

BEHAVIOUR POLICY

Role	<i>Designated Teacher for Behaviour</i>	<i>Deputy Designated Teacher</i>
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Our 'Named Governor' with special responsibility for Behaviour is Jan Pearce.

Policy Reviewed & Approved by Governors:

Signed by Headteacher: _____

Signed on behalf of the
Governors Committee: _____

Date: _____ November 2015 _____

Behaviour

This policy should be read in conjunction with:

- Use of force to control or restrain students Policy
- Searching of students and prohibited items Policy
- E-Safety Policy
- Equal Opportunities Policy

Glossary of Terms/Abbreviations:

ALM	Assistant Learning Manager
HoC	Head of Cluster
HST	House Tutor
LM	Learning Manager
SL	Subject Leader
SLT	Senior Leadership Team

Principles

At Townley we believe that good behaviour is essential to enable effective teaching and learning to take place:

- teachers have a **right** to teach and students have the **right** to learn
- students have a **responsibility** to respond
- students have a **choice** in the way they behave
- students should understand that if they choose wrongly, that **consequences** will follow

Aims

Using positive behaviour management we aim to provide:

- a school community in which each individual student is valued and in which learning will thrive
- a reinforcement of positive attitudes and a Growth Mindset
- a celebration of a wide range of achievements
- acceptance by all adults in school of the common responsibility for maintaining good discipline and promoting the school's aims and code of conduct

Respect Agenda

We follow a "Respect" agenda, which encourages members of the community to respect each other. We expect our students to play an important role in making society a more respectful environment for everyone.

We promote good behaviour, discipline and respect for self and for others. We strive for fairness, consistency of response and a safe environment free from disruption, violence, bullying and harassment. We aim to achieve this by early identification and intervention and a positive partnership between school and home. Our school values are reinforced through the school's code of conduct, in and out of classroom rules, positive behaviour management, our Personal Development Programme, our leadership opportunities and school assemblies.

Behaviour for Learning

In their lessons students are expected to be supportive of each other. Their mature, thoughtful behaviour should be an outstanding factor in their successful learning. Their behaviour should make a strong contribution to good learning in lessons and they are expected to show responsibility in responding to expectations, set consistent standards for themselves and need rare guidance from staff on how to conduct themselves. At all times students should show respect and encourage others to conduct themselves equally well.

Growth Mindset

Through our teaching and through leading by example, we encourage our students to adopt a growth mindset approach to their learning. A Growth Mindset can help alleviate frustrations that some students experience in their learning and hence reduce the frequency of certain low-level disruption.

Rewards and Sanctions

Good behaviour is achieved through encouraging respect and the combined use of Rewards and Sanctions.

Rewarding Students

Praise and commendation are important in raising a student's self-esteem and achieving the desired goal of good discipline, high quality work and a Growth Mindset in relation to their learning. At the simplest, and perhaps the most effective level, this means exploiting every opportunity to give verbal or written praise – for good work, courtesy or co-operation and above all, for sustained effort in learning activities. Praise at its most effective is part of a system that spreads its net of praise as widely as possible.

Sanctions

We need to ensure that students receive fair and consistently applied sanctions for unacceptable behaviour. However, we must also display flexibility in our use of sanctions to take account of individual circumstances. A summary of which members of staff are responsible for each type of sanction is shown below and flow diagrams are shown in Appendices 1A to 1D for different scenarios (e.g. in the classroom, at lunchtimes, on school trips etc.)

- Good discipline should be maintained first and foremost by the **classroom teacher** and they should use appropriate sanctions when required
- Persistent misbehaviour or inadequate work should be drawn to the attention of the **Subject Leader**, who will apply sanctions at a Departmental level
- If there is no improvement in work or behaviour of a particular student, the **Head of Cluster** should be notified and given written information relating to the action taken by both the subject teacher and Subject Leader; appropriate sanctions will be applied at a Cluster level
- If a student's behaviour continues to worsen, if other sanctions have not been effective or if more than one Cluster has concerns, the appropriate **Member of SLT** should become involved; at this stage, the Learning Manager may also be invited to be involved by the member of SLT, as the student's learning may also be affected 'across the board'
- Misbehaviour outside of the classroom should be dealt with by the teacher who is present. The student's Conduct Card should be suitably endorsed for minor misbehaviour. For more serious issues, the House Tutor should be informed, who will take appropriate action. If the matter is not resolved or the issue is very serious, the member of SLT on duty on the day the matter occurred should be consulted
- Misbehaviour on school trips or visits should be dealt with, in the first instance, by the Staff member in charge of the trip [Refer to Trips and Visits Policy]
- **At all stages in these procedures**, the **House Tutor** should be kept informed about the matter as it develops, including any (ongoing) sanctions that have been employed

The Role of House Tutors

HSTs play a pivotal role in monitoring the achievement, behaviour and therefore the overall progress of their tutees. HSTs should employ sanctions at their level where these will:

- help to focus individual students on areas of concern, particularly behavioural concerns
- support their subject colleague's efforts to guide and to support individual students

HSTs may use a 'House Tutor Report' for periods of one or more weeks in order to support their tutees. The ALM should also be kept informed of progress.

The Role of Learning Managers

LMs ensure that information flows smoothly between subject teachers, SLs, HoC, SLT and parents, ensuring that reports and other documentation can be collated and produced at the relevant stages in these procedures. They monitor the behaviour and progress of their relevant year groups and ensure that a consistent approach is maintained by tutor teams.

When matters escalate beyond the HoC Level, the LM will operate a 'Triage' system and will then engage with the relevant member of SLT. For issues that remain within one Cluster area, the link-SLT for that Cluster will manage the situation together with the LM. Where the LM has identified that more than one Cluster has concerns, the link-SLT for that year group will manage the situation together with the LM.

The Role of Assistant Learning Managers

The ALMs will ensure appropriate and accurate records are kept of all meetings, telephone conversations with parents, letters and sanctions.

ALM's are often the first point of contact with parents. They must ensure that issues are recorded, letters sent and all relevant members of staff and parents are communicated with. They will conduct regular planner checks and make appointments with parents.

Behaviour Zones – See Appendix 1

We operate a Zone system to identify and respond to positive and negative behaviours. Our aim is to have a balance of rewards and sanctions and to actively encourage positive behaviour by recognising and rewarding it.

Respect Zone Sanctions

Green zone represents the expected excellent behaviour of the majority of students at Townley. It is a positive zone and is to be recognised and rewarded as such.

White Zone The individual classroom teacher or House Tutor retains responsibility and ownership of the outcome. The Student Chamber or Learning Mentor may also become involved at this level.

If this is failing then actions move into the

Amber zone where another member of staff is involved e.g. Subject/Cluster Leaders or Learning Managers. The aim is to return to green zone as soon as possible. If the offence is serious or persistent and previous strategies have failed then it is dealt with in the

Red zone. In this zone, students are at risk of exclusion or similar sanction.

Use of Technology

This is covered by the E-Safety policy.