

ADDINGTON SCHOOL BEHAVIOUR POLICY

To be read alongside 'procedures for implementing the Behaviour Policy and Positive Handling Policy' located in each class in the Green Behaviour Management Folder



Reviewed by Simone Pengraeve - Behaviour Support Service. To be reviewed September 2019

PHILOSOPHY	PRINCIPLES	PROCEDURES & RESOURCES IMPLICATIONS	PERFORMANCE
We believe that	We intend that	We will achieve this by	We can judge performance by checking that
<p>Everyone at Addington should be able to learn and work in a safe and healthy environment.</p>	<p>We will provide a positive and emotionally literate environment based on mutual respect and self-advocacy, which promotes an orderly community within which effective learning can take place.</p> <p>The rights of individuals will be protected by rules that facilitate good behaviour.</p>	<p>Staff and pupils establishing a code of conduct which is accepted by all and displayed around the school. Encouraging staff and pupils to manage their own learning/behaviour.</p> <p>A calm yet firm insistence on acceptable standards of behaviour at all times by all members of staff.</p> <p>Promoting rules of good behaviour, keeping good communication links with parents acknowledging their rights in respect of their own children, and the rights and responsibilities of other pupils and staff.</p>	<p>An effective Safeguarding and, Health and Safety policy are in place, including a Staff Wellbeing policy.</p> <p>A code of conduct is in place.</p> <p>Updated Green Behaviour Management Folder in place and used.</p> <p>Recorded behaviour incidents are reduced after the introduction of planned interventions.</p> <p>The policy implementation is checked through the monitoring of audits, behaviour plans and actions from incidents.</p>
<p>Everyone at Addington is entitled to come to school without expectation of physical, verbal or emotional abuse.</p> <p>(Refer to Anti-Bullying Policy)</p>	<p>We will develop and implement a range of strategies for managing inappropriate behaviour – using positive behaviour management approaches including a clear structure of rewards and sanctions.</p>	<p>Consistently and fairly applying rewards and sanctions, shown to be reasonable, sensitive and effective.</p> <p>Informing parents of their child's behaviour – the rewards and sanctions for good as well as challenging behaviour and encouraging/supporting them in meeting their parental responsibilities.</p>	<p>Rewards and sanctions in place.</p> <p>Monitoring any break-time sanctions given.</p> <p>Positive attitude noticeable in school culture.</p> <p>Incidents monitored looking to see that sanctions are appropriate for the incident.</p> <p>Consistency of approach monitored.</p>

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Pupils have a right to have their individual learning styles/needs and inappropriate behaviours addressed.	The school will draw on its own expertise and those of the supporting agencies, including parent partnerships in order to develop both internal and external support systems to help with the management/solutions of difficult or continuing problems or situations. That there will be an importance placed on quality relationships. To build on solution focused strategies to improve behaviour.	P.L.Ps – Making all staff aware of particular problems. Devising, where necessary Behaviour management plans and completing Behaviour Risk Assessments. Using assessment tools which lead to targets being set for learning including behaviour. Routines and procedures will be established and maintained. Recognising what is working well and building on the positive.	P.L.Ps in place, reviewed regularly and progress being made. Behaviour support plans in place where needed. Individualised SMART targets that reflect progress in learning, including behaviour. Individual timetables employed.
Each individual's confidence and self-esteem should be developed and supported in order to promote independence, self-discipline and proper regard for authority among pupils. Pupils should be given the opportunity to reflect upon their behaviour and learn new strategies to help them manage and control their behaviour.	Pupils are helped to develop high self-esteem by being encouraged to take initiative and accept responsibility for themselves developing ownership of the school and responsibility for their environment. The pupils will develop skills in managing their strong feelings. Staff, pupils and parents are encouraged to contribute to the development of the School Behaviour Policy and thus in developing ownership, take an active part in abiding by it.	Valuing and celebrating achievements and success both within and outside of the classroom setting. Providing positive feedback to reinforce and encourage the building of self esteem Creating a supportive environment in which the pupil feels safe and is able to engage with learning – gradually increasing range of activities and demands. The delivery of a whole-school approach to developing Social and Emotional Skills (SEAL). Where appropriate, allocating time for debriefing procedures after an incident.	Pupils are given opportunities to develop ownership of school e.g. school council, Buddies, Sports Leaders. Pupils demonstrate proper concern for the environment. Supportive risk taking in place. Pupils positively develop in an emotionally literate environment. Monitoring of Incident and debrief forms.
There should be equality of provision regardless of sex, race, culture, religion, age, sexuality or disability.	We will foster an ethos which develops respect for spiritual, cultural, moral and social issues. We will operate effective Equal Opportunities and Inclusion Policies.	Valuing the contribution of everyone in our commitment to provide an atmosphere of warmth, tolerance and understanding, friendship and humour. Challenging stereotypical views so pupils learn to appreciate and view positively the differences in others. Treating all incidents of intolerance seriously employing strategies to prevent any form of intolerance and bring them under control.	Equal opportunities within the curriculum are in place. Pupils appreciate and view positively differences in others. All incidents are recorded and strategies that are implemented to reduce the number of incidents are monitored and evaluated.

