

Mount Grace School. Behaviour Policy February 2011 onwards.

Ratification date: February 2011. Review Date: Spring Term 2013



The Mount Grace School Behaviour Policy. February 2011 onwards .

The Mount Grace School Behaviour Policy supports the vision and ethos of the school by enabling all to excel in teaching and learning whilst providing opportunity to belong and contribute to the school and local communities. Mount Grace is committed to delivering learning opportunity that will enhance personal development, employment and future learning possibilities.

It is essential that aspiration and self esteem are promoted through the policy and the values of right, wrong, respect and responsibility are established and positively reinforced.

Mount Grace seeks to accommodate all students without prejudice and will endeavour to provide opportunity at all times and for as long as possible; this principle should be regarded as commitment to 'inclusion'.

The Behaviour Policy defines the expectations of the school of all stakeholders whilst the strategies and procedures that establish the day to day routines in relation to rewards and sanction are outlined separately in guideline format. The separate rewards and sanction guidelines enable good practice and strategy to evolve on a day to day basis without the constraint of Policy. All changes to strategy and procedure will be reviewed by the school's Senior Leadership Team and approved by the Head Teacher. The School Governors are accountable for the implementation of the Policy. Any changes to policy will need to be ratified by the schools governing body.

The Head Teacher has the responsibility for defining the day to day procedures and strategies that are driven by this policy. These procedures along with the staff and student guidelines form a separate Rewards and Sanctions Guidance Document which sits alongside the Behaviour Policy and may be modified and refined as the need arises. When changes to procedure are made they will be governed by and conform to the principles of the Behaviour Policy.

All teachers and staff at Mount Grace School have a responsibility to uphold the ethos that underpins the Behaviour Policy. Dependant on role and position all teachers and staff have specific duties relating to the implementation and monitoring of procedures and strategies that are defined in the Rewards and Sanctions Guidance Document. All staff, parents and students can, where appropriate, expect to have information available about the resolve to incidents and situations.

All staff at Mount Grace School are aware that there is the need for good teacher student relationships with clear boundaries. This enables professionals working with students to identify and offer without prejudice the full range of support required. Adults are aware of the need to maintain a professional distance at all times and to manage conflict situations at all times offering students the opportunity to resolve issues. We believe that the professionals must always seek to resolve situations and placate students and not provide unnecessary challenge or to exacerbate conflicts. We believe that it is the responsibility of adults to have the primary responsibility for resolving issues.

The school undertakes to provide all necessary information, within the data protection act, to facilitate effective student support and guidance.

Review of the Behaviour Policy will involve consultation with the staff, students, governors and parents of Mount Grace School.

The expectations of behaviour and attitude that follow and as defined in this policy have been arrived at through consultation with the students, parents, governors and staff of Mount Grace School .(July 2009-Dec 2010.)

1. All members of the Mount Grace School community should;

1. feel safe from the actions of others
2. be treated with respect by others
3. not feel threatened by others or situations in school
4. benefit from the right to learn & teach without the interruption of others
5. be treated consistently and fairly

2. All members of the Mount Grace School community should expect;

1. an ethos and practice that promotes well being
2. fast and consistent responses from all departments and pastoral teams
3. Clear and defined routes of communication
4. to be treated in the respectful and consistent manner by all staff
5. to be treated as an individual
6. to be treated with respect by students
7. consistent follow-up to incidents and disclosures
8. incidents to be dealt with in a fair and measured fashion
9. appropriate targeted interventions
10. opportunities for personal, academic and professional growth/ development
11. access to social, emotional and behavioural learning opportunities including C.P.D
12. a positive atmosphere
13. prompt, efficient and respectful responses to communications
14. the protection and anonymity provided by the 'whistle blowing' policy
15. to have a trusted individual they can speak with
16. targeted support as necessary
17. a mentor when necessary

3. All members of the Mount Grace School community should respect;

1. members of the school, local and wider communities
2. the differences between each other (gender, race, creed, etc.)
3. the right to learn
4. property
5. the environment
6. the standing and reputation of the school in the community

4. In all situations members of the Mount Grace community should;

1. respect each other and each other's views
2. treat each other fairly
3. promote good relationships
4. demonstrate and practice tolerance
5. contribute to an enjoyable learning environment

6. focus on the positive
7. work to the best of their ability
8. offer to and accept the support of others

5. In learning situations teachers and other professionals should;

1. plan lessons around secure subject knowledge
2. provide learning opportunities and formats that stimulate and motivate
3. take the lead in promoting a good working atmosphere
4. be responsible for resolving behaviour issues
5. remain calm and composed
6. always seek to resolve conflicts
7. pacify students where necessary
8. not instigate confrontation
9. be tolerant and respectful of individual need
10. provide clear boundaries and apply rules firmly and fairly
11. always listen
12. work around a principle of trust

6. In learning situations students should be;

1. motivated to learn, progress and achieve
2. supportive of and contribute to a positive learning climate
3. tolerant and respectful of others
4. respectful of guidance and instruction offered by teachers and other professionals

7. Rewards and Sanction

The rewards and sanctions of the school will be consistently and fairly implemented.

A range of rewards will be used e.g. praise. House points, communications with parents, prize draws, report comments, happy hour, school gala awards, faulty accolade, etc.

A range of sanctions will be considered if restorative justice and mediation do not provide the solution e.g. reprimand, detentions at individual teacher, faculty or school level, isolations from lessons or recreational activities (number of sessions as appropriate), fixed term exclusions (up to number specified in law) and Permanent Exclusion. For students who are finding it difficult to respond to the guidance offered in the school the intervention of the School's Governors is sought through the convening of a Governor's Disciplinary Panel. Wherever possible the school will seek to maintain a student on the school roll and provide suitable opportunity if mainstream provision is proving inaccessible or inappropriate.

Reward systems and the implementation of them should ensure that;

1. all are treated equally
2. all are offered opportunity for reward
3. effort and achievement are encouraged
4. self esteem and a sense of worth are encouraged / promoted

5. individual and collective responsibility is emphasised
6. effort and attitude as well as achievement and contribution will be rewarded

Sanction systems and the implementation of them should ensure that;

1. the school acts appropriately and within the national legal framework
2. teachers act as professionals (not as friends, maintaining professional distance)
3. sanctions match the misdemeanour and reflect consistent and stated values
4. behavioural history is taken into account where necessary
5. there is a rising scale of sanction for repeat offences
6. sanction will not be overtly punitive
7. sanctions are made clear to all
8. parents are involved in the processes of sanction and support to help maintain the inclusive ethos
9. school governors are involved in the processes of sanction and support to help maintain the inclusive ethos
10. there is a distinction between intentional and unintentional action
11. demonstrable remorse will be significant in the schools decisions relating to sanction
12. mediation and restoration is at the heart of managing conflict situations
13. wherever possible support will be offered to help students modify and control behaviour that is contradictory to the shared and agreed values of the school.

February 2011.