

Behaviour and Expectations Policy

Rationale

Our Behaviour and Expectations Policy is based firmly on the principles of courtesy and respect for each individual and the school. It focuses on the right that every student has to learn in an environment that is safe and conducive to learning and the right of every member of staff to be able to teach and support in such an environment. Students will be helped to develop their individual potential for growth, self-worth and self-control through experiencing clear and consistent guidance and support on appropriate ways of behaving towards other people within the school and the outside world. It is our belief that the Behaviour and Expectations Policy is fundamental to raising standards of educational achievement and increasing social inclusion.

Aims of the school policy

- To create an environment that defines, encourages and supports acceptable behaviour.
- To help students to develop an awareness of how their behaviour affects other people
- To help students take control and responsibility for their own behaviour
- To help students understand the impact of behaviour and attendance upon learning
- To develop a partnership between home and school that promotes acceptable behaviour.

Leadership and management

The Head teacher takes responsibility for the full implementation of the policy and for its monitoring. The Head teacher will report at least annually to the Governing Body.

The Senior Leadership team is committed to:

- actively promoting good behaviour
- modelling expectations of behaviour to staff and students
- encouraging, supporting, and helping all pupils and staff to reach their potential
- working with parents and guardians to promote good behaviour

Responsibilities

A. Governing body

- The governors are responsible for:
- making sure that the behaviour and expectations policy and its procedures are followed.

B. Head teacher

- The head teacher is responsible for:
- making sure the behaviour and expectations policy is readily available and that the governors, staff, pupils and their parents know about it
- making sure the behaviour and expectations policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out

C. All staff

All staff are responsible for:

- Encouraging respect and promoting positive behaviour by modelling the behaviours they wish to see
- Setting a good example through their manner of authority, methods of communication, co-operation and compliance with the school policy

D. Staff with specific responsibilities

Ruth O'Sullivan, is responsible for:-

- coordinating work on improving behaviour
- monitoring incidents of inappropriate behaviour and preparing reports

Jane Love, Behaviour Mentor, is responsible for:-

- Leading and monitoring work in the inclusion area including the Oasis Room
- Co-ordinating staff on Student Support

E. Visitors and contractors

Visitors and contractors are responsible for:

- knowing, and following the Behaviour and Expectations policy

F. Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are fulfilled or not. These are considered as showing

- Respect for self and others
- Respect for property
- Engagement with all curriculum tasks
- A commitment to remaining in the appropriate curriculum area

The school has a central role in the development of the students' social, emotional and moral development, just as it does in their academic development. Staff at NeneGate understand the significant challenges facing young people with behavioural, emotional and social difficulties and how these difficulties can manifest themselves in and around school. We also acknowledge that difficult behaviours sometimes result from unidentified or unmet special educational needs; the complex relationship between the curriculum and the behaviour of students is well known. Staff will strive to identify and meet these needs wherever possible.

G. The 5 R's

The NeneGate School Behaviour Policy has been constructed around the concept of the 5 R's: Rules, Rights, Responsibilities, Routines and Rewards.

Rules

Are clear, consistent, on display and convey positive expectations

Are implicit within the 'Expectations' that are clearly displayed around school

Are implicit within the points system that operates throughout the day

Rights

To learn/teach without undue, unfair distraction and disruption

To respect and fair treatment – of property, place, personal space, feelings

To safety – physical and psychological

Responsibilities

Staff have a responsibility to –

Provide an environment that is supportive and caring thereby helping students to accept responsibility for their own behaviour and respect the rights of others

Establish firm boundaries thereby enabling students to feel safe – this includes challenging intolerance and bullying.

