

# Behaviour & Discipline Policy

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## INTRODUCTION

This policy is written with regards to Section 89 of the Education and Inspection Act 2006. It is the primary aim of Kings Kids Christian School (KKCS) that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We seek to create an atmosphere in which effective teaching and learning can take place. Adults and children flourish best in an ordered environment therefore we work to maintain fair discipline throughout the school with a clear code of conduct that all staff and parents uphold. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. It aims to support an environment where everyone feels happy, safe and secure and to provide a positive motivating environment which enables children to learn.

Our Vision Statement is that Kings Kids Christian School will be a high performing school that produces graduate well equipped to succeed beyond school and actively contribute to their community and society at large.

KKCS is held in high regard for its inclusive approach, pupil voice and ethos which strives to create a welcoming, caring environment where relationships are based on our values of respect, honesty, love and kindness. We respect adults and children's religion, race and culture in the implementation of our behaviour policy. We aim to develop a positive self-esteem in each child to encourage the best efforts, independence, self-reliance and responsibility for their own actions.

Kings Kids Christian School considers the moral and spiritual development of all its students as being of great worth. All associates of the school community need to have a strong sense of the standards we wish to encourage and an understanding of right and wrong. In particular, all our pupils must accept that they are accountable for their actions, and that actions always have consequences. Of course, the school is only one part of each pupil's life: parents, siblings, extended family, society at large and, in most cases, a Christian faith will contribute to their moral and spiritual development.

There are firm boundaries and expectations regarding behaviour and positive encouragement and rewards for those who follow them. When children behave in an unacceptable manner physical punishment will never be used or threatened. Although staff may feel the need to raise their voices the students will not be shouted at in an aggressive way.

When a student displays unsatisfactory behaviour it will be discussed to see how it can be improved in future. It will always be made clear that although the behaviour is wrong the child is still accepted and loved. The individual child's level of maturity and understanding will be taken into account when dealing with any behavioural problems.

## Acknowledging Behaviour- General Principles

We teach the students to respect authority as given by God to parents, teachers and others in the school and Church communities; therefore, the principles underlying this Behaviour

Policy are based on acknowledging acceptable behaviour based on respect for self, for others and for the environment and also acknowledging unacceptable behaviour.

<b>Behaviour we encourage:</b>	<b>Unacceptable behaviour includes:</b>
<p><b>Respect for self:</b></p> <ul style="list-style-type: none"> <li>• Self-respect</li> <li>• Behave in a sensible and appropriate manner</li> <li>• Self-discipline</li> <li>• Attentiveness</li> </ul> <p><b>Respect for others:</b></p> <ul style="list-style-type: none"> <li>• Working co-operatively</li> <li>• Treat everyone with consideration and good manners</li> <li>• Keep to the school’s dress code</li> <li>• Allow others to learn and teachers to teach</li> <li>• Respect for other people, their views and work</li> <li>• Help to prevent all forms of bullying</li> <li>• Behave with the health and safety of others in mind</li> <li>• Politeness, honesty and trust</li> </ul> <p><b>Respect for the environment:</b></p> <ul style="list-style-type: none"> <li>• Treat their own property and the property of others with care.</li> <li>• Treat the school building content and others with care</li> </ul>	<ul style="list-style-type: none"> <li>• Racial harassment</li> <li>• Violence and aggression</li> <li>• Hurting other people’s feelings</li> <li>• Threatening behaviour including bullying</li> <li>• Dishonesty</li> <li>• Deliberate disobedience</li> <li>• Discrimination</li> <li>• Lack of respect</li> <li>• Using unacceptable language</li> <li>• Deliberately damaging school property</li> <li>• Taking things that do not belong to us</li> </ul>

### Responsibility of the Head Teacher

- The Head Teacher at Kings Kids Christian School will work with the classroom teachers to ensure the following are adhered to in order to promote good behaviour around the school:
- (a) Promoting, among pupils, self-discipline and proper regard for authority,
- (b) Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) Securing that the standard of behaviour of pupils is acceptable,

- (d) Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) Otherwise regulating the conduct of pupils.
- In addition, the Head Teacher at Kings Kids Christian School will also determine to
- (a) Act in accordance with the current statement made by the governing body under section 88(2) (a),
- (b) Have regard to any notification or guidance given to him under section 88(2) (b).
- (c) The standard of behaviour which is to be regarded as acceptable must be determined.
- (d) Will include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.
- (e) Will ensure that every parent receives a copy of the behavioural policy and make it accessible in the school for parents, pupils and teachers
- (f) Will determine to bring the policy updates to the attention of all such pupils and parents and all persons who work at the school.
- (g) Will endeavour to support staff members by implementing this policy and set the standards of behaviour. The Administrator, as instructed by the Head Teacher, will keep records of all reported serious incidents of misbehaviour.
- (h) Has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### The Role of the Class Teacher

