



Cædmon School

Managing Behaviour Policy

HISTORY OF DOCUMENT

Issue Number	Author	Date Written	Approved by Governors	Comments
1.	T Hewitt	January 2013	25 March 2013	Review 2016
2.				
3.				
4.				

Signature of Headteacher:

Signature of Chair of Governors:

MANAGING BEHAVIOUR POLICY

1. RATIONALE

This policy assumes the premise that good order is essential to effective teaching and learning and offers guidance for teachers and other adults in school.

Effective behaviour management is essential. The school recognises the importance of positive behaviour and does this through the curriculum, through the form tutor, and by the examples set by the adults working in the school.

All members of the school are expected to maintain an atmosphere conducive to learning, which allows teachers to teach and pupils to learn.

2. KEY EXPECTATIONS

All members of the school community will expect that:

- Students will be polite and respectful towards adults and they will carry out reasonable requests from adults
- Adults will be polite and respectful of our students and their level of maturity
- Teachers and other adults will take appropriate action when they witness unacceptable behaviour from students
- Parents will accept responsibility for their child's behaviour and will support the school
- All members of the school community will be tolerant of each other's needs

3. RELATIONSHIPS BETWEEN TEACHERS AND STUDENTS

Positive relationships between students and teachers are fundamental to a happy school atmosphere and good discipline. Relationships should be based on mutual respect. All teachers' actions are in the public domain. Teachers use their professional status in dealing with children, young adults and their parents and carers.

The following principles should be noted:

- Respect each person
- Expect to receive respect
- Treat everyone as an individual
- Use access to files/summaries to get to know the backgrounds of students
- Apply discipline firmly and fairly
- Set high standards
- Repair damaged relationships with all students at the earliest opportunity

The adult will lead by example:

- Greet students cheerfully
- Be consistent
- Take initiative in dialogue
- Show confidence
- Communicate with all students
- Set high standards of speech, manner and dress
- Listen to pupils.
- Act justly and fairly and be seen to do so
- Establish a relationship built on respect with all students
- Deal promptly with matters of discipline
- Acknowledge students' positive behaviour
- Supervise an orderly dismissal of students into the body of the school

In lessons and around school all teachers should deal with overt misbehaviour - **to ignore it is to condone it**. However, a teacher's handling of an incident should only need moderate action

(such as a quiet word). Moderate action is used to avoid a confrontational situation. Students always need an “escape route.” Resolution of a problem is the aim and not victory over a vulnerable student who finds blind obedience impossible. Understanding that ‘succeeding’ rather than ‘winning’ should be the aim when dealing with conflict situations.

When dealing with problems teachers should **NEVER use negative communication** such as:

- Arguments and confrontation
- Loud public reprimands
- Humiliating or hurtful reprimands
- Sarcasm with its unpredictability
- Strong sanctions for minor problems

Teachers should adopt **constructive communication** by:

- Using appropriate humour (and not sarcasm)
- Keeping calm and listening (Do not shout)
- Explaining the consequences of their actions (rather than threats which would be difficult to keep or beyond your remit)

4. CLASSROOM MANAGEMENT OF BEHAVIOUR

It is accepted that total consistency between teachers is unlikely; indeed, personal style should be encouraged. Personal style cannot be put in place of agreed strategies. Teachers will follow the **principles of good practice** to assist a positive and orderly atmosphere in the classroom.

Good practice includes:

- Being punctual – meet and greet
- Subject knowledge
- Planning thoroughly
- Making work relevant and interesting
- Organising appropriate materials and resources
- Giving clear instructions and sharing your hopes for the lesson
- Taking account of different ability levels- differentiation by outcome cannot be a sole approach to teaching and learning
- Taking account the SEN(D) of all students
- Using the power of the mid lesson and end of lesson plenary sessions
- Setting homework when appropriate and in line with agreed policies

Teachers use systems consistently for:

- Meeting, greeting and registering all classes
- Sharing learning objectives at the beginning and throughout the lesson
- Setting and marking of homework
- Rewarding students regularly
- Awarding house points and subject commendations
- Listening skills
- Oral work
- Dismissal from classrooms

5. CODE FOR POSITIVE BEHAVIOUR

Teacher expectations of students’ behaviour and work should be high yet realistic. There are agreed, over-riding principles of good behaviour such as speaking politely and following adult instructions. More precise codes are useful for general order.

The code of behaviour **will be taught to all students** and it will be the role of the form tutor and the Faculty Leaders to monitor the code.

Around school students will be expected to:

- Move around quietly
- Walk in corridors on the left hand side
- Keep the school clean and tidy
- Wear all aspects of uniform correctly at all times
- Be courteous to all students and adults at all times

In lessons students will be expected to:

- Be punctual
- Enter and leave rooms sensibly
- Stay in seats unless given permission to move
- Remain silent, listen, and concentrate when required
- Put up a hand to answer questions unless the teacher invites quick ideas
- Carry their planner, pen, ruler, calculator, books and any other equipment needed
- Record homework in planner
- Take pride in the presentation of work and keep book/folder/planner covers clean
- Work sensibly - not distracting other students
- Only leave the room with the teacher's permission or by prior arrangement

To and from school students will be expected to:

- Be sensible, aware of danger and stay safe
- Wear school uniform with pride
- Act courteously to all others including the general public and fellow students
- Go home safely whether walking, by car or by school or service bus

The school's reputation, students' reputation and the reputation of students' families is dependent upon it.

The school has a duty of care for students at all times, including during the evening and even at weekends

Good discipline requires that **all members of the school community respect the known standards**. Form teachers and subject teachers should seize opportunities to refer to the expected code of behaviour and remind students of our system of outcomes.

Learning tutors and Senior Staff will reinforce this knowledge through assemblies and general contact with students. Members of the Leadership Team will work within the school every lesson. They will call into lessons to support learning, and will endeavour to support staff as they teach.

Opportunities for students to raise pertinent questions and offer suggestions are given to them through their **school council**, senior prefects and email.

Mutual respect and high self-esteem are developed through positive systems. Therefore **rewards should have greater emphasis than sanctions**.

6. MONITORING AND EVALUATION:

- Termly monitoring through the process of School Self review (SSR)
- Review through external agencies, Governance, SIP and OFSTED
- Evaluation through student and parent voice and internal and external parent, student and staff surveys.