain effective collaboration with external agencies in building a 'team around the child'
- Promote our ethos that 'every child matters at Bankfield', and where possible find personalised pathways for students at risk of exclusion through the Pastoral Support Programme
- Regard exclusion from school as a 'last option'
- Work in partnership with parents to foster a sense of shared responsibility for the behaviour of learners within the school community
- Have a dress code
- Expect teachers to plan lessons, using strategies appropriate to the ability of the students, to ensure maximum engagement in and enjoyment of their learning experiences
- Promote a culture of respect and tolerance throughout our community
- Enforce our behaviour policy beyond the school gates, an expectation laid down in the 2006 Education and Inspections Act
- Ensure sanctions are used effectively in cases where our Anti-Bullying policy has been breached – incidents of bullying will not be tolerated

To deliver on the above, the school's Senior Leadership Team will 'lead from the front'.

However, leadership of behaviour management will be shared by subject leaders, year leaders, classroom teachers and support staff to demonstrate commitment to this policy.

Parents will be expected to sign our Home School Agreement to demonstrate their responsibility to support the high expectations of our school.

Relationship to Other Policies and Documents

- Learning and Teaching
- Anti-Bullying
- Special Educational Needs
- Safeguarding
- Equal Opportunities
- SMSC
- Home – School agreement

Monitoring and evaluation:

The Governing Body will:

- Review student conduct at each meeting by examining the data on internal and external exclusions
- Consider representations made by parents/carers

The Headteacher and Senior Leadership Team will:

- Monitor the referrals and exclusion data in order to identify 'hotspots' and patterns of misbehaviour within School. This will inform actions and / or training as necessary

The Assistant Head teacher (Inclusion) and the Student Guidance Centre Team will:

- Facilitate a programme of preventative strategies aimed at preventing and reducing exclusions for identified groups of students

The Lead Behaviour Professional and the Year Leadership Team will:

- Oversee student conduct within each year group and ensure standards are being maintained
- Identify students causing concern and students deserving praise at half-termly Year Team Meetings
- Form Tutors or Year Tutors will track misbehaving students and additional support will be facilitated as necessary by the Learning Manager or Assistant Head (Inclusion)

Policy written by:

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Lead Behaviour Professional

Date adopted by the Governing Body:

March 2010

Date to be reviewed:

March 2011