



# Behaviour Policy

(Policy and Procedure for the arrangements for Behaviour Management)

Signed by:	
Head Teacher	
Chair of Governors	
Date Adopted	
Date of Review	September 2017

## **AT ST EGWIN'S C E MIDDLE SCHOOL OUR POLICY ON BEHAVIOUR IS BASED UPON A PHILOSOPHY, WHICH IS INCORPORATED IN OUR SCHOOL AIM AS FOLLOWS:**

The Governors, Head Teacher and staff at St. Egwin's C E Middle School seek to increase the stature and dignity of all pupils regardless of their ability sex, faith, race or social background by:

- Providing a happy, secure and caring environment in which everyone can develop confidence, self-respect and self esteem.
- Enabling pupils to acquire the knowledge, skills and understanding relevant to their present and future needs.
- Providing opportunities for all to achieve their potential.
- Enhancing the educational, social, emotional and spiritual development of pupils through partnership with parents and others.
- Fostering understanding, appreciation and care for others and for the world in which we live.

Our central purpose is to allow our children the opportunity to learn. High standards of behaviour make teaching and learning effective in order to achieve the highest possible standards of behaviour the following principles, which celebrate success and deal with behaviour positively, are consistently applied:

1. Everyone associated with the school understands what is expected of them according to the code of conduct, which fundamentally underlines Christian values encapsulated in the principle of "consideration and courtesy towards others".
2. Our code of conduct is supported by a team of highly effective staff including senior staff, teachers, TAs, office staff and school mentors. There is a wide range of rewards to encourage good choices. Children with behavioural, emotional or social difficulties have interventions with trained staff to support their emotional well-being and the support of their parents. The school has a clear system of sanctions for inappropriate choices.
3. Our Behaviour Policy is monitored and regularly reviewed and includes pupils and parents in the process.
4. All pupils receive an effective personal and social education programme as part of the curriculum.
5. All members of staff consistently acknowledge and encourage good behaviour.
6. Members of staff apply rewards and sanctions fairly and consistently.
7. Parents receive positive and constructive comments on their children's work and behaviour as a matter of course and that the school develops an active partnership with parents as an aid to promoting acceptable behaviour.

### **ROLES AND RESPONSIBILITIES:**

It is the responsibility of **all staff** to be aware of the Behaviour Policy and to follow it in managing behaviour appropriately, consistently and uniformly. All staff will ensure that teaching and learning

happens in a safe, supportive and well-ordered environment and will use the rewards and sanctions to achieve this.

All **Form Tutors** take a special interest in the members of their form. They will be kept informed of all aspects of the needs of the members of their form and will respond to this in registration and form times.

The **Key Stage Leaders** take a special interest in the members of their Key Stage Group. They will be kept informed of all aspects of the behaviour of the members of their Key Stage/Year Group and will respond to this in registration and form times. They will monitor and intervene with all behavioural issues to complement and support the work of the Form Tutors.

The **Deputy Headteacher and the Assistant Headteachers** take an overview of the whole school. They monitor and intervene with behavioural issues, as and when appropriate, to complement and support the work of the Form Tutors and the Key Stage/Year leaders.

The **Special Educational Needs Co-ordinator** monitors and intervenes with pupils whose behaviour gives rise to them being included on the SEN Register. The SENCo will liaise with parents, colleagues within School and outside agencies as and when appropriate.

The **Headteacher** is ultimately responsible for all behavioural issues within the School. The Head Teacher intervenes with behavioural issues as and when appropriate to complement and support the work of the Deputy, Assistant Headteachers, and other colleagues. Only the Head Teacher has the power to exclude pupils from School, whether the exclusion is fixed term or permanent.

## APPENDIX 1

### REWARDS

Praise comment in diary
Housepoints
Work of Week
Compliment Card
Headteacher Award ( including for Work of Week)
Postcard Home ( from subject teachers and form tutors)
Good letter home (including for multiples of 3 compliment cards)
Afternoon tea with the “boss”
Tailored rewards for individuals ( including incentivising particular areas such as attendance)
Variety of rewards for pupils who keep their stamps (e.g. cinema trip, draw, session with magician, inflatable obstacle course)

### SANCTIONS:

The following sanctions will be used in response to unacceptable behaviour:

Sanction						
Verbal warning	ST					
Line through stamp	ST					
Loss of stamp	ST	FT				
Move seat	ST					
Note in diary	ST	FT	HoKS			
Time out	ST	FT	HoKS	DH/AH		
Incident card	ST	FT	HoKS	DH/AH		
Concern card	ST	FT	HoKS	DHAH	HT	
Focus room	ST		HoKS	DH/AH	HT	
Parents informed/involved			HoKS	DH/AH	HT	
Isolation			HoKS	DHAH	HT	
Mentoring/Behaviour Report Card	ST	FT	HoKS	DH/AH		
Exclusion – fixed term					HT	GVN
Exclusion - permanent					HT	GVN

Key: ST – Subject Teacher; FT – Form Tutor; HoKS – Head of KeyStage  
 DH – Deputy Head; SEN – SENCo; HT – Head Teacher; GVN – Governor