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such events in the Incident Book. In the first instance, the class teacher deals appropriately with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher. The Class Teacher or Head Teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Class Teacher or Head Teacher may, for example, discuss the needs of a child with the education social worker.
- The Class Teacher endeavours to discuss the school rules with each class. In addition to the school rules, there is a learning centre code, which is agreed by the children and displayed on the wall of

the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Head Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of Parents**

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school rules handout, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Head Teacher. If the concern remains, they should contact the school governing body, if these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **REWARDS, CORRECTIVE MEASURES AND SANCTIONS**

Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement; and should be given when:

- it is above the standard for that class
- it is above the standard for that student
- it is of a consistently good standard

We should avoid giving rewards:

- as bribes e.g.; for classroom control
- on demand
- in a way which causes embarrassment
- in a way in which devalues their worth to others (e.g.; over use)

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate the children
- each week a child is nominated from each class to be child of the week
- each 'pupil of the week' receives a certificate in the school assembly
- we give awards at the end of the year for various achievements and/or good behaviour, or to acknowledge outstanding behaviour or acts of kindness in school

## Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her with a warning. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is sent to the Head Teacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

We employ each sanction appropriately to each individual situation when:

Work, effort or behaviour is:

- below the standard expected by the school
- below the standard of that student
- of a consistently poor standard

We avoid:

- Negative comments – especially about the person
- Punishing a whole group

- Inconsistency
- Threatening and not carrying through those threats
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of confronting their action and behaviour

We never:

- Impose excessive Corrective Measures or Sanctions
- Shout aggressively
- Punish a child for a decision made by the parent

## School Rules

Our aim is the foundation for our school rules:

- 1. Care for each other**
- 2. Show respect and be helpful to each other and to adults**
- 3. Work thoughtfully and value each other's work and school surroundings**
- 4. Play and move around the school safely.**

In addition to these school rules, children are asked to write their own classroom charter. They do this as a whole group, and all agree upon them. These rules can be renegotiated each term, as necessary. These rules should help to create a climate for learning. The school rules should be shared and acknowledged throughout the school.

## Rewards

In order to promote a child's self esteem, we will reward as much as possible. We recognise positive behaviour by rewarding:

## Attitudes Work

Care for others  
 Commitment to high standards  
 Completion of work  
 Fairness and Honesty  
 Consistency  
 Good manners  
 Determination  
 Helpfulness  
 Initiative  
 Initiatives out of school/service to others organization/punctuality  
 Positive encouragement

Perseverance  
Preparedness to compromise  
Positive motivation and attitude  
Presentation of work  
Respectfulness  
Promptness of response  
Responsible behaviour study skills/research skills  
Self-discipline  
Supportiveness towards others' achievements  
Thoughtfulness

### Incentive Schemes

Both POSITIVE and NEGATIVE incentives are useful in motivating students. Congratulations slips, Honour Roll, a privilege area, praise field trips, an awards programme, green dot incentives etc., are all positive motivations. Many schools add a program of Merits – An effective positive balance for demerits. Merits provide tangible rewards for good actions and traits in students.

### Privilege Area

Designating a special area equipped with books, games etc.

### Honour Roll

Each quarter, students included on the Honour Roll must fulfil the following requirements:

1. At least three starts in each subject plus three stars in Literature and Creative Writing or an appropriate number of literature selections. Requirements for a specific number of stars on each subject may need to be adjusted to the circumstances, but the required number of PACEs should be the same even if the number required in each subject has been changed. Candidates for graduation who have completed some requirements may be exempt from maintaining balance.
2. A qualifying total PACE test average:
  - a. Supervisor/teacher's Honour Roll: 88 to 93 percent
  - b. Principal's Honour Roll: 94 percent or higher
3. Memorisation of each month's scripture passage

As public recognition for their accomplishments, each Honour Roll student shall receive a certificate presented by the senior pastor/administrator in an open exercise or a special ceremony. An all-day or half-day activity is also highly recommended.

### Field Trip

Students approved for at least an "A" privilege status or who have earned two stars in one week, earn the privilege of attending the weekly special activity time (field trip).

