

Behaviour Management Policy

Rationale

Stanbridge Earls School through its staff encourages the highest standards in collective and self discipline.

The ethos of the School and the planning of the broad curriculum, promote the attitudes and values necessary for individual pupils to contribute positively to their own personal development and to that of the School. These attitudes and values are further encouraged through a combination of mentoring and a system of rewards and sanctions. Sanctions can be particularly effective if they are seen by the peer group and the offender to match the offence. An effective way of accomplishing this difficult task has been the involvement of pupils in the discussion and structure of a 'code of conduct' and the school rules within the structure of the School Council - see the 'Pupil Code of Conduct' policy.

Principles:

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- All pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' and 'Child Protection' policies.

General Management

The School employs a large variety of methods by which it strives towards a culture where poor behaviour is rare. In attempting to discourage poor behaviour and to encourage good behaviour a system of rewards and sanctions is in place – see 'Rewards and Sanctions' policy.

The following list also identifies some positive steps the School has taken towards positive behaviour management:

- Guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. These guidelines are delivered by tutors through the citizenship programme and prepare pupils for their eventual position in a place of work where procedures have to be followed.
- The School Council with pupil representatives helps to give the pupils a sense of involvement and citizenship.
- Pupils normally sit at the same place each lesson within a structured, working group. This helps to provide a safe, disciplined environment.
- Class lists and details of pupils' special educational needs are available for cover teachers to quickly identify and resolve problem areas.
- Staff meetings always include slots for staff to share problems that they have with specific pupils, information about the pupils and strategies for dealing with the specific problem/individual.
- Supplies of basic writing equipment is available for use during lessons - this can prevent problems from arising.

The class teacher (or member of staff on duty) has the prime responsibility for behaviour management. This includes:

- Giving rewards and sanctions - a balance should be struck between the two.
- Watching out for pupils who are behaving out of character.
- Looking for signs of distress and upset.
- Through talking and listening to pupils, suspected occurrences of non-accidental injury or child abuse can be picked up and reported to the CPLO for further investigation.

Discipline during break times is monitored by duty staff and Houseparents.

Rewards

Rewards are a very powerful tool for teachers to use. The general practices of classroom and boarding house management involve many rewards being given to pupils on a daily basis.

These include:

- Verbal praise, written remarks about good work, sending a pupil to the Head/Deputy for praise.

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- House points and/or copies are given to pupils in recognition of outstanding work or behaviour.
- Reports which are also seen as a vehicle for constructive criticism and praise.

However, as pupils develop and mature, they are encouraged to move away from a need or desire for 'extrinsic rewards', and towards the 'intrinsic ones of pleasure and self-satisfaction' in a job well done.

That encouragement notwithstanding, for pupils some 'extrinsic' rewards are available, in the form of 'copies' awarded for significant achievement and/or effort in relation to the individual pupil's previous norms. When awarding 'copies', the reason for the award should be explained to the pupil, and the appropriate form should be completed and forwarded to the Headmaster.

In addition to these rewards for the pupils, and as noted in the School's 'Policy for Display', any pupil's significant achievements and/or efforts may be rewarded by the work in question being put on display. Awarding 'copies' and displaying work are the more tangible rewards available to the teachers who are encouraged, as part of their professional demeanour, to recognise and to praise realistically, all of the genuine achievements and efforts of their pupils. Staff ensure that all pupils' work is displayed and in doing so all pupils will experience pleasure and self-satisfaction.

For further details on rewards – see the 'Rewards and Sanctions' policy.

Sanctions

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' class work would initially be dealt with by the class teacher, and then, if necessary, by the Tutor and Housemaster. The pastoral team use sanctions which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. The pastoral team discourages the punishment of a whole group unless this is unavoidable or appropriate. Only in severe cases or those exhibiting no signs of improvement should the Deputy Headmaster - Pastoral become involved.

For further details on sanctions – see the 'Rewards and Sanctions' policy.

Detentions

Detention can be used for pupils not producing work during class, due to lack of effort (this is when despite teacher support the pupil refuses to attempt the tasks set). It can also be used for pupils missing lessons or activities without permission (this should be checked by the teacher concerned prior to placing a pupil in detention).

Detention should rarely be used for poor work during preps owing to the difficulties experienced by our children and the limited support available at this time.

Detention should not be used for lateness as this can be addressed by the introduction of a punctuality satsis. Rudeness to staff or inappropriate behaviour should be dealt with promptly by the teacher, with support from the Deputy Headmasters if requested.

Staff must provide work for the children to attempt for the hour.

All detentions are to be noted in the Detention Book in the working common room and a red card given to the pupil so that they are aware of the reason for the detention. A copy of the red card should be given to the Housemaster/mistress so that they can begin remedial action before the detention is taken. This will also alert the Housemaster/mistress to the possibility of a pupil beginning a bad patch and who might need additional support.

Pupils will be reminded of the detention that morning at the Tutor period or House meeting and a copy of the detention list will be posted in the dining hall foyer at the start of the day.

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The Tutor and Housemaster of any pupil placed in detention (a maximum of one hour) must be notified, and the teacher who imposed the sanction must provide the pupil with appropriate work to complete while being detained. It is often best for the teacher issuing a detention to supervise it themselves.

Over use of detention supervised by others can have several detrimental effects:

- Some key staff are forced to occupy a purely punitive role.
- It encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom.
- Sanction is delayed and therefore loses some of its effectiveness.
- It can lead to increased disorder and disruption in the School.

Pupils of any age may be required to 'make-up' work during a break or lunchtime under the direct supervision – this does not require a formal detention. Staff should always be considerate in allowing the pupil to go to the toilet or to obtain food/refreshments.

For detentions held after school hours teachers must be careful to consider day pupil's transport arrangements or the dangers of a late return home, especially in winter before choosing this sanction.

For further details on detention – see the 'Detention' policy.

Negotiation and Pupil Contracts

The making of a 'pupil contract' by negotiation is sometimes appropriate when trust and mutual respect have broken down between the teacher/pupil/parents. The contract should be written in such a way that it focuses on specific problems and offers accrued benefits for achieving the stated goals. The pupil must fully participate in the negotiation - this offers him/her responsibility and can lead to a heightened sense of self confidence and awareness for the pupil. The utilisation of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the contract.

Serious Offences

In many cases of serious unacceptable behaviour there are **offenders** and **victims**, e.g. bullying, sexist or racist behaviour. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). Information is recorded on major incident report forms, stored on the school's INVU system.

Whatever sanctions are imposed the pastoral team ensures that wherever possible they are applied without infringement of the School's ethos and aims - indeed their application should reinforce the School's ethos and aims. The most extreme sanctions can lead to short term or permanent exclusion from school.

For further and fuller details on sanctions – see the 'Rewards and Sanctions' policy and the 'Exclusion Policy Statement'.

RJB
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