



BEHAVIOUR POLICY

All members of the Lyng Hall School community should be treated with kindness at all times with the hope that this will continue into all aspects of their lives.

There is one code of conduct for all.

Explicit and regular praise should be used for all types of achievements and pupils should be noticed for doing the right thing at all times.

Respect should be given to everyone at all times. Staff should never shout at children.

Staff should build on what motivates each individual pupil; this will build relationships, loyalty and will improve behaviour.

No one walks by. Every member of staff should, if needed, deal with an incident that has been brought to their attention. There should always be a response and not a reaction.

A distinction should always be made between the child and the behaviour.

If there are ever incidents of aggression:

- Avoid raising the temperature
- Avoid humour that demeans others
- Avoid provoking people
- Avoid jumping to conclusions

If there are ever incidents of defiance:

- Avoid insisting that a person looks at us
- Avoid demanding an apology which is likely to be insincere
- Avoid labelling a person as defiant or arrogant

If there are ever incidents of disturbance:

- Avoid escalating the disturbance
- Avoid letting small misdemeanours get to us
- Avoid demanding total perfection

Further information about successful behaviour management can be found on the school staff-share drive.

The e-behaviour system is to be used as a tool to improve a pupil's behaviour in lessons, directorates and throughout the school. During and after every lesson, the pupil's behaviour should be reflected accurately by the use of the wide variety of codes.

All codes given (positive and negative) should be followed up if required and if beneficial to the pupil. Where possible one code should be given which best reflects the positive or negative behaviour demonstrated. Multiple coding can distort the monitoring process and the overall effectiveness of the system. However, there will be times when this is necessary, especially if a teacher is using short term incentives during the lesson to secure positive behaviour.

Significant incidents which occur during the day will be dealt with by the most appropriate senior member of staff. These incidents will usually be identified through use of the Senior Duty system or a direct referral to the Director of Student Support or one of the Senior Associate Teacher's who will have the expertise to deal with the immediate situation and secure the assistance required from the SLT.

A member of SLT who has strategic responsibility for the school behaviour strategy will meet with DoL SS, DoL KS3/4, DoL Safeguarding & DoL SAIL once a week to discuss high profile pupils and pupils in the SAIL centre. During these meetings progress will be discussed and plans made to support these pupils in the improvement of their behaviour during the following week. The plans and strategies that are agreed for these pupils will be shared with staff following the meeting so that they can be applied by everyone. These meetings will also review the behaviour policy and adapt, improve or modify as necessary.

Each day a member of the SLT will review the codes entered during the previous day in order to identify pupils who have been given very high level negative codes eg for aggressive or threatening behaviour. The pupil will be seen and the behaviour discussed and dealt with. Where necessary, further information will be obtained from the member of staff entering the code. The SLT reviewer will also note individual pupils who collect a number of negative codes in one day and arrange for them to be seen either by their allocated AT if they have one, or another assigned AT.

School induction and CPD programmes for training new teachers will include comprehensive training on the school's behaviour management systems and how to use them most effectively.

Every opportunity should be taken to encourage parents to follow their child's attendance and behaviour using 'Insight'. Training for parents to be discussed at any SLT meetings arranged to discuss their child's behaviour.

All directorates should have a system in place to deal with pupil behaviour. The system must always support the achievement of a positive outcome.

Phone calls home should be used frequently. All parents enjoy hearing about the successes of their children and pupils always thrive when they know you have taken time to talk positively to their parent.

Letters home should be used as an additional tool alongside the other systems. Records of all letters should be filed.

Meetings with parents should happen if it is necessary to put further scaffolding in place to support a pupil's learning. These meetings should be formalised and a structured plan implemented as an outcome. There are times when the pupil should attend these meetings and on other occasions when should not. These meetings may additionally involve the pupils' Associate Teacher (AT) or the Director of Pupil Support if it is felt that the parent needs extra support or structure with the handling of their child.

AT intervention happens regularly throughout every day wherever needed. AT's are positioned in appropriate classes where behaviour and learning need to be supported.

One to one and small group teaching is delivered by AT's to particularly vulnerable pupils. During these sessions, work is done to equip these pupils with the right skills to re-join their lessons.

Catch up sessions after school are used if a pupil has missed any of their lessons due to poor behaviour. These sessions should be monitored and any pupil missing from these sessions followed up.

The best reward for a pupil is positive attention from their peers, from their teachers and from their parents. You must ensure that these rewards are delivered. This will always have a positive impact on behaviour and a student's attitude to their learning.