Work as part of a mutually inclusive and supportive staff structure which offers communication and collaboration in the resolution of difficulties and celebration of results and achievements

Work together with parents and carers to promote acceptable behaviour

Students have a responsibility to –

Listen and respond appropriately to adults and to each other, accept consequences and use appropriate language at all times

Try their best in every lesson/activity and to behave in a manner that allows every member of the class to learn free from disruption

Avoid any violent or threatening behaviour towards other members of the community

Show respect for property and the environment

Parents/Carers have a responsibility to –

Prepare their children appropriately for school

Support the school policies and to sign/endorse the Home/School Agreement

Routines

A full list of the daily routines can be found in Appendix B. These cover the following :

- Arrival/taxis. Registration and reporting student absence
- Form rooms
- Breakfast
- Assembly/Reading
- Transition between classes, start and finish of lessons
- P.E Kit
- Morning break
- Lunch and lunch break
- End of day leaving/taxis

A staff duty system is in operation to ensure that all areas and activities are supervised and monitored throughout the school day.

H. Rewards (and Sanctions)

To encourage students to develop an awareness of their own behaviour and its effects on others and to help them develop mature and thoughtful self-control, we use a variety of strategies based on the following beliefs

- That appropriate and supportive behaviour should always be acknowledged, valued and rewarded
- That young people's self-esteem should be enhanced
- That unacceptable behaviour will be challenged

The principle strategy that we use to value and reward appropriate and supportive behaviour is our daily Points system. Students can earn points throughout the day, in lessons, activities and for transitions between lessons. Students can earn up to 50 points in a day, they need to achieve at least 38 in order to earn a Friday activity of their choice. Points above 38 will earn 2p that can be banked and saved towards a reward of their choice.

Respect Time

Respect Time is within the school and has been discussed with students and parents/carers. Students are expected to complete work and be polite and respectful. If they earn 0 points in a lesson or activity they will earn 5 minutes of Respect Time. During this time they will be expected to think about and discuss the incident that led to 0 points being awarded. A more severe incident may lead to 10 minutes of Respect Time being given. This will take place at Break Time in the Hall and will be supervised by staff.

Most parents have agreed that we can delay a student's return home following difficulties in school. Students will receive a detention if damage is caused, for bullying or for physical aggression towards a member of the school community. Parents will, on these occasions, be responsible for getting their child home at 4pm.

If avoidable damage is caused to school property by a student then parents may be asked to contribute towards the cost. If this is not possible then reparation will need to be made in a positive way.

The school regularly uses informal rewards to acknowledge the value of positive behaviour:
Verbal praise from staff

Phone call/letter home to parents/carers
Specific individual praise in assembly
Certificates
Afternoon tea and cakes with a member of SLT

Staff (on support)

There will be at least two members of staff 'on support' during every lesson. The timetable clearly identifies the member(s) of staff on support. Staff who are on support will check classrooms during lesson times and be available to support both staff and students who are experiencing difficulties **and** to record incidents of success. Staff on corridor duty at break times will check each activity area to ensure that all pupils are where they should be, and to provide support should it be needed.

Role of support staff –

Provide support for a student who is out of class

Help to manage a student who is disrupting a lesson, refusing to co-operate or being aggressive

Help to manage a student who is out of class and causing difficulty

Planned ignoring of a student who is out of class and seeking negative attention

Monitoring from a distance, a student who is out of class and seeking negative attention

Supporting a student's return to class after appropriate 'time out'

Recording incidents of good behaviour, progress in class or work produced.

It is not the role of the people on support to simply take responsibility for any student causing a difficulty. The staff on support are there to support colleagues and as far as is possible to ensure that staff do not have to manage the most extreme situations in isolation. In supporting a difficult situation the members of staff on support will seek to work with colleagues, offer advice and support as appropriate.

Inclusion Area

If a student is unable to remain in class they will be taken to the Inclusion Area (with work where appropriate). They will be given the opportunity to complete work and avoid Respect Time. Staff On-Support should check if and when a student is able to return and what

points they are able to achieve. It is the decision of the Behaviour Mentor as to what points are awarded at the end of the lesson.

If a student is unable to work they will be taken to the Oasis and given time to calm down. The Behaviour Mentor (supported by SLT) will work with these students to enable them to return to class as soon as it is appropriate to do so. Students may also be asked to work in the Head or Deputy Head office.

