



BEHAVIOUR MANAGEMENT POLICY

Context

Our approach to Behaviour Management is based on our school values:

- We are a learning community where everyone has a valuable and unique contribution
- We work with parents and governors to provide a safe and disciplined environment in which to work
- We respect one another and our environment
- We work together to achieve the best we can for our students and our community
- We recognize achievement
- We speak to each other with respect

The importance that sound Behaviour Management plays in determining the ethos and effectiveness of the school is well established:

- Effective discipline can have a positive influence on teacher and student morale, making school an enjoyable and interesting place to be
- Effective discipline is an important pre-condition for students' levels of attainment
- Effective discipline is part of the personal and social development of students
- Effective discipline is necessary for students' safety and well-being

“Most students behave and attend well and are punctual but evidence from students, parents, and inspection observations show a persistent group of students for whom this is not the case...”

OfSTED 2007

Status	Statutory
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Purpose

The procedures attached to this policy and associated policies provide guidance on our systems for supporting positive behaviour and dealing with in-discipline, but the purpose of this policy is to outline the key concepts which will ensure its success:

- **Shared values** - so that all understand what behaviour is expected from all within our school community
- **Clarity** - all staff need to understand how to implement this policy
- **The promotion of positive behaviour** - based on establishing relationships of mutual respect with students, high quality teaching, and the recognition of achievement
- **Dealing promptly and effectively with low level in-discipline both in and outside classrooms** - to minimise disruption to learning and ensure good order around the school
- **Dealing justly and robustly with major breaches of our behaviour code**
- **Consistency and fairness** - ensuring that there are clear consequences for indiscipline
- **Supported personal action** - all staff need support to implement this policy but personal action is essential to build staff-student respect, not to undermine staff authority, and to make this policy manageable
- **Partnership** - the need to involve parents and other agencies to promote good behaviour and deal with inappropriate behaviour

Consultation	<ul style="list-style-type: none"> Governors, Staff, Students and Parents
Relationship to other policies	<ul style="list-style-type: none"> Teaching and Learning, Inclusion, SEN, Anti-Bullying Child Protection
Relationship to standard operating procedures	<ul style="list-style-type: none"> Procedures for Managing Behaviour at Ratton School Curriculum Area implementation of School Procedures for Managing Behaviour On Call Rota and Guidelines

Role	Responsibility
Governors	<ul style="list-style-type: none"> Establish this policy Monitor and review the effectiveness of this policy
Headteacher	<ul style="list-style-type: none"> Ensure structures are in place to support the effective implementation of this policy
Core Leadership	<ul style="list-style-type: none"> Ensure that "Procedures for Managing Behaviour at Ratton School" are developed and applied Ensure that standards of behaviour are monitored Challenge unacceptable practice Ensure that all staff are aware of and understand this policy
Learning Directors and Curriculum Leaders	<ul style="list-style-type: none"> Develop, manage and monitor "Curriculum Area implementation of School Procedures for Managing Behaviour" Supporting all colleagues within the curriculum area to manage behaviour
Care and Guidance	<ul style="list-style-type: none"> Support the implementation of the Managing Behaviour Procedures within the Learning Communities
Teaching Staff	<ul style="list-style-type: none"> Ensure that standards of behaviour in lessons are excellent Ensure that classroom expectations are clearly outlined and understood by all students Ensure that disruptive behaviour does not present a barrier to learning
Associate Staff	<ul style="list-style-type: none"> Reinforce the expectations for good behaviour by recognising positive behaviour and effectively managing disruptive behaviour
Learning Leaders	<ul style="list-style-type: none"> Intervene with students on the occasions when behaviour is proving to be a barrier to learning
All Staff	<ul style="list-style-type: none"> Act in accordance with the school's values and be seen to do so Establish a relationship of mutual respect with students Deal promptly and personally in matters of discipline Consistently apply the behaviour management procedures

Arrangements for Monitoring and Evaluation

Date established by Governing body:	February 2008
Date for full implementation:	February 2008
Date of review/approval by governors:	February 2010
Date of next Review:	February 2012

ANNEXES
