

STOKE NEWINGTON SCHOOL

MANAGING BEHAVIOUR POLICY

Aims

- To improve the standards of work, behaviour and life chances of students.
- To establish and maintain a happy, calm and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of student work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and students to establish and maintain good behaviour.

Roles and Responsibilities

All staff will

- Treat students fairly and consistently
- Expect high standards of work and behaviour
- Praise and reward good work and behaviour
- Take action on poor work and behaviour
- Follow the standard classroom procedures
- Follow the school's rewards and sanctions policy
- Enlist the support of other staff and parents where appropriate
- Participate in relevant professional development activities

Students will

Keep to the SNS Learning Contract, follow the Stoke Newington School Code and accept sanctions if required.

Parents/Carers are asked to keep the agreement made in the SNS Learning Contract by:

- Working in partnership with the school to encourage respect, hard work and good behaviour
- Supporting the school's policy on rewards and sanctions
- Attending meetings with teachers to discuss their child
- Ensuring that homework is completed and signing the diary each week
- Parents and carers are also encouraged to support the school and their child through attending year support group meetings, education evenings and achievement presentations.

Subject and support teachers will:

- Expect a high standard of work and behaviour
- Follow the school's 20 key points for teaching and learning at SNS
- Be fair and consistent in their approach to dealing with students
- Praise and reward appropriate behaviour **noting names on the whiteboard.**
- Take action when behaviour is inappropriate **after giving two warnings**
- Enlist the support of their HOF and parents where appropriate
- Liaise with the SENCO and LD staff regarding students with emotional and behavioural needs

Heads of Faculty will:

- Facilitate departmental discussion of strategies for effective classroom management
- Support teachers in their in maintaining discipline and following up incidents
- Have strategies for supporting students with emotional and behavioural needs
- Support teachers in their professional development as classroom managers
- Monitor classroom practice through regular observation
- Oversee departmental rewards and sanctions, including Faculty Detentions

Tutors will:

- Work with their tutor group to create a cohesive group and a positive ethos
- Encourage and reward positive behaviour by their tutor group
- Take action to improve poor behaviour by members of the tutor group
- Monitor and give feedback on behaviour through the day sheet, IAP and referral and report systems
- Communicate regularly with parents/carers
- Communicate with subject staff, YCC and LD as appropriate

Year Curriculum Co-ordinators will:

- Oversee behaviour management of their year group
- Oversee reward systems in their year group
- Monitor the behaviour of students through referrals, reports and discussions
- Provide support to tutors
- Liaise with LD and with outside agencies
- Liaise with LG regarding persistent or serious incidents
- Co-ordinate conferences on individuals and tutor groups causing concern
- Provide information for and attend the Governors' Achievement Panel
- Provide reports for the exclusion panel

Support staff will:

- Be fair and consistent in their dealings with students
- Praise and reward students for helpful behaviour
- Challenge inappropriate behaviour
- Refer students to form tutors, YCCs or LT as appropriate

The Learning Development Department will:

- Support students with behavioural needs in line with the SEN Code of Practice
- Provide relevant information to staff on students' needs and provision made
- Participate in meetings relating to students they support

The SENCO will:

- Co-ordinate assessment, support and IEPs for students with emotional and behavioural needs
- In accordance with the SEN Code of Practice
- Respond to referrals of students for behaviour support from HOFs and YCCs
- Work with YCCs to coordinate conferences on classes and individuals causing concern
- Liaise with relevant outside agencies

The Behaviour Mentors will:

- Provide emergency support to deal with serious incidents during lessons
- Support staff in dealing with student behaviour
- Mentor students who have difficulty with their behaviour
- Undertake duties at break, lunchtimes, after school and during whole school assemblies
- Communicate regularly with parents/carers
- Undertake duties and the upkeep of the inclusion room.
- To supervise the movement of students at lesson changeover.

Senior Managers will:

- Provide emergency support to deal with serious incidents during lessons
- Provide ES backup for when the BM's are on ES
- Undertake duties in the inclusion
- Support staff in dealing with student behaviour
- Be directly involved in encouraging and rewarding good behaviour
- Take action with regard to serious incidents and persistently disruptive students
- Oversee liaison with outside agencies
- Identify and provide for staff development needs
- Monitor referrals, emergency support and exclusions
- Ensure that the Behaviour Policy is regularly, monitored, evaluated and reviewed
- Report annually to the Governors on the Behaviour Policy

Governors will:

- Monitor exclusions regularly
- Provide a panel to consider exclusions
- Liaise with the LEA to ensure provision for students with SEN

The School Environment

- The physical environment and the whole-school ethos create an atmosphere that strongly influences behaviour and attitudes. An environment that is well-kept and attractive, that communicates clear messages about the purpose of the school and that reflects students' efforts and achievements will encourage students to respect and take pride in their school.

