

Policy Name:Behaviour Policy

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| Date policy written/amended | Amended/written by | Authorised by | Next review due |
| 22.8.16 | Sarah Cox | Sarah Cox | August 2017 |
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**Student Behaviour Policy**

**1.0 Key Principle**

Students have rights. At the same time, and equally important, they

have responsibilities. In addition, they are expected to respect

themselves, others and the environment. If students fail to act

responsibly and show a lack of respect, members of staff have the

right to apply appropriate sanctions.

**2.0** **Value Judgements**

Self-discipline is the best form of discipline; it develops in a trusting

environment in which individuals have rights and responsibilities.

**3.0** **A Positive Approach**

**3.1** Maintaining good discipline in the classroom is at the heart of good

teaching. The maintenance of good discipline is a complex and highly

skilled activity. It requires tutors to exhibit a high degree of

emotional intelligence and employ a wide variety of teaching and

learning strategies.

**3.2** Good discipline is not only a matter of rules and punishments, praise

and recognition encourage good behaviour. We need to take a

positive line at all times, particularly when correcting unacceptable

behaviour.

**3.3** The strong moral and social message at the heart of the Melton Learning Hub

should underpin all of our dealings with students.

**3.5** The opportunity to exercise responsibility should be built into the

everyday experience of children. To benefit from responsibility,

students need to know what is expected of them. When they act

responsibly they should be praised. When things go wrong we should

see this as an opportunity for moral and social education.

**3.6** Bad behaviour in the classroom can be a consequence of boredom or

frustration. A review of lesson aims and purposes, teaching methods,

September 2013 ,levels of challenge, appropriateness of resources, all may help to

reduce this type of poor behaviour.

**3.7** Staff should ensure that students follow a clear, orderly routine. When

problems occur they should be dealt with in a firm, consistent, and fair

way. Effective classroom management is an important aspect of good

discipline.

**3.8** However positive the classroom management, interesting the lesson,

and appropriate the teaching strategy, students will still occasionally

misbehave. The Melton Learning Hub has a range of appropriate sanctions which

are outlined below.

**3.9** When deciding on the appropriateness of a Hub sanction staff

should take into account the student, the misdemeanour and the

circumstances.

**4.0** **Staff Actions** should in the first instance attempt to deal with misbehaviour

within the classroom. However, if this fails they should involve their

Behaviour Manager or Manager. If the misbehaviour continues the Behaviour Manager should involve the Manager and the student will be removed.

**4.1** Incidents of misbehaviour will require and incident report . All staff can access this file. The incident report will allow the manager to report back to providers and parents on the students behavior.

to:

• Monitor categories of unacceptable behaviour

• Identify students causing concern

• Aid decision making for further action when needed

**4.2** In matters of discipline, the tutor should seek advice and

support from the behavior manager or general manager.

**4.3** With all incidents of misbehaviour all staff should follow the

Behaviour System attached.

**4.4** Parents expect their child to behave well at the Hub. It is therefore

important to involve parents at the earliest opportunity following a

serious incident or when a persistent pattern of misbehaviour is

identified.

**4.7** In some instances the hub will need to call upon the help of outside

agencies to support the work being undertaken with particular

students. These agencies might include: Educational Welfare Officer,

Educational Psychologist, Police etc.

**5.0 Sanctions**

**5.1** The Hub has identified a number of sanctions for use when dealing

with misbehaviour. Physical force should never be used as a sanction.

a) Verbal Admonishment

Shouting at students can often inflame an already difficult situation.

Shouting should be reserved for occasional serious incidents and

even then only after careful thought. It is much better to talk

students through the problem in a calm manner.

b) Written Punishment

Try to ensure that the punishment set is relevant to the

misbehaviour, acceptable in length and appropriate to the ability

level of the student. Please do not set extra academic work as a

written punishment as this gives a wrong impression. Learning

tasks should not be used as a punishment.

c) Contact with Parents

In cases of indiscipline, where basic sanctions have been set, but

failed, it is important that the Tutor contact the student’s parents. The Behaviour manager or general manager might also contact parents

especially where the incidents are of a more serious

nature or are persistent. This contact can be by either telephone

conversations and/or a letter home.

d) Parental Interview

In most cases of indiscipline it is very useful to arrange a meeting

with a student's parents. This will be normally be done by the Behaviour manager

e) Exclusion

If a student's behaviour becomes unacceptable, it may be

necessary to exclude them for a fixed term or in exceptional cases,

permanently.

f) Charge for Acts of Vandalism

Parents will be asked to pay for broken windows, IT and damaged

furniture, lost equipment and books etc. if the harm results from

students’ misbehaviour.