

QUEEN ELIZABETH HIGH SCHOOL & HEXHAM MIDDLE SCHOOL HARD FEDERATION GOVERNING BODY

STATEMENT OF GENERAL PRINCIPLES TO PROMOTE GOOD BEHAVIOUR

The Ethos

“Outstanding eagerness to promote good learning”*

This is a friendly, welcoming school, built on foundations of mutual respect and care for others. We work together to become all we can be.

We share a love of learning and believe in the highest academic standards for everyone. We value education in its broadest sense, knowing that the arts, sport and other opportunities help shape us as individuals and as citizens of the wider world.

We are committed to enabling all of our students to develop their knowledge and understanding, skills and mindset, so that they can take their next steps with confidence. Our aim is that every child will grow into a happy, fulfilled and successful adult.

* Charter granted to the people of Hexham by Queen Elizabeth I, 1599

The Principles

1. The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring learning environment in the school by:
 - Promoting good behaviour and discipline
 - Promoting self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect.
 - Ensuring fairness of treatment for all
 - Encouraging consistency of response to both positive and negative behaviour
 - Promoting early intervention
 - Providing a safe environment free from disruption, violence, bullying and any form of intimidation or harassment
 - Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Roles and responsibilities

2. The Governing Body will establish, in consultation with the Head of School, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, its non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

3. The Head of School will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Head of School. Senior staff will support the head of school in regard to this responsibility. The Senior Deputy Headteacher oversees the behaviour policy.
4. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head of School on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head of School and the senior team, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The Governing Body, Head of School and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will ensure that any concerns of students are listened to and appropriately addressed.
6. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
7. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that the incidents of disruption, violence, bullying and any form of harassment are reported.

Policy and Procedures

8. The procedures arising from this policy will be developed by the Executive Headteacher in consultation with the staff. The procedures will make it clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

9. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Students are included in regularly reviewing the rewards system.

Sanctions

10. Sanctions are needed to respond to inappropriate behaviour and to demonstrate misbehaviour is not acceptable.
11. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Training

12. The governing body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Inter-relationship with other school policies

13. In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, has been established.

Involvement of outside agencies

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

Review

15. The Executive head teacher, in consultation with other staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Executive Headteacher will keep the Governing Body informed.
16. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Executive Head teacher, Head of School, staff and parents.