

HOLY TRINITY INTERNATIONAL SCHOOL BEHAVIOUR MANAGEMENT POLICY



INTRODUCTION

The Chair of Governors, teaching and non-teaching staff expect the highest standards of behaviour from all pupils in all aspects of school life. This policy will help to secure our School Aims in particular by:

- Helping to support and guide students to becoming fulfilled young people.
- Helping to provide a happy, professional and secure environment for everyone, based on mutual respect.
- Maintaining a strong home-school partnership.

In order to work together at Holy Trinity, pupils should:

- respect other people; show care and consideration
- dress smartly and in a businesslike way
- keep rooms and other areas tidy and litter free
- behave in an orderly and safe way
- listen when others speak
- always aim for the high standards in all that you do
- always support and encourage the efforts of others

SCHOOL BEHAVIOUR - GENERAL PRINCIPLES

Wherever possible, good behaviour will be developed through praise and encouragement, and will be rewarded appropriately.

At Holy Trinity, behaviour is based on the principle of RESPECT:

R Recognition, rewards and sanctions

Holy Trinity International School promotes good behaviour through a system of recognition and reward.

E Environment

We want to work in a school that is clean, pleasant and safe.

S Self Discipline

We should take responsibility for our behaviour, appearance, organisation and belongings.

P Partnership

There is a strong partnership between home and school.

E Expectations

Holy Trinity has high expectations of all its students and will provide a challenging, relevant, appropriate, and interesting curriculum.

C Consistency

All students will be treated fairly. Rules and sanctions will be used clearly and consistently.

T Treat others as you would be treated

Treat one another with politeness, courtesy and respect

Sanctions are:

- Fair - and should not be motivated by personal dislike.
- Proportionate to the offence.
- Impersonal, objective and impartially administered.
- Clearly explained to the pupil.
- Part of the learning experience of the pupil (developing as a person).

Punishments must not:

- Denigrate personally the individual or his/her family.
- Deliberately humiliate or degrade a pupil in public.

In all cases the ACTION rather than the PUPIL should be criticised.

Pupils must understand that:

- Poor behaviour which works against the ethos of the school will be corrected.
- The teacher's authority regarding all aspects of the conduct and organisation of the classroom must be accepted.
- Teachers have the right and necessity to reprimand or discipline pupils for activities which the teacher considers to be dangerous, unsocial, or likely to disrupt the learning of others.
- The teacher has the authority to enforce school rules, whether or not the pupil is aware of the rule.
- Staff will be supported by the Headteacher and other staff.
- Parents will be informed of serious misdemeanours.

The school rules are kept to a minimum; they promote a friendly, positive, safe and civilised atmosphere in which to work and to participate in the corporate life of the school.

COMMUNICATION OF POLICY STATEMENT

- The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school rules, school prospectus, home-school agreements, newsletter and other normally used channels of communication.
- The school has communicated the behaviour policy to all new and existing pupils through the school rules, school prospectus, pupil notice-board, student newsletters, school assemblies, and within the curriculum wherever relevant.
- The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate language and formats where available.
- The school will ensure that all staff are consulted regularly about the policy and its implementation.
- The school has communicated the behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme.

DEFINITION AND COMMUNICATION OF ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR

- The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- The school has identified examples of unacceptable behaviour as that which includes name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
- The school communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through the school rules, school prospectus, home-school agreement, school assemblies, pupil and parent/carer notice board, parent/carer and pupil newsletters and letters to parents/carers.
- The school communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook and the staff training programme.

RECOGNITION, REWARDS AND SANCTIONS

The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:

- Praise and positive feedback
- House points, commendations and awards
- Praise Board
- Work of the Week
- Letters to parents/carers
- Use of contact book
- Extension of school privileges
- Positions of responsibility

The school will review the support available to individual pupils, who may be at risk of disaffection or exclusion, including:

- Learning support
- Mentoring
- Individual education planning
- Curriculum and curriculum resources
- Teaching strategies
- Study support

The school will implement a range of strategies to deal with inappropriate behaviour by pupils, including:

- Talking privately with the pupil
- Verbal reprimand
- Time out
- Referring matters to Class Teacher/Form Tutor/Year Tutor, Subject Leader, Assistant Head of Pupil Development, the Deputy Headteacher and the Headteacher (as appropriate).
- Complete a Yellow Card

- Instituting pupil detentions as appropriate
- Withdrawal of school privileges
- Letters to parents/carers
- Meetings with parents/carers
- Referral to external agencies
- Detention
- Fixed-term or permanent exclusion

The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination

EARLY INTERVENTION

- The school will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.
- The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.
- The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.
- Parents/carers will be contacted promptly by the school to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

INVESTIGATING CASES

- The school will investigate, as appropriate, reported incidents of pupil misbehaviour.
- The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.
- The school will provide adequate non-contact time for the conduct of investigations.
- The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.
- The school will complete investigations within a reasonable timescale.
- The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons, together with recommendations for action.
- A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is not case to be heard, the report will be held by the school but will not be kept on the pupil's file.

