



St Laurence School

Policy on Behaviour Management 2017

Introduction

Purpose:

To ensure a consistent approach to behaviour management at St Laurence School.

Aims:

- To help students develop self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- To reward good behaviour and sanction poor behaviour, with fairness of treatment and consistency of response for all, and promote restorative justice.
- To ensure a safe environment free from disruption, violence, bullying and any form of harassment, with early intervention as a challenge to poor behaviour.
- To develop positive relationships with parents and carers by involving them in behaviour management.

Principles/values:

This policy is based on our values of care, inspire and succeed.

Role and Responsibilities

The Governing Body establishes, in consultation with staff, parents and the School Council the policy for promoting good behaviour. It ensures that expectations are clear and non-discriminatory. Governors expect compliance with the Education and Inspections Act 2006, Education Act 2011 and the use of existing legal powers as appropriate including the use of reasonable force.

The Senior Team is responsible for implementation of the policy and day-to-day monitoring and management of procedures through the school structures. It also maintains contact with the Police in regard to criminal acts, the right to search in accordance with the Violent Crime Reduction Act 2006 and anti-social behaviour on the way to and from school. Since September 2010 the power to search has been extended to cover alcohol, controlled drugs and stolen property. The Education Act 2011 also extended the power of search to include banned items under school rules.

Heads of Faculty and Heads of House are responsible for ensuring appropriate celebration of student success, consistent application of procedures and high quality of teaching, organisation and management of their curriculum as a pre-emptive means of behaviour management.

All staff and adult volunteers are responsible for ensuring that the procedures are followed and consistently applied on a day to day basis. Mutual support amongst all staff and adult volunteers in the implementation of the policy is expected.

Teachers have responsibility for managing behaviour in their classrooms and around the school through:

- a consistently high quality learning environment that meets the needs of students in all lessons, tutorials and other activities.
- clear routines, expectations, objectives, instructions, explanations, discipline and language aligned with the School's Code of Conduct.
- use of rewards and sanctions systems in a consistent way.
- challenging, encouraging and supporting students, keeping them on task and responding fully to their educational needs.

Approval: Community & Ethos
Review: June 2019



Parents and carers share responsibility for the behaviour of their son/daughter both inside and outside of the School. They are expected to work in partnership with staff and assist the School in maintaining high standards of behaviour as outlined in the Home-School Agreement.

Students are expected to take responsibility for their own behaviour and to be fully aware of the School's policy, procedures and expectations as outlined in the Student Planner. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Organisation

The School makes clear to students how acceptable behaviour can be achieved and how "actions bring consequences". Discretion is exercised through the response being in proportion to the nature of the incident and record of the individual. Students and parents are informed of the circumstances under which personal items will be confiscated and the mechanism for returning them.

Rewards

An ethos of encouragement is central to the promotion of good behaviour. The School achieves this through a wide range of strategies including praise, constructive feedback, awards and House points to celebrate success.

Sanctions

A hierarchy of sanctions (e.g. detention, withdrawal, isolation, exclusion etc) is clearly defined by the School to encourage appropriate behaviour. Restorative processes are also used to repair relationships and promote new skills. Where fixed-term or permanent exclusion is used it is done so with reference to the DfE Guidance on Exclusions for Headteachers. The school works closely with other providers through the West Wiltshire In Year Fair Access Panel to facilitate the provision of managed moves for students and alternative provision where necessary.

Training

The Senior Team ensures that appropriate high quality training on all aspects of behaviour management is provided for all staff as appropriate, to support the implementation of the policy.

External Agencies

The School works proactively with parents and external agencies to identify vulnerable students and ensure that appropriate support is put in place at the earliest opportunity. The School seeks to meet the needs of all students and is part of a local behaviour partnership within the West Wiltshire Alliance through the In Year Fair Access Panel.

Reference to Other Policies

This policy should be read in conjunction with St Laurence School's Anti-bullying Policy, Child Protection Policy, Equalities Policy and Drug Related Incidents Policy.

Monitoring and review:

The Senior Leadership Team are responsible for the implementation and monitoring of procedures to ensure they are effective and explicit.

This policy is reviewed every two years.