

## Behaviour Policy

Central to this policy is the main aim of our Equal Opportunities Policy, which reads as follows:

*“QEHS will aim to ensure that no student, job, applicant or employee receives less favourable treatment than any other on the grounds of sex, parental/marital status, race, ethnic or national origin, religious belief, sexual orientation, age or disability.*

### Aims

These are in line with the school aims:

*“QEHS aims to promote a school environment which will foster the intellectual, aesthetic, moral, physical and social development of all students”.*

Students are treated as individuals with particular needs and aspirations. We aim to develop positive relationships between students and between students and staff. We seek to achieve an atmosphere of mutual respect where working together and consideration for others is paramount.

With this in mind, the school aims to create an atmosphere in which its community of staff and students:

- understand the importance of self discipline and self respect
- understand the importance of honesty, fairness and respect for others
- show concern for others and have regards for their safety and well being
- show respect for the physical environment of the school and the wider community

QEHS manages this by promoting the ethos of the school through planned curriculum opportunities, addressing behavioural issues directly within the guidance programme, regular acknowledgement of positive behaviour, valuing the 'student voice' through e.g. The year and school councils and positive role models.

We believe high quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success in all areas both within the curriculum and in extra curricular activities so that all students feel valued. Our aim is to teach student to take responsibility for their own actions and to accept the consequences of their choices. This policy links directly with the home-school agreement.

## Objectives

QEHS works to develop:

1. A positive ethos in and around school with an emphasis on high quality relationships between students and adults.

The school seeks to ensure:

- students experience regular use of praise, encouragement and rewards
- staff use a range of methods to promote effective teaching and learning

### **2. An understood framework of general routines and individual boundaries.**

Praise and encouragement help to develop the confidence and self reliance upon which good discipline is based. It is important to create and maintain a positive environment. Students respond to informal and formal recognition of their strengths, successes and achievements.

We actively promote safety in the classroom and in the environment of the wider community, taking responsibility for equipment and materials, showing respect for themselves, peers, staff, visitors and members of the public.

These issues are addressed pro-actively in classrooms, through the guidance programme and through the use of the 'Please be ready to learn' information displayed in classrooms and contained in the student planners.

Where sanctions are necessary these are appropriate to the issue.

A student support and seclusion centre, Turning Point, has been established. This will be used as a sanction as appropriate. There will be strict gatekeeping on this facility.

### **3. A partnership with parents/carers in order that the school's behaviour policy is reinforced and supported at home.**

A home school agreement is in place and is published in the student planner. We wish to work in close partnership with parents and are pleased to discuss any area of concern at an early stage. In rare cases when the behaviour of a student is unacceptable or potentially harmful to him/herself or others then sanctions may be necessary.

There are a number of planned opportunities for parent consultation with staff including subject teachers evening, meetings with tutors and contact/discussions following termly monitoring where appropriate.

The school values and encourages contact with parents regarding first day absences. A first day absence call is made by school for any absence unauthorised in advance.

### **4. Positive multi-agency involvement**

In cases where a student's behaviour at school is a cause for concern and indicates more serious problems other agencies will be involved, [including social services, health service, behaviour support service, education welfare service, educational psychologist, youth offending team, Connexions].

Systems for referral to the various agencies are well established in school and liaison is directly through the pastoral support system. Students who are involved in multi agency work all have a pastoral support system. Students who are involved in multi-agency work all have a pastoral support plan which will have involved discussion with student, tutor, HOY, parents and relevant agencies. Within this targets are set and review dates indicated.

#### **5. Appropriate training in behaviour management for all staff, teaching and non teaching.**

The new staff induction programme includes a behaviour management training session. All new staff attend this programme, not just newly qualified teachers, as these procedures reflect not just behaviour management strategies but also the ethos of the school.

Training on behaviour management strategies will be made available to all staff/departments who feel it would be of value to them. Reference documents on classroom management and behaviour management strategies will be available on the school network and as hard copies in departments/year offices.

#### **6. A highly effective pastoral system which works to support departments in their management of student behaviour.**

Classroom teachers working with Heads of Department are responsible for ensuring effective management of student behaviour in lessons.

Year groups are supported by Heads of Year and Deputy Heads of Year working with a team of tutors. These staff work very closely with Heads of Department and classroom teachers to ensure consistency of approach and an overview of student progress.

#### **7. Monitoring/Evaluation**

The evaluation of this policy will be based on regular data analysis by year group, gender, ethnicity, focusing on:

- number/range of rewards for good behaviour
- fixed term and permanent exclusions – number of and reasons for
- number of detentions and analysis of behaviour
- instances of bullying
- support provided for victims

Feedback from the school council, staff and parents will also be sought in any review.

Parents with any queries should contact the appropriate Head of Year who will be pleased to arrange whatever contacts may be helpful.