TRAINING AND PROFESSIONAL DEVELOPMENT FOR ALL STAFF

- The school is developing a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.

- The school reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support (including counselling and training).
- The school provides relevant information and training on behaviour management matters to all groups of staff, including
 - Lunch time supervisors
 - Support staff (e.g. learning support assistants, classroom assistants)
 - Other school staff (e.g. canteen staff, buildings/grounds maintenance)
 - Newly qualified teachers during their formal induction period
 - Students undertaking programmes of initial teacher training
 - Supply teachers
 - Class teachers
 - Management/leadership group
- The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.
- The school undertakes annual reviews of the continuous professional development needs of all staff.
- The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
 - Implementing the school's behaviour policy
 - Logging and recording of incidents
 - Lunchtime supervision
 - Classroom management
 - Educational visits
 - Learning styles
 - Legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint)
 - Pastoral support
 - Equal opportunities and anti-discrimination
 - Techniques for promoting positive behaviour

CLEAR ROLES AND RESPONSIBILITIES

- The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy.
- The Chair of Governors is advised of the implications of the behaviour policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

REFERRAL

- The school will undertake reviews of pupil's needs prior to identifying suitable educational plans, strategies and alternatives for pupils.
- The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
- The school is developing a database of the main points of referral outside the school (including student counselling, educational welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, policy).

- The school maintains appropriate records on the use of referrals, using the Incident Record Sheet.
- The school ensures that the class teacher/form tutor is informed in full of the outcome of any referral.

RESOURCES

- The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

Staffing issues:

- Staffing levels
- Staff training and development
- Provision of non-contact time
- Workload
- Health and safety

Record keeping:

- Provision of administrative and record keeping systems (including the use ICT)
- Monitoring arrangements

Curriculum review and alternative provision:

- Alternative education provisions for pupils, including the use of off site provisions (where available)
- Review of curriculum appropriateness
- Use of curriculum flexibility, including disapplication (where appropriate)
- On-site facilities wherever possible and appropriate (e.g. 'time out' room, access to learning support, mentoring)

- The school has secured access to appropriate specialist child and family support services (where available) including:
 - Education Psychology service
 - Health Services (including mental health)
 - Social Services
 - Youth Workers
 - Youth Offending Team
 - Drug Counselling Agencies
- The school has a pastoral support programme, and has reviewed the need for mentoring, counselling and peer mediation.

NEEDS ASSESSMENT/REVIEW

- The school has identified a named person(s) to undertake assessments and reviews of the needs of pupils who behaviour is disruptive.
- The school ensures that adequate time is given during the normal school day for the conduct of pupil assessments and reviews and for the development and implementation of the pastoral support programme
- The school ensures that teachers receive adequate non-contact time to provide support to individual pupils.

CURRICULUM FLEXIBILITY

- The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

PUPIL INVOLVEMENT

- The school encourages pupils to take responsibility for their own learning and behaviour.
- The school encourages pupils to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self-discipline.
- The school provides opportunities for pupils' positive involvement in the life of the school and community.

PARENTAL/CARER INVOLVEMENT

- The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- The school provides opportunities to encourage parental involvement and support for the behaviour policy.

COMMUNITY INVOLVEMENT

- The school liaises with a range of bodies as appropriate, including the LEA, health services, voluntary sector, religious bodies and social services.

RECORD KEEPING

- The prompt and accurate reporting of incidents is considered particularly important to the school's behaviour policy.
- The school maintains accurate records of behaviour incidents using the standard incident report forms.
- The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.
- The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.
- The school deploys appropriate clerical staff to undertake routine administration and record keeping.

MONITORING AND EVALUATION

- The school monitors behaviour incidents in order to identify issues and trends.
- Staff receive individual and collective feedback (as appropriate) on behaviour management issues and the outcome of referrals.
- The school monitors incidents of disruptive behaviour in terms of:
 - Type of incident (including racist, sexist and homophobic incidents)
 - Critical days/times in the week
 - Critical places within/outside the school

- Pupils involved
 - Profile of students involved (ethnicity, gender, age, SEN)
 - Timeliness of responses
 - Outcomes
- The school ensures that its pupil record keeping system provides analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
 - The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements
 - The school evaluates its policy against key improvement objectives which include:
 - Individual measures:
 - Improvement of individual behaviour
 - Academic progress
 - Class/department/whole school measures:
 - General behaviour patterns
 - Balance in the use of rewards and sanctions
 - Staff support and training needs
 - Curriculum access and academic progress
 - Equal opportunities
 - Behaviour management trends over time
 - Effectiveness of the policy in encouraging positive behaviours
 - Where necessary, the school provides details of issues and trends to staff and the Chair of Governors as a basis for effective decision making.

SHARING GOOD PRACTICE

- The school shares information on good practice gleaned from:
 - Reviews of individual practice
 - Reviews of whole-school practice
 - Reviews of practice in other schools
 - Reviews of cross-phase practice
 - Reviews of cross-departmental practice
- Relevant information is shared with all members of staff and the Chair of Governors to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

This policy to be reviewed annually

AUGUST 2010