The school will provide:

- A welcoming main entrance with seats for visitors
- Students and adults who approach visitors helpfully
- Effective maintenance of buildings with a clear policy in response to graffiti
- Students' work on display around the school
- Photos to encapsulate school activities
- Sufficient bins to ensure a clean and tidy environment.

Management of the School day

- Considered and effective management of the school day provides a predictable and secure
- Environment, increasing a sense of belonging and reducing uncertainty.

Strategies:

- The LT duty teacher is responsible for ensuring that areas are supervised at the beginning and end of the school as well as during break times and lunch times in order to encourage a calm and safe atmosphere;

- All teachers and behaviour mentors carry out break duties
- The lead behaviour professional is responsible for ensuring that behaviour mentors are undertaking their duties at chosen areas.
- Lunch supervisors are employed to supervise lunchtime activities (see section a4)
- Clear signals should indicate movement around the building
- Everyone should keep to the left to avoid congestion
- Teachers are asked to formally receive and dismiss students and establish routines. Personal contact between teacher and student (e.g. a smile, or a comment after an absence) will encourage positive behaviour
- LT duty teacher, BM's and staff supervise the lining up of KS3 students at end of lunch so they can go to their lesson in an orderly fashion.

Curriculum Planning and Delivery

- Students learn more effectively where curriculum planning emphasises differentiation and employs varied teaching approaches, with an understanding of students' individual learning styles and culture, enabling their needs to be met. Thus students are drawn into rather than alienated from learning.

Ethos

- The less tangible aspects of school ethos need to be created and maintained in order to promote good behaviour.
- Ensuring that students spend their time profitably and enjoy their experience of school promotes a climate of teacher satisfaction and achievement, which has a powerful impact on students' attitudes and perceptions.

Equal Opportunities

Out of classroom student management Policy

- By adopting the strategies below and ensuring that the practice becomes policy and habitual we will have a much greater impact outside classrooms. It is therefore expected that all members of staff (teachers, support staff and other adults) will adopt the following principles when appropriate.

Before school

- All teaching staff will be in school on time for briefings

Registrations

- All tutors will arrive on time for registration and assembly
- All staff should attend whole school assembly and the appropriate year group assembly
- All assemblies and registrations will start and finish on time
- All registrations will have a purpose and the assembly theme will be reinforced at least once a day
- Students will be expected to respect registration as a lesson with hats and coats off and participating in the class activity

Lessons

All teachers will:

- Be on time for lessons
- Greet students at the door setting a quick activity for others as they come in
- Manage the immediate vicinity outside their classroom
- Ensure students pack up on time and dismiss them at the door

- Ensure no students are allowed out of lessons to go to the toilet without a note explaining they have a medical condition in their diary signed by their tutor.
- Ensure that students are not sent on errands during lesson time

Moving around the building

All staff will:

Endeavour to build positive relationships with all students

Encourage students to arrive at lessons on time

Address loud and boisterous behaviour and report it as necessary

Ensure students adhere to the rules in the code in relation to hats inside school, eating in corridors, walking on the left and respecting others

Response to snow, or extreme wet weather conditions

In order to manage students more effectively in wet weather, or snow, we need to have an alternative deployment of supervisory staff at break and lunchtimes. Please read and note the contingency plan below.

- If there is heavy rain, or snow, all staff on duty will be expected to manage doors and corridors near to their duties and control the entry and exit of students from the building.
- A tannoy announcement will be made that wet weather arrangements apply and the Senior staff on duty will ensure that all those on duty are informed and at the correct place.
- We should all be aware that after break and lunch in these conditions it may take longer to clear the corridors and playground.
- During these arrangements there will be an increased number of Leadership Team members on duty. Any serious incidents or potential problems should be reported to the office so that senior supervisory staff can be informed.

Chair's Signature: _____

Name: _____

Date: _____

Previous policy review date - Spring 2011

This review date - Spring 2014

Next review date - Spring 2017