## Green Dot Incentive

The “green dot” incentive is earned by students who complete daily goals before dismissal. When a student has completed all goals, he raises his national flag for the monitor/teacher’s aide to check his Goal Card. If his card reflects the completed goals and new ones have been set for the next school day, the student receives a green dot to place next to the letter of that day on his goal card.

## Merit System

Students earn merits (slips of paper with identification of amount earned) when they complete their goals in a timely manner and accurately or for good behaviour and manners. Additional merits may be earned in other ways (e.g. when the staff has received no demerits for the week or has performed acts of service or kindness to others) students may spend their merits weekly at a “Merit Store” for small items both practical and impractical, such as pencils, erasers, plaques, puzzles or cassette tapes.

## Blessing Slips

Blessing slips commend a student for doing something special for staff or student (consistently showing good manners) or for demonstrating a character trait. Blessing slips, are another tangible “pat on the back” acknowledgement for recognising good behaviour. These are often given privately.

## Examples of rewards:

### Minor

- Merits
- Verbal praise within classroom on a one to one basis
- Pointing out good behaviour
- Smile/nod/thumbs up/Hi-Five/saying “well done” etc
- Comments written in workbooks

### Medium

- Green dot
- Blessing slips
- Stickers
- Gold stars and merits/sticker charts
- Showing good work to the class, or other teachers
- Being given a responsible job
- Sharing work with buddies.

### Major

- Privilege System

- Honour Roll
- Showing work to Head Teacher and/or Team-Leader and sharing it in assembly
- Seal themed certificate
- Specific mention to parents.

## **CORRECTIVE MEASURES AND SANCTIONS**

### **Unacceptable Behaviour**

We, at Kings Kids Christian School, will not tolerate in any form, unacceptable behaviour being displayed by pupils, staff, teachers or the governing body to any member of the school community. We classify unacceptable behaviour in the following acts. The list is not exhaustive and we reserve the right to update, amend or add to these headings as we see appropriate.

### **Responsibilities of Staff Members**

#### **1. Minor Incidents**

Handled by Class Teacher/member of staff on duty

#### **2. Medium Incidents**

May be handled by teacher if one off incident. Otherwise, Head Teacher should become involved

#### **3. Significant Incidents**

Should always be referred to the Head Teacher, who will work in collaboration with the Class Teacher.

#### **4. Very Serious Incidents**

Will be dealt with by Head Teacher, parents, board of governors, outside organisations and/or police.

Examples of:

#### **1. Minor Incidents**

- Lack of co-operation initially
- Not accepting reasonable reminders
- Minor rudeness to staff
- Poor standard of work due to lack of effort
- One-off name calling
- Minor swearing or rude gestures to children
- Low level disruptive behaviour

## 2. Medium Incidents

- Refusal to co-operate
- Being deliberately rude to staff
- Persistently disruptive behaviour and bullying
- Being involved in negative/aggressive arguments with another child
- Teasing other children
- First offence of minor swearing or rude gestures to staff
- Swearing and rude gestures to children
- First offence of minor untruths
- Being persistently disrespectful to staff

## 3. Significant Incidents

- Openly defiant to staff
- Damage to property
- Deliberate lies
- Repeated swearing and rude gestures to staff
- Stealing
- Significant physical or verbal abuse of others and property including racially motivated
- Systematic bullying/excessive teasing (see Bullying Policy)
- First offence verbal racial abuse

## 4. Very Serious Incidents

- Very serious physical or verbal/gestured abuse of children or staff including racially motivated
- Deliberately dangerous actions
- Physically losing control
- Misuse of ICT in school, e.g., sending threatening emails

## Procedures and Sanctions

- Class Teachers and Supervisors determine acceptable and unacceptable behaviour. they should use their own judgements to decide the seriousness and frequency of offences.
- Class Teachers and Supervisors should model and give examples of appropriate responses to volatile situations, after giving children sufficient time to reflect on their behaviour.
- Class Teachers and Supervisors should seek to defuse potentially volatile situations by:
- Applying the appropriate sanctions for the level of seriousness of the incident as outlined below.
- Care should be taken that at each stage children are aware of what will happen next if the negative behaviour continues. Staff will always make clear that it is the behaviour which is disapproved of, not the individual, so as not to damage a child's self-esteem.
- Logging all incidents of inappropriate behaviour, including bullying and racial incidents in the appropriate way; according the school's policy guidelines.

### 1. Minor Sanctions – the staff member should choose appropriately from the following list:

- Early response – eye contact, touch, say name
- Surprised facial expression
- Change voice – lower tone, change volume (quieter)
- Move child closer to teacher
- Early verbal intervention e.g. “Are you OK?” or “Do you need me

to sort this out?”

