



## Behaviour Policy - Secondary

<b>Author:</b>	Leadership Team	<b>Date written:</b>	April 2007
<b>Amended / Reviewed by:</b>	Leadership Team & Curriculum Committee	<b>Review Date:</b>	December 2016
<b>Date agreed by FGB</b>		<b>Next Review Date:</b>	December 2017

### AIMS:

- To create a climate where learning can flourish.
- To protect basic rights of safety, learning and respect.
- To set the boundaries in which children can feel successful and achieve.
- To teach pupils and students about socially appropriate and acceptable choices.

### OBJECTIVES:

- To have agreed behaviour management procedures which are known by all staff.
- To have a defined structure for behaviour management to support staff, which incorporates rewards, sanctions, procedures, behaviour requiring special behaviour management and working with parents.

### **1) School Vision**

At Blanche Nevile we understand that:

- All behaviour serves a function, including communication, emotional regulation and/or satisfying a sensory need.
- Children's behaviour is most influenced by the actions of adults they encounter in their lives.
- When a child is distressed or anxious, their ability to process language is impaired or lost. It is important for language to be kept at a minimum when managing behaviour.
- Our children are sometimes inconsistent in their responses. It is therefore vital that all adults working with a child are consistent in their approach and in their use of language.
- All adults working with a child must be aware of the particular strategies agreed to manage that child's behaviour and apply them consistently.
- It is the role of all adults in a child's life to work together to establish reasons behind behaviours and develop strategies to support the child at times when they may be finding situations challenging.

### **Developing Bilingual and Bicultural Education for Deaf Children**

- 1.1 At Blanche Nevile School the pupil is at the centre of our philosophy to create a safe, positive and effective learning environment in which all members of our community are respected. We have high expectations of ourselves and of pupils' social, emotional and academic development. We

believe that effective communication, praise, celebration of success and quality teaching and learning will enable each individual to reach their full potential.

1.2 To achieve this vision we require an effective pupil management system that includes:

- a. Clear guidelines for praise, reward and sanctions
- b. Clear expectation of pupil behaviours
- c. Clear and assertive recognition of unacceptable behaviours
- d. Structure and frequent recognition of acceptable behaviours
- e. A consistent approach from each individual adult

## **2 Classroom Code**

Line up outside the classroom

Enjoy learning

Arrive on time

Respect the school staff and students and other people's belongings

Never be rude

If the teacher is signing / talking, watch and be silent

Never waste time

Get your books and equipment ready quickly

## **3 Rewards & Praise**

Should operate at a number of levels:

- 3.1 Informal recognition either individually or as a group
- 3.2 Formal acknowledgement of good behaviour via merits, '*Well Done*' cards and letters or phone calls to parents.

## **4 Behaviour and Work**

At all times, pupils' good behaviour and work should be encouraged and recognised through positive reinforcement.

## **5 Formal Awards**

Formal recognition of student's achievements will be recognised through assemblies, weekly newsletter and '*Well Done*' cards and merits in addition the House System recognises the achievement of individuals as well as team effort and contributes to the life, ethos and values of the school.

## **6 Consequences**

School rules are clear and students understand that breaches of the rules have consequences. See Appendix. Staff regularly promote good behaviour through praise and support and model good behaviour throughout the school. The House system also reinforces how we expect students to behave.

**Staff always continue to praise expected behaviour and start afresh each lesson.**

## **7 Organisation and delivery**

Blanche Nevile aims to provide a positive climate with high expectations of all pupils in respect to personal achievement in the curriculum and behaviour.

- Staff should offer consistent communication when carrying out behaviour management, paying attention to both body language and speech. All staff need to be aware of the 'script' which is

being used for individual pupils. This needs to be recorded in the behaviour plan and shared with all staff through team meetings, and school staff meetings.

- Pupils and students need to be aware of both school rules and class rules and understand acceptable standards of behaviour.
- When referring to school rules staff will use the positive rather than the negative e.g. instead of “stop running down the corridor” staff will say and sign “I need you to walk”.
- It is necessary to adopt a team approach when dealing with behaviour, class teams need to ensure that there is continuity and above all, consistency.
- Pupils should be given the opportunity to discuss behavioural issues and participate in problem solving and resolution. This includes allowing and enabling students to express themselves appropriately. Opportunities are given through activities such as role play and through the PSD curriculum to recognise and practice positive behaviours, developing understanding, empathy, trust and support.
- Classroom management is integral to behaviour management. It is important that classrooms are calm, have well established routines and class rules. There should be sufficient resources and equipment to ensure that the learning environment is stimulating. Class groupings and the management of individuals within groups is also an important factor to consider.

## **8 Consistency in practice**

It is important that all adults manage pupils within the above framework throughout the school i.e. lesson times, assemblies, break times, lunchtimes, out of school activities.

## **9 Serious Incidents**

In cases of serious incidents, for example, physical assaults on staff or pupils, verbal abuse towards adults, the person in charge should refer to senior management immediately. The Senior Management Team will record the incident on an incident sheet and any further action necessary will be discussed.

## **10 Bullying**

Incidents of bullying will be identified if adults follow the framework consistently. Following the identification of bullying behaviour, strategies from the school’s anti-bullying policy will be used to address incidents. Any incidence of bullying will be filed in the Incident folder held in school office.

**Appendix I**  
**Behaviour Policy and Practice**

**Rules in the Classroom**

Arrive on time to lessons (If you are 5 minutes late = C3 automatically)

Come to every lesson with right equipment

No phones in class (If caught using = C3 automatically)

Follow instructions of the teacher/support staff.

Watch/listen carefully at all times

**Rules around the School ( If you break these rules, you get a C3 automatically)**

Respect our School = Building, equipment, environment

Respect other people = be kind and helpful

Always walk on the left hand side

No play fighting/pushing/shouting as you move around the school.

If you misbehave around the school or outside you will get a detention.

**RULES EXPLAINED**

C1 = 1<sup>st</sup> warning – Name on board

C2 = 2<sup>nd</sup> warning – Name on board

C3 = Detention – Go to Mr. Drew, Ms Willis, Ms Allen or Ms Held

C4 = Serious offence – Go to Ms Held

Detentions will be taking place at 1.30pm 1.55pm every day.

A Detentions Folder (blue colour) will be kept in JDr's office. Inside the folder is a detentions register. If staff are giving detentions for the same day they can be given up to lesson 4 only. Please inform Ms Davey if adding a name to the detentions register.

Lesson 5 will count as the next day.

All names/year group/reasons why sanctions applied/why detention given must be completed in the register.

The Deputy Headteacher will be in charge of detentions. All students should be told to go to the Deputy Headteacher's office.

When students have arrived for detention the Deputy Headteacher will tick and sign they have attended.

Please note that ONLY incident slips can be used for behaviour problems.