



BEHAVIOUR POLICY

Version 3
To be updated March 2017
Signed Manager
M. Martin

BEHAVIOUR POLICY

Rationale

This policy sets out the broad principles that we apply when approaching behaviour issues. It has been drawn up in consultation with pupils, staff, and parents, and it should be read alongside the following policies: Anti-Bullying, Equal Opportunities and Disability. Together these policies describe an inclusive approach which aims to address the full range of needs of all of our pupils.

Philosophy

High standards of behaviour are essential for effective teaching and learning, and for the creation of a community in which safety and respect for the individual is paramount. Effective teaching and learning is at the core of the promotion of high standards of behaviour and the quest to develop the individual as an independent learner. Good behaviour management will encourage pupils to develop self discipline and a work ethic and, therefore, a sense of responsibility.

Purpose

The implementation of this policy will:

- Promote inclusion
- Ensure children work in a supportive environment where everyone has the opportunity to learn and feel safe;
- Enable children to develop learning skills and confidence through co-operation and consideration for others;
- Ensure pupils, staff and parents have a clear understanding of the expectations and ethos of the school with regard to behaviour;
- Encourage children to take responsibility for their own actions, appropriate to their age and maturity;
- Promote equal opportunities;
- Acknowledge and promote appropriate behaviour by positive reinforcement;
- Clarify roles and responsibilities of staff.

Principles

In managing pupils behaviour, we will apply the following principles:

- 1) We will seek to be **consistent and fair** in setting and modeling high standards, and challenging poor behaviour. We acknowledge that learning and the positive ethos within the Centre can be disrupted by the poor behaviour of a minority of pupils and we will encourage a rigorous, consistent and fair approach by all staff. The 'four C's' of courtesy, consideration,

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co-operation, and common sense will underpin our expectations and apply to behaviour within and outside of the classroom. The safety and well-being of students and staff will, at all times, guide our own actions.

- 2) We will aim for **shared ownership and clarity** in setting our expectations. This will be achieved by regularly discussing these expectations both informally and formally in lessons and in one to one meetings. The behaviour expectations will be displayed in classrooms and printed in the pupil induction handbook. Both documents will be reviewed annually by pupils and staff.
- 3) We will emphasise pupil **self-discipline and self-motivation** within an atmosphere of mutual respect and support for individuals.
- 4) We will aim for **high quality teaching and learning**. We accept that well-planned lessons that stimulate and offer appropriate challenge to pupils are often the most effective way of avoiding poor behaviour in the classroom. We will continue our work in personalising learning to meet pupils' differing needs and styles of learning.
- 5) We will ensure that **curriculum provision** addresses the needs and interests of all pupils. We will offer choice and flexibility within a balanced curriculum so that pupils feel a sense of relevance, challenge and engagement with their work. We will develop opportunities with external partners, including work-related learning for pupils of all aptitudes and abilities. We will develop and enrich the curriculum and provide additional support to pupils.
- 6) We will **celebrate and reward** high and improving standards of attendance, work and behaviour through informal praise, formal awards, sharing and displaying pupils' work and celebration events for pupils and parents.

All members of the centre community are encouraged to promote this positive ethos in order to afford everyone the opportunity to realise their full potential.

Guidelines

In dealing with incidents and patterns of poor behaviour, we will apply the strategies outlined below. We will:

- 1) Encourage **emotionally literate approaches to managing behaviour** amongst all staff, and offer teaching and support staff training in behaviour management.
- 2) Have in place a **student disciplinary procedure**, which will be visible to all students and staff. There will also be consequences for any wrong actions.

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- 3) Deal with each incident **individually and consistently**, bearing in mind the nature of the incident and the pattern of behaviour of each student involved.
- 4) Offer **alternative programmes for support** to pupils, with a strong emphasis upon building self-esteem, self-awareness, social and interpersonal skills using a therapeutic approach. We shall provide additional support as well as liaising with external agencies to ensure that pupils are having their needs met.
- 5) Ensure that **paper and electronic systems of recording events and outcomes are used consistently**.

Performance Indicators

Staff Associated Criteria

- Staff feel supported by the policy
- Staff have a clear understanding of behaviour guidelines
- Staff consistently apply praise and sanction both for work and behaviour
- Staff provide an appropriate curriculum and organisation which motivates pupils
- Staff continue to promote effective class management
- Staff find fewer confrontational situations
- Staff deal with misdemeanors at an appropriate level
- staff need to refer pupils less frequently
- staff are trained in issues related to behavioural management where appropriate

Praise, Rewards, Responsibilities and Privileges

- the reward system is valued by everyone
- rewards and privileges are given when warranted
- everyone has the confidence to share success
- all areas of Action Learning are included
- attendance, punctuality and achievement improves
- tutors consistently use the rewards system to praise and motivate
- pupils readily seek responsibilities

Sanctions

- sanctions are consistently applied
- sanctions are appropriate (firm and fair) to the misdemeanor and the individual and are dealt with at the right level
- sanctions are understood by pupils, staff and parents
- parental involvement is supportive
- decrease in the number of sanctions being issued
- attendance, punctuality and achievement improves

ALC Environment

- Furnishings and fabric are well maintained and everyone helps to keep the environment pleasant
- There is little or no vandalism
- There is an orderly, purposeful atmosphere in and around centre
- Pupils work is displayed effectively and is updated regularly
- Pupils promote a positive image of themselves and the school in the community

Bullying, Equal Opportunities and Racist Remarks

- Everyone has a clear understanding of what is meant by bullying
- Pupils recognize that being bullied is not their fault
- Pupils know who to tell about bullying
- Reports of bullying are acted upon immediately
- Staff treat all complaints seriously, sympathetically and respectfully
- All members of the school community are treated as individuals and with respect and consideration
- The bullying and equal opportunities policies are adhered to
- Pupils are happy and confident
- There are open channels for parents to communicate with the school
- Staff acknowledged pupils' respectful behaviour

External Links

- Parents have confidence in ALC
- Positive comments are shared with staff and pupils
- Visitors feel welcome

Monitoring and Evaluation

- The implementation of the policy is monitored
- Aspects of the policy are evaluated on a regular basis

The implementation of this Behaviour Policy will be monitored and reviewed annually, or as and when is deemed necessary.