



**LEE Hurst Swan**  
**BEHAVIOUR MANAGEMENT POLICY**  
Last reviewed by the Headmaster in February 2018  
Does not apply to the EYFS for which a separate policy exists.

**THIS POLICY IS PUBLISHED ON THE SCHOOL WEBSITE FOR PARENTS.**

The aim of the school is to create a happy and caring environment in which pupils and staff feel secure and valued, an environment which is conducive to effective learning. We expect a high standard of behaviour at all times.

**The policy aims**

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage links between home and school in the implementation of this policy
- To follow the behaviour management flow chart – appendix A

**Expectations of pupils' behaviour**

- Abide by the school code of conduct
- Participate in lessons, making every effort to understand and learn
- Work sensibly throughout lessons without distracting others
- Complete work / assignments as instructed
- Wear the prescribed school uniform
- Keep the school rules
- Travel to and from school in a manner which reflects well on the school
- Remember that they are ambassadors for the school when they come into contact with the general public
- They should be supportive of each other and report any incidents of bullying to teachers.

**Achieving high standards of behaviour**

The staff have an important responsibility to set high standards of behaviour in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

**Staff should**

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, by example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment of all
- Show appreciation of the efforts and contribution of all
- Follow the antibullying policy in dealing with matters of bullying
- Be aware of the Use of Force to Control or Restrain Pupils Policy.

## **The curriculum and learning**

An appropriately structured curriculum and effective learning contribute to good behaviour.

## **Classroom Management**

Classroom management and teaching methods have an important influence on pupils' behaviour. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in co-operation with others. Praise and rewards should be used to encourage good behaviour as well as good work. Criticism should be handled discreetly and should be constructive.

Rules and Procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a minimum
- be positively stated, telling the pupils what to do rather than what not to do
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities to each other.

## **Rewards**

The emphasis should be on rewards for good behaviour. Generally, praise and rewards should far exceed the amount of criticism and sanctions. Rewards include house points, certificates and mentions in assembly.

## **Sanctions**

There is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The school does not use, or threaten to use corporal punishment in any form.

The use of punishment should be characterised by certain features:

- it must be clear why the sanction is being applied
- it must be made clear what changes in behaviour are required to avoid future punishment
- group punishment should be avoided
- there should be a clear distinction between minor and major offences
- it should be the behaviour rather than the person that is punished.

Sanctions may be given by subject teachers but in the event of repeated offences the pupil should be referred to the form teacher and then to the Pastoral Co-ordinator. Pastoral Co-ordinators will refer especially difficult pupils to the Deputy Head or Headmaster.

Sanctions range from expressions of disapproval, through withdrawal of privileges, detentions (from the start of Key Stage 2) behaviour reports, to referral to the Headmaster, and ultimately expulsion (See Exclusion Policy). Most instances of poor behaviour can be dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

## **Search:**

Should it be necessary to search a pupil or their possessions including locker the search policy will be followed.

## **Communication and parental partnership**

Clear communication within the school and a positive partnership with parents are crucial in promoting and maintaining high standards of behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Pastoral Co-ordinators should always be informed before contacting parents. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

This policy is subject to annual review according to a timetabled programme.