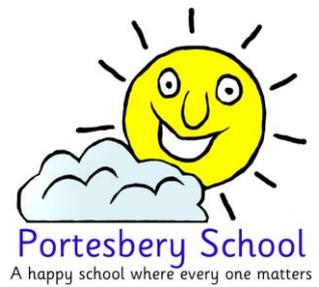


## **Behaviour Policy**

Reviewed: **May 2016**  
Review period: **Annually**  
Review date: **Summer 2017**



### **Philosophy**

We believe that...

- All aspects of behaviour are a form of communication.
- Challenging behaviour is managed best when there are consistent approaches deployed by all.
- Preventative strategies are more effective in the management of challenging behaviour
- Reactive strategies should be agreed and identified.
- The school promotes equality in all its forms, and is committed to improving outcomes for all pupils eliminating all forms of discrimination, harassment and bullying.

### **Principles**

We therefore intend to...

- create a positive school ethos and promote effective learning through:
  - clearly stated expectations of what constitutes acceptable behaviour
  - effective behaviour management strategies
  - processes which recognise, teach, reward and celebrate positive behaviour
- encourage the development of trust and good relationships between staff and pupils
- raise pupils' self esteem and help them to develop a positive self image
- provide pupils with opportunities to manage and improve their own behaviour
- safeguard the interests of pupils against unfair or inappropriate punishments, the school wishes to ensure that disciplinary penalties must be reasonable, and take account of the pupil's age, special educational needs, disability, or any religious requirements.

### **Procedures**

This will be managed by...

- Rewarding positive behaviour in class, class assemblies, Friday Assemblies and visits to the SLT.
- Investing in staff training to develop methods of effective behaviour management.
- The DHT and Behaviour Lead support class teams by writing and monitoring Individual Behaviour Management Plans (IBMPs) for those pupils who need them and to ensure they are implemented through analysing the termly data from SLEUTH.
- Maintaining a close working relationship with the Educational Psychologist.
- Keeping accurate records of challenging behaviour using Sleuth to analyse to promote a positive change.

## **Performance**

We can monitor performance by...

- Head Teacher monitoring of classroom teaching, recording and judging the effective use of communication and positive behavioural strategies
- Recording evidence of and celebrating good behaviour
- Annual review targets
- School self evaluation strategies
- The writing and reviewing of the IBMP