- Giving a quiet word of warning
- Giving a choice or consequence
- Repeat work which was unsatisfactory due to bad behaviour
- Giving time-owed (child makes up time lost by inappropriate behaviour)
- Asking child, “What could make this situation fair or better?”
- Asking child, “How could you put this right?”

**2. Medium Sanctions** – the staff member should choose appropriately from the following list:

- Use other children to say what is wrong/how to make matters better
- Take to one side and discuss one to one
- Loss of privilege/playtime
- Giving time-owed (child makes up time lost by inappropriate behaviour)
- Ask child to stand up when everyone else is seated
- Sit child alone/away from main group of children
- Asking the offender to sit down on the nearest bench (or apart from the rest of pupils in class) for 1 minute of time-out for each year of their age (where appropriate) to cool off before being allowed to rejoin and try again
- Type of behaviour to be reported on an Incident Form

**3. Significant Sanctions** – the staff member should choose appropriately from the following list:

- Child should report to (1) Class Teacher, (2) Head Teacher for time-out
- When a ‘significant’ or ‘very serious’ incident is being investigated with a child, an additional adult observer should always be present in the room and should take notes of what is said by both parties. Send copy of form home with acknowledgements slip for parents to sign and return (including request to contact Head Teacher for a meeting).
- Child should write letter of apology or similar at age appropriate level (copy to their personnel file)
- Meeting with parents to discuss the problem
- Daily report – behaviour targets to tick (review termly with parents – copy to HT)
- Withdrawal from school-trip or other event

If a child is involved in a number of significant sanctions, or if their behaviour is hindering their own work or the work of others, the child must be brought to the attention of the Head Teacher, so that a process of operation can be enforced to regulate their behaviour.

**4. Very Serious Sanctions** – the staff member should choose appropriately from the following list:

- Head Teacher should be alerted. Child will be removed from class or playground
- Physically accompany child to desired outcome by staff, when child is refusing to
  - co-operate, or to prevent further damage to property.
  - Remove child from situation, this might be achieved through removing the rest of the class rather than the child themselves
- As a last resort, physical restraint of child
- Withdrawal from school-trip or other event

- Full investigation by Head Teacher as to what transpired
- Exclusion from school for rest of week
- Fixed term exclusion from school following the DfEE guidelines
- Permanent exclusion from school.

## Recording Sanctions

The school will keep records of all sanctions in the office. Copies of all yellow slips with their corresponding 'Significant Incident' forms and red slips with their corresponding 'Major Incident' forms will be made before sending them home to the parents. These will be kept on file. Parents are expected to sign and return the slips and forms to the office the following day, checks will be made to ensure that this takes place. If they are not returned the office will call the parents to enquire as to whether the forms were received and to request their return. All staff will be made aware of the forms and the process of sending them home.

All sanctions that are issued such as exclusion or expulsion will also be recorded by the school. Green Slips and Detentions are recorded on the children's Goal Check Reports and records kept in the children's personal files.

### Other ways to correct a student:

- Make your disapproval clear – by a look, by talking to the student, by showing your disapproval in front of others (without humiliating them!).
- Insist that work is repeated / completed or that extra work is done. Always give a deadline and check.
- Students should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Use the Contact Book to record information which you wish to pass on to parents/guardians.
- Meet with student and Head Supervisor to discuss future conduct.
- Student referred to Head Supervisor and/or Principal.
- Contact with home if approved with Head Supervisor and Principal.

There are higher levels of Sanctions, which may be imposed after consultation with appropriate staff and parents:

- Withdrawal of privileges
- Internal exclusion
- Ask parents/guardians to come in
- After school detention
- Permanent exclusion
- Fixed term exclusion from school

## STRATEGIES

## Procedures – Strategies for Promoting Good Behaviour

We firmly believe in an active partnership between parents and school.

- Praising students for good behaviour (e.g.; letters home, notes in contact books)
- Broadcasting information about successful events via Student newsletter
- Daily Opening Exercises and Devotions which help to promote good behaviour
- Staff being visible around the school, being seen to be interested in the students and in good self discipline
- Learning the names of students to let them know they belong
- Displaying examples of good student work
- Rewarding good behaviour as appropriate
- Employing a flexible approach to the curriculum to attempt to meet the needs of all students
- Pleasant school environment
- Adults' role as role models
- Creating calm and orderly movement around the school
- Use of professional and positive language when dealing with students
- Aim for self-discipline. Help students by providing a checklist relating to positive expectations

## Procedures – Strategies for Discouraging Poor Behaviour

There is a range of strategies used for discouraging poor behaviour.

