



Behaviour Management Policy

Date of Policy: - October 2017

Date of review: - October 2018

The behaviour management policy at Queensgate College is a statement of good practice that covers all aspects that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

The smooth running of the school is dependent on effective behaviour management. As a learning environment, it is the responsibility of all to teach behaviour explicitly through the curriculum and implicitly through example. All members of the college are expected to help maintain a positive learning environment that allows teachers to teach and pupils to learn.

The Plan

We want to;

- Promote good behaviour and encourage achievement,
- Support pupils in learning self-discipline,
- Ensure effective teaching and learning,
- Create a safe and secure environment for pupils and staff,
- Teach pupils to understand, respect and tolerate the differences in others.

All adults are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain a positive learning environment. When dealing with incidents, staff should always:

- Act justly and fairly and be seen to do so,
- Show respect for the pupils,
- Deal promptly and personally in matters of discipline,
- Be consistent.

The success of this policy depends on full participation. Every member of the college has a responsibility to ensure positive behaviour.

Expectations

Pupils:

1. To speak and listen to each other with respect
2. Have respect for themselves and others around them.
3. Allow teachers to teach and pupils to learn
4. Show commitment to learning.
5. Follow teachers' instructions at all times.
6. Not to use any form of inappropriate language, at any time or circumstances.
7. To not engage in any form of physical, including play fighting or verbal confrontations.
8. Respect the centre and property of others.

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9. To follow Queensgate College rules at all times, including when offsite.
10. To meet the Queensgate College minimum expectations and always work for success.

Teaching staff:

1. To provide opportunities for pupils to learn to the best of their ability ensuring differentiated activities with clear expectations.
2. To provide an enriching environment, where pupils can learn.
3. To be a role model in positive behaviour.
4. To plan and prepare stimulating creative lessons.
5. To teach respect by treating pupils with fairness and consistency.
6. To avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments and whole group punishments resulting from the conduct of only some individuals in the class,
7. To ensure that there is a climate of reward and praise which outweighs sanctions.
8. To keep record of attendance and to be aware of lateness and absence.
9. To provide guidance and assistance to individuals, as necessary.
10. To support the positive behaviour policy.

The Senior Management Team

1. To support staff in managing pupil's behaviour, by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
2. To ensure good practice is developed and shared amongst staff e.g. by observations of teachers who are skilled in behaviour management.
3. To ensure INSET is provided for staffs that develops the individual and support priorities.
4. To ensure regular communication takes place between parents, carers and teachers.
5. To provide effective support for teachers presented with extremely challenging and uncooperative student behaviour.
6. To provide clear leadership and support for the behaviour policy
7. To provide visible and dependable support to staff throughout the day.
8. To ensure that a curriculum is in place that meets the needs of all the pupils.

Parents/carers:

1. To ensure their child's regular attendance and punctuality.
2. To request, in writing extended school leave in term-time (holiday)
3. To co-operate to ensure their child follows the positive behaviour policy.
4. To keep the school aware of circumstances this may affect their child's learning and behaviour.
 - To maintain regular contact with the school, attend review days and response to letters, phone calls and texts.



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Reward

Encouragement, praise and rewards are an essential part of positive behaviour.

The school supports a points system and all staff are expected to apply consistency according to the criteria. **Verbal praise and encouragement should be used often and in every lesson.**

Sanctions

Good classroom management and use of preventative strategies do much to defuse situations without the need for sanctions. However it is recognised that in some circumstances pupils may not behave in the way we may wish. When these occur, we will implement sanctions which are two-fold:

- To reprimand
- To get pupils to reflect on their inappropriate behaviour, accept responsibility for their actions and learn strategies to avoid such behaviour in the future.

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance, rather than being prescriptive; each incident should be considered in its context but the guidance should aid consistency.

The grid works on a 4 stage model with escalating sanctions. This allows a stepped approach to match the seriousness of the incident with sanction applied.

Please see following page for grid.

Classroom behaviours	Stage	Guidelines for Consequences/Action
<p>Low level disruption <i>Avoiding work, Wasting learning time, Being noisy, Arguing with peers, Preventing others from working</i></p>	<p>1 Dealt with by teacher/tutor.</p>	<p>Verbal warning issued by teacher</p>
<p>A continuation of the above, having given the student every chance, two warning, to remedy their previous poor behaviour.</p>	<p>2 Dealt with by the teacher and headteacher or designated staff</p>	<p>Student to be issued with timeout – 10mins</p>
<p>Upon return to classroom, no positive change in behaviour.</p>	<p>3 Dealt with by headteacher or designated staff</p>	<p>Student removed from classroom to complete work in isolation</p>
<p>Continuation of poor behaviour within isolation or throughout the day</p>	<p>4 Dealt with by headteacher</p>	<p>Detention - Parent/carer to be informed. Refusal to completion detention will result in 1 day internal isolated learning.</p>
Whole school and offsite		
<p>The following behaviours will result in immediate internal seclusion at Well Street for a fixed period.</p>	<p>Dealt with by headteacher</p>	<p>Immediate seclusion</p>
<ul style="list-style-type: none"> • Threat of physical abuse against staff • Threatening staff • Extortion • Theft • Misuse Drugs • Smoking in the building • Explicit sexual behaviour • Fighting • Dangerous refusal to follow instruction • Unauthorised use of fire alarms/extinguishers • Graffiti • Verbal abuse of staff • Swearing at staff • Fighting • Bullying 		
Whole school and offsite		
<p>The following behaviours will result in immediate exclusion from Queensgate College.</p>		<p>Permanent exclusion</p>
<p>Serious incident The use of weapons made or adapted. Serious assault on staff or peers Arson Sexual assault</p>		



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The refusal to hand in mobile phones and other misdemeanours will come under the 'not following instructions' and will be dealt with accordingly.

This policy will be reviewed and where necessary updated on an annual basis.