

THE ASTLEY COOPER SCHOOL



SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

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Headteacher: Mr E Gaynor

St Agnells Lane, Hemel Hempstead, HP2 7HL

Tel (01442) 394141

Fax: (01442) 401407

E-mail admin@astleycooper.herts.sch.uk

Rationale

Good student behaviour is an essential pre-condition for successful learning. All members of the school community should work together to create an environment for effective learning.

The key features of a successful school are good discipline and standards of behaviour which encourage a sense of security and well being as well as effective teaching and learning. A clear, shared understanding of the school's values is a pre-requisite for the effectiveness of this behaviour policy.

In order for the school to function as a supportive and orderly community students are encouraged to consider the health, safety and feelings of others. The school emphasises the positive aspects of behaviour management and ensures that the school rules are few and positively worded. These rules have been developed over a long period of time, often in consultation with the students.

The school's approach to behaviour management is based upon a range of rewards which are given regularly and publicly, since the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. Sanctions are only used where necessary and appropriate to the students and the misbehaviour that has taken place.

This policy has been drawn up after consultation with staff, governors and with the involvement of the school council.

Aims

- To establish and maintain approaches to behaviour management that are consistent throughout the school
- To ensure that behaviour facilitates the delivery of the schools curricular aims and the development of positive attitudes
- To ensure that every member of the school behaves with consideration and concern for others
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

Objectives

Students will:

- understand the need to move around the school safely and quietly
- be considerate of the needs of other people
- develop a sense of responsibility for their own behaviour
- be given opportunities to contribute towards the drawing up of rules/codes of conduct
- be made aware that good behaviour is appreciated and valued

The Learning Environment

The school believes that an appropriately structured curriculum and effective learning ethos contribute to good behaviour. Planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffections which can lie at the root of poor behaviour. Classroom management and teaching methods have an important influence on students' behaviour.

It follows that:

- there should be a positive learning environment
- lessons should have clear objectives, be understood by the students and differentiated to meet the needs of students of different abilities
- marking and record keeping is used both as a supportive activity, providing feedback to the students on their progress and achievements and as a signal that the student's efforts are valued and that progress matters
- teaching methods should encourage enthusiasm and active participation for all

Unacceptable Behaviour

Students must understand that there are consequences which result from **all** behaviour.

Serious misconduct or misbehaviour will not be accepted and may result in fixed term or permanent exclusion.

Students involvement with drugs is prohibited including:

- the use of drugs (alcohol, tobacco, illegal drugs, non-illegal drugs)
- the possession of drugs or instruments
- being present when one or more students are using drugs

Students may be excluded and the police notified if students are involved with any illegal drugs.

Further examples of unacceptable behaviour include:

- theft
- vandalism
- insolence
- defiance
- dishonesty
- harassment
- swearing
- possession of dangerous devices

Rewards

The school emphasis on rewards is to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The school makes every effort to ensure that sanctions, through its consequences system, are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although the school recognises the need to ensure that the student in question does not find the individual attention rewarding rather than punitive.

Important features of punishments include:

- a focus on the misbehaviour rather than the student e.g. “that was an unkind thing to do “rather than “you are a very unkind student”
- a message about what the student should do in future
- timing immediately after the misbehaviour
- sanctions appropriate to the misbehaviour
- looking for the possibility of praise after the punishment, to encourage more positive behaviour

Sanctions may include:

- detention during break times to complete work or avoid break time misbehaviour problems;
- loss of privileges within the classroom (this should not affect the student’s right to full access to the curriculum)
- sitting away from the rest of the class for a defined period
- referral to the Headteacher, member of the Senior Leadership team or a Key Stage Leader
- fixed term exclusions

Sanctions used by teachers may not include:

- sarcasm
- humiliation
- being forced to physically comply with requests (in such circumstances if a student refuses to cooperate the Progress Leader or Headteacher is requested to attend the class)

Individual Behaviour Plans/Special Arrangements

In cases where individual students experience difficulty in behaving as the school would wish them to, and little progress in modifying their behaviour is noted following the consistent use of the school’s normal range of rewards and sanctions, the student will need to be considered for inclusion on the school’s special educational needs register.

If this is the case, the student’s form teacher will discuss with the student and with the Headteacher, who is responsible for the behavioural aspects of the code of practice for students with special educational needs. Support will be provided in the drawing up and implementation of an appropriate plan or arrangement and liaising with the student’s parents/guardians in enlisting their support.

A file of reference materials and information is drawn together to support the drawing up of individual behaviour plans.

Following the issuance of guidance from DCSF on the use of reasonable force to control and restrain students the following guidelines will apply:

- where a student’s behaviour is at risk of causing injury to him/her self
- where a student’s behaviour is likely to cause injury to others (adults or children)
- where a student’s behaviour is likely to cause serious risk of damage to property

Communication and Parental/Guardian Partnership

A high priority is given to maintaining clear communication within the school and to developing a positive partnership with parents/guardians, since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents/guardians is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents/guardians are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents/guardians. Where behaviour is causing concern parents/guardians will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parent/guardian.