



BEHAVIOUR AND DISCIPLINE POLICY

Introduction

1. The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:
 - Encouraging and acknowledging good behaviour and discipline.
 - Promoting self-esteem by encouraging students to value and respect themselves and others.
 - Providing a safe environment free from disruption, violence, bullying and any form of harassment.
 - Promoting early intervention
 - Ensuring a consistency of response to both positive and negative behaviour.
 - Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
 - Encourage children to take responsibility for their behaviour.
 - Explain unacceptable behaviour.

Roles and responsibilities

2. **The Governing Body** will establish in consultation with the principal, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the college in maintaining high standards of behaviour.
3. **The principal and director of student guidance** will be responsible for the implementation and day to day management of the policy and procedures.
4. **Staff, including teachers, support staff and student teachers**, will be 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, so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.
5. **The Governing Body, principal and staff** will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.



6. **Parents and Carers** will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the college in maintaining high standards of behaviour and will have the opportunity to raise with the college any issues arising from the operation of the policy.
7. **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Procedures

8. The principal in consultation with staff will develop the procedures from this policy. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the college has a responsibility towards the whole community in which we live.

Rewards and Sanctions

9. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.
10. Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Training

11. The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.



Interrelationship with other school policies

12. In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying has been established.

Involvement of outside agencies

13. The school works positively with external agencies (e.g. education welfare, health service etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Monitoring

14. The principal and director of student guidance, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them and ensure that they are consistently and effectively applied. The principal will keep the governing body informed.