



Ranelagh School

School Behaviour Policy

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Rationale

As a Church of England school we recognise the importance of educating for life in all its fullness. As part of our commitment to the nurture of wisdom, hope, community and dignity, we understand that positive behaviour for learning, kindness and restorative justice are fundamental to the successful and empathetic management of behaviour at Ranelagh.

Aims of this policy

- To set the framework for the management of behaviour at Ranelagh School.
- To emphasise the encouragement of positive behaviour.
- To promote consistency of expectation and implementation of behaviour management
- To reinforce the fundamental concepts of understanding rights, mutual respect and awareness and adoption of responsibilities that come with those rights.

Policy context

This policy reflects the Ethos and Aims of the school.

Other related policies and documents include

- Teaching and learning policy
- The Code of Conduct
- Ranelagh School Charter – our actions
- Our Statement against Bullying
- Home School Agreement
- Equal Opportunities Policy
- Special Educational Needs
- Staff Handbook
- The United Nations Convention on the Rights of the Child (UNCRC).

Statement

The school believes that, in order to provide a supportive, stimulating and secure environment and to enable high standards of teaching and learning, good behaviour in all aspects of school life is necessary. It seeks to create a caring learning environment by:

- promoting good behaviour and discipline
- promoting awareness and understanding of rights and the responsibilities that come with these rights
- promoting confidence, self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- encouraging consistency in the way expectations of behaviour are set and maintained
- encouraging consistency of response to both positive and negative behaviour
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach in the implementation of the school's policy and associated procedures.

Approach

A school ethos of encouragement is central to the promotion of good behaviour. Emphasis is placed on encouragement and praise to individuals and groups, so that every member of the school community feels that they are respected and valued.

- i) Staff will seek to reinforce the positive where possible so that there is more approval given than negative feedback.

- ii) Good conduct and behaviour will be encouraged through praise, both informal and formal, and the systems of merits and commendations.
- iii) Emphasis will be placed on the acknowledgment of the impact of poor behaviour on the infringement of others' rights and the associated responsibilities and actions required to rectify this.
- iv) Where appropriate, positive feedback will be conveyed to parents.

The school **Code of Conduct**, which reflects the ethos of the school, clearly states the expectations of behaviour and makes it clear to students how acceptable standards of behaviour can be achieved. It is displayed in all classrooms and printed in school diaries and planners.

- i) Students will be made fully aware of the school policy, the Code of Conduct, expectations and procedures.
- ii) Students will be encouraged to take responsibility for their behaviour and actions and will be given the scope to achieve and develop that responsibility where possible.
- iii) Collective responsibility towards the whole community will be promoted.

Sanctions are needed to respond to inappropriate behaviour.

- i) Any sanctions must be justified and appropriate, making it clear that they are a consequence of the student's behaviour necessary.
- ii) A sanction must be proportionate and reasonable.
- iii) The use of sanctions will be characterised by clarity as to why the sanction is being applied and what changes of behaviour are required to avoid future sanctions.
- iv) There will be a range of sanctions for minor and major offences with an escalation for repeated offending, including detention. As with all sanctions, when issuing a detention, staff should ensure that it is reasonable; for example, with lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.
- v) Where appropriate, parents/carers will be kept informed.

The Headteacher also has a specific statutory power to regulate student behaviour outside of the school premises "to such extent as is reasonable" and will do so with the same aims of promoting good behaviour and discipline.

Students are expected to maintain the same high standards of conduct and behaviour when

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a student at the school.

Professional discretion and knowledge of individual students will be utilised to foster positive working relationships. Individual mitigating and aggravating circumstances will be considered, as appropriate, in the management of student behaviour.

An appropriate curriculum, high quality teaching and appropriate personalising of learning are prerequisites to engaging learners and encouraging good behaviour.

Systems for tracking academic progress and behaviour issues are in place and this information may be used to help students improve and manage their behaviour.

The school aims to foster self-control for all individuals. This will be attained by heightening the student's sense of self-esteem, achievement and by the mutual respect established between all members of the school community.

- i) Individual accountability through awareness of consequence of actions will be developed.
- ii) Students will be given the opportunities for developing self-discipline and taking responsibility in order to learn effectively.

- iii) Students will be encouraged to self-reflect and, where necessary, to learn to manage and improve their behaviour by making better choices.
- iv) The value and importance of power, love and self-control from 2Timothy 1.7, will be modelled and encouraged at all times.
- v) The sense of value and worth will be promoted so that humiliation and degradation of individuals are not used as strategies for conformity.
- vi) There will be an ethos where each student can have a feeling of achievement, is an individual and their input has worth and credibility.
- vii) All members of the school will treat each other with respect and courtesy at all times.
- viii) There will be active promotion and enhancement of self-esteem for all members of the school.

Responsibilities and actions

- **Students** are expected to take responsibility for their own behaviour. They have a responsibility to respect the rights of others to a positive learning environment. They also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment or infringement of rights are reported.
- **Parents and carers** will take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour.
- **Staff** will be responsible for ensuring that the policy is followed and that it is consistently and fairly applied. They also have the responsibility, with the support of the Headteacher and senior staff, for creating a high-quality learning environment, and modelling and teaching good behaviour, respect and responsibility. Mutual support amongst all staff in the implementation for the policy is essential.
- **The Headteacher** will be responsible for ensuring the implementation and day-to-day management of the policy. The Headteacher will oversee support for staff faced with challenging behaviour.
- **The Governing board** will support the school in maintaining high standards of behaviour. Together with the Headteacher and staff, it will ensure that there is no differential application of the policy on any grounds of ethnic or national origin, culture, religion, gender, disability or sexual orientation.

Training

Appropriate training on all aspects of behaviour management will be provided as necessary to support the implementation of the policy.

Involvement of Outside Agencies

The school works positively with outside agencies. It seeks appropriate support from them to ensure that the needs of students are met by utilising the range of external support available.

Dissemination

All staff, parents/carers and students will be reminded of this policy and its procedures on a regular basis, at least annually. Related details are in the Staff Handbook.

References:

Behaviour and discipline in schools: Advice for head teachers and school staff (DfE 2016)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Education and Inspections Act 2006 www.legislation.gov.uk/ukpga/2006/40/contents

Education Act 2011 www.legislation.gov.uk/ukpga/2011/21/contents

Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies
www.education.gov.uk/schools/student-support/behaviour/behaviour-policies/f0076897/screening-searching-and-confiscation