



IMMANUEL COLLEGE BEHAVIOUR POLICY



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| Purpose of this statement | To detail the Behaviour policy for Immanuel College |
| Dated | 16 October 2018 |
| Contact | The Headteacher |

➤ THE CHRISTIAN ETHOS OF IMMANUEL COLLEGE

Immanuel means 'God with us'

We believe that God is with us here at Immanuel College

At Immanuel

- We encourage everyone – to think and talk about God
- We encourage everyone – to treat others with equal respect
- We encourage everyone – to fulfil their God-given potential
- We encourage everyone – to take seriously Christ's life-style and teaching
- We encourage everyone – to be open to God's spirit.

➤ Aims of Policy

- To ensure that the behaviour policy reflects the Christian ethos of the school
- To encourage a healthy balance between rewards and sanctions to encourage positive behaviour;
- To promote behaviour improvement as a means of improving learning and teaching
- To develop a behaviour system which is challenging but realistic and appropriate for development as the school builds on its success
- To develop young people who are able to take their place in society as confident and responsible citizens
- To ensure that a clear behaviour strategy is shared with and understood, by all members of the school community

- To ensure that the College takes a measured, proportionate and responsible action in response to instances of poor behaviour
- To take account of the needs of all students, including the more able, the disaffected and those with learning difficulties or disabilities
- To ensure that all students are able to work in school, free from harassment or bullying of any form, including cyber bullying
- To develop personal and moral values, respect for shared values, other cultures, religions and ways of life.

➤ **Policy Statement**

At Immanuel College we believe that good behaviour goes hand in hand with effective teaching and learning. As a school we want every child to feel safe, be happy and make good progress in their learning whilst at school. We understand that students thrive in schools where there is effective discipline leading to a safe and orderly environment. At Immanuel College most young people are well behaved, respectful and want to learn; most parents support the school in maintaining this situation. However, we recognise that a clear, coherent, Behaviour policy is effective in managing the disruptive behaviour of the few students who have yet to learn how to behave effectively and can be used to reward those who consistently make the right choices.

➤ **Key Responsibilities:**

➤ **The Governing Body must:**

- Ratify the Behaviour policy
- Monitor the impact of the Behaviour policy across the College
- Monitor the use of sanctions
- Monitor the incidents of racial and homophobic bullying
- Ensure that there is no differential application of the policy and procedures on any grounds
- Ensure that concerns of students and parents are listened to

➤ **The Headteacher is responsible for:**

- Nominating a Associate Headteacher to be responsible for developing and implementing the behaviour strategy
- Monitoring the work of the behaviour lead professional
- Ensuring that the behaviour strategy meets the statutory requirements
- Ensuring that the behaviour strategy supports school improvement
- Ensuring that the College works with the BACs partners

➤ **The Associate Head responsible for Behaviour and Inclusion must:**

- Ensure that the behaviour strategy meets all the statutory requirements

- Provide a behaviour strategy which supports and reflects the Christian ethos of the College
- Ensure that the behaviour strategy strikes the correct balance between rewards and sanctions
- Ensure that the strategy strikes a balance between rewarding consistently good behaviour and rewarding improving behaviour
- Monitor, and report to Governors, the impact of the Behaviour strategy
- Report to the Governing body on the incidents of homophobic and racist bullying
- Work with the BACs partnership

- **The Heads Of Faculty must:**
 - Ensure that the behaviour policy is implemented consistently and fairly in the classroom
 - Monitor use of sanctions and rewards in the faculty; in particular, identify any member of the faculty who is implementing sanctions frequently which may indicate a need for support
 - Provide a suitable range of rewards in the faculty
 - Must ensure that all statutory requirements are met within the faculty
 - Provide Schemes of Work which allow colleagues to develop learning experiences which begin to unlock the talent of our young people and equip them with motivation, aspiration and abilities for future work and life
 - Monitor that colleagues are working to the agreed Scheme of Work and providing appropriate lesson plans to engage students and secure participation in lessons
 - Ensure that the Scheme of Work supports students in gaining the highest level of attainment

- **Subject Teachers must:**
 - Apply consistently, fairly and calmly the school rules and behaviour management procedures
 - Treat students and each other with respect.
 - Model the behaviours they wish to see in students
 - Use verbal praise and encouragement
 - Create and sustain a positive, supportive and secure environment.
 - Ensure lessons are engaging to minimise poor behaviour
 - Use their own classroom management strategies to encourage appropriate behaviour for learning
 - Challenge any inappropriate behaviour in the school, regardless of the location or time of day

- **Form Tutors must:**
 - Develop an effective learning environment
 - Use form periods to establish routines to prepare for learning
 - Monitor the behaviour of students in their forms
 - Develop, with the YLL, support systems for students
 - Implement reward systems
 - Liaise with the YLL when there are concerns about a student

- **Parental Involvement**

We recognise the strength of students, parents/carers and staff working together, with this in mind, parents/carers will be:

 - Expected to treat the school staff with respect

- Requested to sign a home school agreement support the school behaviour policy
- Required to accept that the behaviour of the student is their responsibility
- Asked to send students to school each day, on time, equipped and ready to learn
- Involved in meetings to plan strategies to support the young person in improving their behaviour
- Required to keep the school informed of anything which may affect the student's behaviour.

➤ **Students**

All students have a responsibility for their own learning. Students are therefore encouraged to:

- Treat all members of the school community, including visitors, with respect
- Follow the behaviour strategy
- Behave in an acceptable way which allows learning to take place
- Be responsible for creating a safe and enjoyable learning environment
- Report unacceptable behaviour to a member of staff
- Arrive at school ready to learn, wearing correct uniform
- Act as good role models for younger students
- Respect the school environment,

➤ **Role of Support Services**

Appropriate support services will be called upon as and when there is a specific requirement. Co-ordination of support services will be part of the role of the Associate Head with responsibility for Behaviour and Inclusion.

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| Named Governor: | R Griffiths |
| Monitoring of the Policy: | J Inglis |
| Reporting to: | SPC |
| Next Review Date: | October 2019 |