- Using Corrective Measures and Sanctions as appropriate
- Staff being visible around the school, being seen to be interested in the students and in good self discipline
- Learning the names of students to let them know they belong.
- Counselling/punishing poor behaviour, not the child but their action
- Pleasant school environment and suitable organisational strategies
- Seeking information and support from students
- Use of parents
- Adults as role models (e.g.; punctuality, standard of dress etc.)
- Creating calm and orderly movement
- Providing students opportunities to identify undesirable behaviours
- ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy
- Daily truancy/late checks and action

## **Guidance on Managing Behaviour at Playtime and Lunchtime**

- ❖ Wet Play – the member of staff on duty decides on and informs staff whether to take the children out
- ❖ First Aid – duty staff alerts other teachers for help if required
- ❖ Avoid chasing after a child. Expect the child to come to you or follow when asked politely, turn, walk towards building, return and repeat if necessary
- ❖ No physical restraint should be used unless the child is a danger to another person or themselves.

## Fixed Days/Weeks or Permanent Exclusions

Only the Head Teacher (or acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 10 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed day exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a pupil, she/he will inform the parents immediately, giving reasons for the exclusion.

## **EXPECTATIONS AT KINGS KIDS CHRISTIAN SCHOOL**

### **“RULE”**

### **RESPECT! UNIFORM! LOCATION! EQUIPMENT!**

#### **RESPECT EACH OTHER**

- Talk politely and calmly to ALL STAFF.
- Listen to ALL STAFF. Do not interrupt.
- Put your hand up if you want to say something in class.
- Use the words “PLEASE” and “THANK YOU”.
- Talk politely to other students.
- Stand up when visitors enter the room

#### **UNIFORM**

- PLAIN, WHITE t-shirts only under your shirt.
- Shirt TUCKED IN. Only the top button should be undone.
- One, stud ear-ring in each ear is allowed.
- No other jewellery or piercings.
- Trousers pulled up. No “combat” pockets on side.
- Only shirt or school jumper worn indoors. No outdoor clothing.
- School shoes only to be worn.

#### **LOCATION**

- Enter and leave school carefully.
- Walk around the site. Do not run.

- Hold doors open for others.

## **EQUIPMENT**

- Look after your own office and any equipment entrusted to you.
- Respect the school buildings and the school equipment.

## **ALL MEMBERS OF KINGS KIDS CHRISTIAN SCHOOL WILL:**

- Walk NOT run
- Show courtesy by holding doors open.
- Eat food and drink only in the provided areas.
- Avoid inappropriate physical contact.
- Keep the General Office area and main doorway area free for visitors.
- Show consideration for our neighbours by not blocking the area outside the School.
- Follow the Health and Safety regulations on the school site.
- Treat the decoration of the building sensibly at all times.

## **MONITORING**

Monitoring is carried out in formal and informal ways by staff where needed:

- Record of exclusions – Head Teacher/ Supervisors
- Comments in contact books – Supervisors/Monitors
- Referral to outside agencies – Head Teacher/ Administrator/ Supervisors
- Students academic projections /progress reports / reviews – Supervisors
- Incident sheets / Logs - Supervisors/Monitors
- Demerits/Corrective Measures- Head Teacher/ Administrator/Supervisors/Monitors
- Sanctions - Head Teacher/ Administrator/Supervisors (depending on the seriousness of the incident)
- Individual Needs Register – Supervisors
- Annual Reports – Head Teacher/ Administrator
- Personal Development Plans - Head Teacher /Administrator/ Supervisors
- Interviews/'phone calls/letters to parents – Head Teacher/ Administrator/Supervisors
- Registration/Lates –Administrator
- Medical information – Supervisor/ Administrator
- Direct observation of student behaviour in/out of lessons - Supervisors
- Detention records/ - Supervisors
- Weekly meetings of the Head Teacher and Supervisors will consider behaviour-related issues.

## **SUPPORT FOR STAFF**

- It is important to remember that all members of staff need to work collectively to ensure and maintain the highest standards of behaviour.
- Rather than work in isolation it is much better to seek help and use the procedures that exist. A number of staff will have dealings with a given student or group of students and there will be information available that could prove useful in assisting your classroom management.
- Enlisting a senior member of staff to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

- Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all students know what is expected of them.

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