

# Outstanding Behaviour Policy

## Aim

**To create a calm, purposeful yet vibrant learning environment.**

## Objectives

1. For everyone to be clear about our expectations.
2. For staff to deal efficiently with incidences of poor behaviour.
3. For student achievement to be valued and celebrated.
4. To create as many opportunities as possible for students to take on responsibility and to develop their leadership skills.

## Procedures

### Governors

- Monitor the working environment when visiting the School.
- Monitor trends in behaviour through data provided in the Headteacher's Reports.
- Ensure that the budget allows adequate resources for rewards and incentives.
- Play a part in celebrating student success by joining reward trips, coming in to assemblies and being a part of the annual celebration of achievement.

### Headteacher/Deputy Headteachers

- Establish clear expectations, regularly reinforcing them in assemblies, briefings, bulletins and letters.
- Monitor the Schools systems for reporting and dealing with behaviour issues, leading the School's response to the more serious cases.
- Demonstrate the importance and value you place on student achievement in everything you do.
- Give students every chance to contribute to School Improvement and use the student council to ensure students' views are listened to and valued
- Have a presence in classes and during break and lunchtimes to promote positive behavior. Know when the potentially more difficult lessons are taking place and drop in to offer support.

### All Staff

- Set and maintain high standards for yourself in terms of your punctuality, appearance, the completion of tasks and meeting of deadlines.
- Be a model professional in all your dealings with students, parents and other colleagues.
- 'Catch' students doing well, praise them and create a positive ethos.
- Pick up on all poor behaviour. Be very clear and assertive if students challenge your judgement, but never aggressive, intimidating or belittling.
- Be on time for lessons and duties.

### Teachers

- Have a seating plan and insist that the students follow it; this strategy is fundamental to achieving a positive learning environment.
- Have the highest expectations of students in terms of their listening skills, focus & concentration in class and treatment of each other. Make use of the WRO/TED systems as appropriate.
- Tell the students "well done" whenever you can, applying other rewards such as phone calls and post cards home as appropriate.
- Be ready with your sanctions, applying them as required. Follow through on everything you say, write up issues / actions on incident sheets and pass them on to Sally Timmons for information and intervention when appropriate.
- Refer issues and concerns to your senior staff as appropriate; they are your first line of support.
- Take every opportunity to give students responsibility. Let them lead parts of lessons and help / challenge each other academically.
- Follow the Anti-bullying policy if you are concerned about any bullying

### Secondary Form Tutors

- Make sure that the students in your Tutor Group sit where they can support each other's progress and learning.
- Insist on high standards of appearance and punctuality. Have things for them to do during every tutorial, following the tutor program for Literacy and Numeracy, and insist that they do them!
- Know how your students are doing across the curriculum: check their assessment checkpoint data and talk to Sally Timmons about detentions and behavior issues. Talk to students about what is going well as well as what is going not so well. While alerting them to issues, give parents as much good news as you can.
- Give KS4 students opportunities to lead and support other students learning - the whole point of a mixed age tutor group.

### **Students**

- Know what is expected of you on coaches / minibuses, around the site and in lessons. Don't let yourself down.
- Do everything you can to get into the right pattern of work and behaviour while you are at school. Turning over a new leaf when you join a Sixth Form or College at the age of 16 is tricky, especially if your reference and results are not as positive as they could have been.
- Be honest when you have got things wrong. Accept any sanctions with good grace and change the behaviour that has been an issue. Arguing and being difficult can only make things worse.
- Be alert to bullying and always report any bullying behaviour to a member of staff.
- Know your targets and do everything you can to achieve them. If you do not quite make it, have the resilience and determination to get there next time.
- Enjoy the moment when you are rewarded for your hard work and effort; you will more than deserve it! Go on any reward trips, but make sure you comb your hair etc for special awards and presentations! Your parents' photographs will haunt you forever!!
- Impact positively on other students learning and progress. Help out in lessons. Be ready to take on responsibilities, put forward your ideas and to lead.

## ***Information for Parents***

<b><i>Aim</i></b>	We want a positive working environment, one in which students feel valued and safe. We encourage students to take responsibility and develop leadership skills. We believe that motivated students will behave well, and do all we can to encourage them in this way. We do, of course, have and use sanctions, but our experience shows that rewards and incentives are far more powerful in establishing a strong and supportive ethos.
<b><i>Classroom 'Rules'</i></b>	It is crucial that our pupils let each other focus and concentrate. To this end, we expect the highest standards of behaviour and use both praise and sanctions to achieve them. It happens rarely, but we do operate a 'Warning, Repeat, Out' system in secondary school lessons with students catching up any work missed in their own time. Our primary schools categorise poor behaviour either as 'R' (respect) or 'P' (Physical). Issues are followed up at break and lunch times with continued issues resulting in meetings for parents with the class teacher and either the Deputy Head or Headteacher.
<b><i>Rewards</i></b>	All three of our schools make a point of using a variety of rewards. At the primary schools, our TED system (technique, effort and desire) rewards good learning behaviour and certificates are given for this in assemblies. Pupils can also gain House Points and Headteacher Certificates. Each class has its own system of stickers and other rewards as well. Vivos are used at Samuel King's to reward positive learning. We also have Mr Johnson's 'Pink Box', with five students being drawn out each week and either claiming £1.50's worth of break time snacks or a free lunch.
<b><i>Aggression</i></b>	Colleagues are expected to be firm and assertive, but absolutely not aggressive. Shouting at students and being aggressive is not tolerated. We believe that staff should model how to be a good adult! We do not condone intimidation. Contact Ian Johnson if you have any concerns – <a href="mailto:ijohnson@samuelkings.cumbria.sch.uk">ijohnson@samuelkings.cumbria.sch.uk</a>