I. Restorative Approaches

Restorative Approaches stress the importance of relationships over and above rules. It seeks at all times to restore the relationships between people when these have been damaged by inappropriate or offending behaviour

NeneGate School aims to embrace restorative principles where young people are learning to be effective and reflective citizens

All staff have been officially trained in the use of Restorative Approaches and will lead the implementation of restorative practices in school with parents/carers, students and staff.

Restorative meetings can range from informal meetings between participants who have been involved in a minor dispute to a full Restorative Conference that requires advance planning, the permission of all participants to be involved and considerate mediation throughout the process.

The restorative approach is based on the notion that people need to take responsibility for the impact of their behaviour on other people and the consequences of harmful behaviour is that relationships are damaged. The people best placed to resolve a conflict are the people involved and that imposed solutions are less effective, less educative and less likely to be honoured.

More in-depth detail of the restorative process can be found in school and is available upon request.

J. Professional development

- The school is committed to ensuring that all members of staff understand the importance of the policy and the necessity to deal with each and every incident.
- Regular staff training is provided to ensure that all procedures are followed.
- Professional development activities are open to all staff .

NENEGATE

- Staff seeking professional development opportunities complete a request for training form which is given to the Head teacher for approval. The head teacher will make the decision of whether that member of staff can go on the course based on the needs of the school and budget constraints.
- All members of staff attend staff training on a Friday afternoon.
- Governors are welcome to attend the Friday afternoon training sessions.
- Governors also receive training from the local authority to help them fulfil their roles.

Personal development and pastoral care

- Each student has a tutor team of two members of staff. The tutor team aims to develop a good working relationship with the student and their parent/ carer.
- A dedicated TA works consistently with each year group.
- All students take part in a career programme from year 7 up to year 11. This involves meetings employers, visiting colleges, workshops at the school and work experience.
- If necessary the school will seek the support of outside agencies to support the behaviour of particular students

Attendance

- The attendance of all students is tracked and monitored.

Monitoring

- Data for behavioural issues, exclusions and detentions is monitored to see whether there are any patterns or trends.
- This data is used to set behaviour targets for the next term
- All data is then analysed, and action plans put in place to deal with any concerns.

Working with parents/ carers

- All parents/ carers attend a meeting at the beginning of each academic year to discuss: home/ school agreements, attendance, academic progress, behaviour and the timetable.
- All parents/ carers are encouraged to attend end of term meetings at the school to discuss the progress of their child.
- Parents/ carers are also invited and encouraged to attend school events e.g. assemblies, sports days, school bazaars.

- Tutors regularly phone parents/ carers to up-date them on the progress of their child.
- Val Martin, HLTA, has the role of Parent Link in the school.
- The school has a Parent Voice group that meets on a termly basis and a number of parents/ carers attend this group.
- Parents/ carers are also encouraged to take on the role of school governor.
- Parents/ carers can access policies by visiting the school office.
- The school is accessible for all visitors.
- The school is developing sessions for parents/ carers on a Friday morning e.g. parenting courses, coffee mornings, basic skills.

Financial implications

Money is available in the school annual budget for staff development.

Procurement and outsourcing

- The school will gather a number of quotes for any work or services that need to be completed at the school.
- Decisions made about who any work will be awarded to will be based on price and quality of work.

Assessing and reviewing policies

- All school policies are reviewed on an annual basis.
- The school's Quality Cycles details when each policy should be reviewed.

Monitoring and review

The effectiveness of this policy will be reviewed annually by the Leadership Group and by the Governing Body within the Governors' policy review schedule.

How is the policy published and promoted

- A copy of the policy will be available in the school office.
- The policy will also be promoted through staff training sessions.

Breaches of the policy

- If any members of staff breach this policy, this will be dealt with in accordance with the Staff Disciplinary policy.
- If any student continually breaches this policy an urgent Annual Review will be held and a referral to the PASP Panel may be made.

Authorisation

Signed on[date]

Chair of the Governing Body

Date for Review:

Revision History

Rev. No.	Date	Changes	Sign
1			
2			
3			
4			
5			
6			