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While individuals are offsite such as on work experience placements, educational visits and sporting events they should behave appropriately.	We will support pupils to develop strategies by which positive appropriate behaviour is promoted and maintained when off-site.	Implementing the code of conduct for both pupils and adults and following rules relevant to the setting and/or activity. Through communication links parents are informed of our Code of Conduct and behaviour expectations while their child is off-site.	Incidents of inappropriate behaviour reported, recorded, monitored and evaluated. Frequency and individual appropriateness of off-site trips assessed. Individual Behaviour Risk Assessments completed and regularly updated. Range of activities accessed by most pupils successfully.
Individuals have the right to travel to and from school in situations where good order and discipline are maintained.	We will help pupils, parents and escorts to develop strategies and rules, by which positive behaviour is promoted, encouraged and maintained.	Developing closer supportive links with the transport staff and parents. Developing and applying a code of conduct when travelling on public transport.	Escorts, parents and students are given the opportunity to say if the transport is appropriate (i.e. Annual Reviews). Pupils in Upper School access travel training programmes to access public transport independently as possible.
All pupils have the right to learn in an environment where items such as mobile phones/electronic devices are not available as to cause disruption to the school's good order.	We will confiscate inappropriate items to maintain good order within the school. In some cases music players are used as a reward for positive behaviour. This would be written in the BMP. On entering school pupils are required to hand items such as electronic devices to be locked away for safe keeping until the end of the day.	Stating the rules clearly to the pupils and parents via appropriate forms of communication and consistently following through our legal right to remove and confiscate such items as necessary.	There is a reduction of incidents where inappropriate items are brought into the school. Pupils develop independence skills and know to lock their devices away safely or hand them in for safe keeping.
All forms of bullying are totally unacceptable and will not be tolerated.	A separate Anti-Bullying policy will be followed. This forms an appendix to the Behaviour Policy.	Challenging all forms of bullying or harassment and treating incidents of bullying as serious – following agreed strategies to prevent bullying or bring incidences under control.	PSHE, SRE and the new curriculum includes work on anti-bullying. Anti-Bullying policies and procedures are being followed appropriately. Participate in National Anti-bullying week initiatives. All bullying incidences are recorded and strategies that are implemented to reduce the number of incidents are monitored and evaluated.

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The school community should provide good and positive role models of adult behaviour and unconditional regard for pupils recognising their individuality.	The school will strive to achieve good working relationships between all members of the school community based on mutual respect – valuing pupils and their achievements.	Enabling Everyone to challenge incidents of inappropriate behaviour. Developing a willingness to listen to and understand pupils by involving them in the continuing development of the Behaviour Policy wherever possible. Through continued staff training, regular updating of law/guidance and consultations, staff will work as a team to manage challenging behaviour and promote a positive and effective learning environment. Governors will consult on the principles of the Behaviour Policy.	Incidents of inappropriate behaviour are challenged. Adults provide good role models. The whole school community, including pupils are involved in policy development.
All weapons are totally unacceptable and will not be tolerated.	The School will be vigilant and will strive to achieve a calm and safe environment for staff/pupils to learn, develop and work in.	If a student is known to be carrying a weapon and refuses to relinquish it, using controlled procedures pupils will be searched by designated staff for weapons and reasonable force will be used to secure all offending items. Police will be called if resistance is expected.	Incidents of searching for weapons and their subsequent removal are monitored and appropriate follow up procedures undertaken.
Pupils, staff and parents have the right to make a complaint or bring to the Head's notice any incident of violence, discrimination, harassment, bullying, abuse or where appropriate action has not been undertaken.	The school will take any complaint seriously and investigate/resolve as necessary.	Using appropriate measures/documents all complaints will be investigated.	Complaints logged and addressed.
Parents should acknowledge their responsibility and respect the school's Behaviour Policy and the disciplinary authority of school life.	The school will strive to achieve open lines of communication in order to work co-operatively with parents acknowledging their rights and responsibilities.	Parents signing a Home-School Agreement where they will be informed of our Behaviour Policies and procedures. To develop and maintain clear lines of communication between staff and parents. The school will provide meetings so parents can discuss their child's behaviour and well-being.	Annual Review, Behaviour Management Plan and Assessment procedures are carried out.

