

Behaviour policy

Silver Birch School



Approved by Proprietor: Noel Thomas

Last reviewed on: September 2022

Next review due by: September 2023

Aims

- To create a safe, positive and ordered atmosphere so that learning can take place and everyone can fulfil their potential.
- To have the highest expectations of pupil behaviour to maximise their opportunity to succeed
- To develop strong, positive relationships in the school between staff and pupils which recognise authority and demonstrate mutual respect, and to seek restoration where these relationships are damaged
- To ensure that colleagues are consistent in the use of rewards and consequences
- To support children in taking responsibility for their own behaviour
- Staff will use a restorative approach

Statement of Intent

At Silver Birch School, our ethos underpins everything that we do, and is strongly reflected in this policy. In compliance with section [89 of the Education and Inspections Act 2006](#) the school places a strong emphasis on the importance of each pupil seeking their 'Personal Best', in both their academic studies and their behaviour.

Everyone is Valued, Challenged and Inspired, and staff are pivotal in ensuring this is the experience of all pupils. Staff need to be both compassionate and challenging in striving to help pupils achieve their 'Personal Best' behaviour.

Managing behaviour is the responsibility of all school staff, teachers, teaching assistants, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our understanding and consistent application of the behaviour policy. We need to encourage pupils to make the right choices and take responsibility for their behaviour.

Code of Conduct

The expected standard of behaviour from every pupil is that they:

- Show respect to others, the environment and property
- Follow instructions given by staff first time
- Establish and maintain orderly patterns of learning and behaviour through promotion of self-discipline
- Attend school on time
- Attend lessons on time and remain in lessons for the whole duration
- Complete all work set to the best of their ability
- Work co-operatively with other pupils and staff
- Bring in the correct equipment to school when required
- Dress according to school dress code
- Do not use the school ICT facilities to view or interact with inappropriate material or in an inappropriate manner
- Hand in all mobile phones/electronic devices at the start of the school day, accepting that they will not be returned until the end of the school day

Behaviour deemed as unacceptable, but not limited to is:

- Persistent disregard of the code of conduct
- Lack of effort
- Foul and disrespectful language
- Fighting and any form of aggressive and threatening behaviour, albeit verbally or physically
- Smoking, misuse of alcohol, and illegal or legal drugs
- Graffiti and vandalism
- Theft
- Racial abuse – insults/name calling
- Bullying
- Abusing access of IT facilities e.g., internet browsing, email
- Refusal to switch off and hand-in mobile phones and any other electronic devices. School reserves the right to confiscate any inappropriate equipment which must be subsequently collected by parents/carers

Discipline

At Silver Birch School we provide pupils with a positive working environment. However, if the code of conduct is broken the appropriate disciplinary measures will be taken. The standard procedure is detailed below – the penalty used will reflect the seriousness of the incident that occurs. If a serious breach of conduct takes place, then the school maintains the right to immediately put sanctions in place and if necessary, exclude the pupil(s) involved.

Standard procedures of broken code of conduct:

- Incidents will be dealt with immediately, seriously and sensitively
- Verbal warning to cease/correct poor behaviour
- Time Out/ break time detention/ withdrawal of privileges or participation
- Sent home for the remainder of the day
- Meeting with parent/carer to discuss and agree a fixed term behaviour contract
- Where no improvement is shown, the contract may be cancelled; this can result in further parent/carer meetings and the headteacher issuing either a final warning/fixed term exclusion or possible permanent exclusion
- A clear account of all incident's will be recorded in the incident log and kept on the involved pupil(s) file, including outcomes

Rewards

Positive approaches such as praise and reward have a high priority throughout the school. Such positive approaches are not only a feature of class and whole school assemblies but are also regularly mentioned throughout different phase meetings.

Awards are used to applaud and highlight strengths, achievements and effort. School rules that have been devised after consultation with pupils and teachers at the beginning of each academic year and continuing through assemblies, are prominently displayed throughout the school.

Pupils will receive praise for:

- Showing **respect** (through consistent positive behaviour in learning)
- Showing **kindness** (including supporting or mentoring others, helping a friend in need or doing the right thing)
- Showing **independence** and organisation (including completing tasks on time for a set number of weeks)
- Showing **concern** for the environment (including tidying school areas or monitoring actions that contribute to our sustainability action plans)
- **Contributing** to the wider school community (through regular attendance at extra-curricular activities, and/or being a role model for other pupils)

Staff

Our school team have high expectations of all our pupils, in terms of both achievement and of behaviour. Teaching staff are made aware any special needs pupils have, therefore know that and know how to

All staff are expected to:

- Fully embrace the school's behaviour and discipline policy and apply it consistently, ensuring they log and record all incidents
- Treat all students with respect and kindness
- Model expected behaviours and develop positive relationships
- Raise pupil's self-esteem by celebrating successes and letting them understand that they are valued
- Reward, recognise and praise pupils' effort and achievement
- Ensure that they apply a restorative approach when following up in behaviour incidents
- Recognise that each pupil is an individual and may require specific support
- Attend training, as directed, in order to be reminded of school routines and expectations, as well as receiving information about individual students
- Ensure a zero-tolerance approach is maintained to instances of bullying relating to gender, race, sexuality, appearance or any other defining characteristic

In addition, teaching staff are expected to:

- Create an environment that is organised, resourced, warm, friendly, exciting and reflects the character of the school
- Greet the children at the door and ensure they enter the classroom in a calm, orderly manner
- Set clear classroom routines for ready to learn and transitions
- Use seating plans to promote positive behaviour and relationships
- Have an entry task ready
- Plan differentiated lessons that challenge students
- Read pupil support plans (SEND & Behaviour) in order to make appropriate adjustments to strategies used, to meet individual needs

- Ensure all behaviour incidents are logged. Any safeguarding or bullying related issues are also logged/reported
- Support pupils at key points of transition, such as to their next destinations

Responsibilities of Parents/Carers

We recognise that working in partnership with parents/carers is vital in supporting each individual pupil to strive for personal best. In order to support us in this, we require parents/carers to:

- Sign the home school agreement as an indication of support for the school's systems and routines
- Maintain regular contact with the school, informing us when their child will be absent and liaising with us regarding any issues which might affect their child's behaviour or emotional welfare
- Ensuring that their child attends school ready to learn, with the necessary equipment, uniform and is emotionally ready and open to learning
- Attend meetings as required in order to identify and address any concerns, and ensure appropriate support is in place by school staff, other professionals
- Ensure at least two contact details are provided for each child, and ensure that these are kept up to date, so that immediate contact can be made in the event of an emergency

Responsibilities of Pupils

- Pupils are given clear guidelines and boundaries which form the basis of routines, procedures and traditions. Students will be helped to understand the rationale for guidelines and boundaries, and
- Learn that discipline is a manifestation of a parent's (or the school's) care for them.

The school expects every pupil's best in:

- Attendance
- Punctuality
- Working hard
- Acting sensibly
- Treating others with respect and tolerance
- Correct uniform

To support this, pupils are provided with clear and consistent expectations with regard to routines.