

BYRCHALL HIGH SCHOOL



Behaviour Management Policy

The Principles

- 1 The Governing Body of The Byrchall High School believes that in order to enable effective teaching and learning to take place, a good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:
 - Promoting good behaviour and discipline;
 - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - Ensuring fairness of treatment for all;
 - Encouraging consistency of response to both positive and negative behaviour;
 - Promoting early intervention;
 - Providing a safe environment free from disruption, violence, bullying and any form of harassment;
 - Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures. (a statement of common principles is available)

Roles and responsibilities

2. The Governing Body of The Byrchall High School will establish, in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
3. The headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.
4. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The Governing Body, headteacher and staff will ensure there is no different application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender,

disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

6. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. This includes monitoring of ecommunication between students at the school and informing parents and School Liaison Police Officer when appropriate.
7. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

8. The procedures arising from this policy will be developed by the headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. (see attached procedures)

Rewards and Celebrations

9. A school ethos of encouragement is central to the promotion of good behaviour. Rewards and celebrations are one means of achieving this. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. The Byrchall High School celebration system is underpinned by its links to Fair Trade.

Sanctions

10. Sanctions are needed to respond to inappropriate behaviour.
11. A range of sanctions for a variety of behaviours are clearly defined in the behaviours procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences, these are reflected and underpinned by the white, green, amber and red levels of behaviour and appropriate sanctions.

Training

12. The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy, see CPD schedule and performance management.

Inter-relationship with other school policies

13. In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs, physical restraint policy and anti-bullying, has been established.

Involvement of outside agencies

14. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. Regular meetings will take place to ensure vital communication links are maintained, where outside agencies are involved.

Review

15. The head, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head will keep the Governing Body informed.
16. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff and parents.
17. The outcome of the review will be communicated to all those involved, as appropriate.

Covid-19: Addendum to the school behaviour policy.

- All Students must follow the routines for arrival and departure.
- Requirement to wear face coverings.

Students and staff are expected to wear face coverings when moving around school. They are not expected to be worn in classrooms. Exempt pupils (exemptions are detailed in the national guidance) are not expected to wear them.

- Following school instructions on hygiene, such as handwashing and sanitising.

Students should wash their hands thoroughly and regularly throughout the school day. This should always be done before and after eating, before entering a new room and after using the

toilet. Students are encouraged to use sanitizer during the school day as well. Students should avoid touching their face and ensure that they maintain social distancing at all times.

- Following instructions on who pupils can socialise with at school.

All students must be where they are asked at all times for the safety of all staff and pupils. Breaks and toilet breaks will be on a specified area for each year POD to avoid overcrowding and unnecessary social contact – these must be adhered to.

- Moving around school as per specific instructions (for example, one-way systems, out of bounds areas, queueing).

All students should remain in their year bubble (when applicable) for the majority of the time. When they are moving to a specialist room area this must only be done if accompanied by a member of staff, when doing this students and staff should follow the signage and instructions around school.

- Pupils should not be in school if they are unwell particularly with the recognised symptoms of COVID-19 (high temperature, new and persistent cough, loss of taste/smell).

Any pupil reporting or exhibiting symptoms will be placed in isolation and arrangements made to send them home.

Good hygiene is essential at all times but particularly if a student has symptoms. If this is the case any cough or sneeze should be treated in line with the “catch it, bin it, kill it” message.

This means any sneezing and coughing should be caught in a tissue and that tissue immediately disposed of, hands should then be washed or sanitized.

- Pupils telling and adult if they are experiencing symptoms of coronavirus.

On reporting the system detailed above will be actioned.

- Rules about sharing any equipment or other items including drinking bottles.

Students should not share equipment as this can be a vehicle for the virus being passed. If this is inadvertently done hands should be washed or sanitized immediately afterwards.

- Clear rules about coughing or spitting at or towards any other person.

Any such behaviour will not be tolerated and will result in being sent home. Further action may be taken afterwards should an investigation show it is warranted.

- Clear rules for pupils at home about conduct in relation to remote education.

While not in school pupils should still be accessing work remotely to keep upto date with learning. A regular routine will also help emotional health and well-being at this difficult time.

- Rewards and sanction systems where appropriate.

We realise that these expectations will be challenging for many students as they are so different from the norms that they are used to. Staff will spend time with pupils explaining the rules that need to be followed and why they are so important in the current climate. We know that in the vast majority of cases the students will do what is right to keep everyone safe. However, we will need to consider appropriate courses of action should systems in place be breached. This may include, verbal reminders, isolation from the group they are working in and in some cases pupils may need to be asked to return home.

As the national and local situation changes and updated guidance is received from the DfE, Local Authority and PHE adaptations will be made on an ongoing basis in response to that guidance at any given moment in time.