

Chipping Sodbury School

Behaviour Policy



Approved by:

Date: September 2020

Last reviewed on:

September 2020

Next review due by:

September 2021

Rationale

Positive behaviour is a fundamental aspect of good learning and has a significant impact on good standards and progress. Good behaviour is promoted and supported by high quality teaching and learning. The teaching and management of positive behaviour is, therefore, a vital part of our work at Chipping Sodbury School and underpins all aspects of school life. It reflects the school's core values of respect, responsibility, integrity and aspiration. Every student will understand clearly what the school expects and be encouraged to succeed in fair and inclusive surroundings.

All our work on behaviour will emphasise:

- A respect for the rights of the individual.
- A recognition of individual responsibility on the part of **all** to protect those rights.
- A consistent approach by all members of staff.
- Positive behaviour as a key to effective teaching and learning.

Purposes

- To build a culture of achievement and an ethos of success.
- To develop self-esteem and appreciation of worth.
- To discourage bullying and promote equality for all.
- To establish clear expectations of appropriate behaviour among students, parents, staff and governors.
- To achieve consistency in the management of student behaviour by members of staff.
- To foster a sense of community based on shared values.
- To encourage students to make appropriate choices and understand the consequences of these choices.

Guidelines

- All members of staff have the responsibility to teach and encourage high standards of behaviour in keeping with the school's values and ethos.
- All teaching and learning programmes will support the development of students' social, emotional and behaviour skills.
- A "Code for Success" that details the way we will work together, demonstrating our school values, is shared with students, staff and parents.
- Clear and detailed guidance for "Behaviour for Learning" is available in the Staff Handbook. It gives consistent and coherent responses to pupil behaviour; including strategies for responding to students with additional needs. It also outlines guidance on the use of acceptable restraint in terms of the school's safeguarding policy.
- All students will be rewarded and / or praised for effort and good behaviour
- There is a clear structure of rewards and sanctions communicated to all members of the school community.
- Parents will be made aware of school expectations through the Home-School Agreement which includes their role in helping students to achieve.
- Students will be engaged in the review of the Behaviour Policy and methods of developing school values, including the review of patterns of behaviour within data collected.
- Aspects of this Behaviour Policy will be periodically reinforced during, e.g. assemblies, tutor group sessions, in-house training, meetings, mentoring etc.
- To ensure quick and effective handling of all behaviours, the recording of all incidents will be through a computerised School Information Management System (SIMS). This data will be used to inform support for vulnerable students and to inform discussions with parents, staff, multi-agency partners and governors about patterns of behaviour.

- To ensure the fair and appropriate implementation of sanctions and rewards, the school will monitor the impact of these on different vulnerable groups, for example, fixed term exclusions for students with special educational needs.
- Summary behaviour data will be shared with parents through the school's parent portal and students through the school app and any mentoring sessions.
- Support networks within school and the wider community (for example, House team meetings and the interventions meeting) will provide effective intervention in managing the behaviour of more vulnerable students and students with additional needs. A log of student interventions will be available to enable the monitoring and evaluation of these programmes.

Conclusion

The implementation of this policy will enable the school to maintain high standards of student behaviour. Positive behaviour management will ensure the high quality of teaching and learning through enhanced relationships between staff, students and other members of the school and its community.

Students at Chipping Sodbury School should:

- Develop resilience, respect and integrity
- Take responsibility
- Be healthy
- Maximise their efforts
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Be in a position to achieve economic well-being

Implementation of this behaviour policy contributes to these outcomes and also promotes the well-being of members of staff as well as students. In this way, our four core values will be demonstrated across the school.

Related information and support documents can be found in the following links.

Behaviour for learning policy and practice (Whole school and Access Centre)
Home School Agreement
Student support procedures

Related Policies:

Anti-bullying policy
Equalities policy
Child Protection policy
Inclusion policy
Equal Opportunities policy
Health and safety policy