

Mougins School Behaviour Policy



Philosophy

A positive learning climate in a school for children is a composite of many things. It is an attitude that respects children. It is a place where children receive guidance and encouragement to behave from the responsible adults around them. It is an atmosphere that builds children's self-confidence so they dare to take risks. It is an environment that nurtures a love of learning.
(Carol B. Hillman , *Creating a Learning Climate for Childhood Years*, 1989)

This policy is to help create a positive learning environment that ensures positive behaviour at Mougins School. It explains and ensures how Staff, pupils and parents work together to ensure good behaviour and outlines the procedure that staff should follow to ensure all students are treated equally and parents are informed at all stages of the behaviour consultation process.

Aims of Mougins School

Mougins School Behaviour Policy supports the aims, vision and values of the school to:

Encourage pupils to develop morally, emotionally, culturally, intellectually and physically;

Create a way of life characterised by caring, tolerance, security, praise and high expectations;

Enable pupils to learn best by being encouraged, valued, trusted and respected;

Help pupils develop continuously by providing conditions and experiences that sustain and encourage this development.

Aims of the Mougins School Behaviour Policy

The aim of this policy is to encourage good behaviour. This is to ensure that the School will provide academic, cultural and social opportunities in a positive learning environment that is enjoyable and safe for both pupils and staff.

As a School we consult regularly with colleagues and we encourage regular consultation with parents to help create good behaviour from our pupils. We also encourage our pupils to be independent, self motivated and respectful towards the school, staff, themselves and for others.

Mougins School Ethos and Values

We are a friendly and family based learning environment. Teachers are dedicated and have high expectations of good behaviour and promote positive learning skills throughout the School. There is a shared and understood code of conduct at Mougins School and staff and pupils recognise and ensure a consistent message of respect and self control is applied within the school.

Mougins School is a place where learning and personal development take place in a climate of trust and confidentiality. Pupils are encouraged to talk and are listened to.

In all subjects and curriculum activities the children are equipped with knowledge, skills and vocabulary that they need to be well behaved and show respect for others. The school has tutor time to allow students to talk about difficulties or problems encountered within the learning environment. Tutors and teachers are easily accessible for students to talk to, PSHE classes also allow students to discuss topics such as bullying and they are listened to and finally each class has representatives on the school council which is also a forum for students to voice any difficulties or problems they encounter and they are listened to.

A climate of trust, openness and understanding exists between Home, School and the Wider Community. We promote fair and appropriate positive behaviour modification, rewarding good behaviour and academic progress with letters of commendation and Prize Giving at the end of the year.

We recognize that inappropriate behaviour may be related to emotional or behavioural special needs and they will be allocated the appropriate support to help them succeed at Mougins School.

Responsibilities for Good Behaviour

Staff

- Arrive on time
- Plan and deliver good lessons
- Be enthusiastic and promote positive behaviour
- Encourage success
- Communicate both success and concerns to parents
- Treat students fairly
- Use a range of strategies to encourage good behaviour

Pupils

- Arrive to school and lessons on time
- Have correct equipment and books
- Follow classroom rules and listen to the teacher
- Be responsible when using ICT and technology
- Accept responsibility for actions or behaviour
- Behave appropriately throughout the school e.g.: lunchtime
- Be an ambassador for the school on trips and after school activities

Parents

- Encourage their child(ren) to achieve their best at school
- Work with and respect the staff
- Support the child in homework assignments
- Recognise the importance of good behaviour in a learning environment

Celebrating Success

At Mougins School we regularly celebrate the success of all pupils in a variety of ways as we recognize that focusing on success and positive behaviour is essential in creating a dynamic learning culture. The ways we celebrate positive behaviour are:

- Verbal praise in class
- Written praise in marked assignments
- Commendation letters sent home to parents from teachers
- Stickers/ awards in lessons in Primary School
- Students' work displayed in Newsletter/classroom
- Assembly readings
- Reports
- Prize giving at the end of the academic year

Strategies for Good Behaviour and Sanctions

As a school we of course promote good behaviour at all times but there are unfortunately occasions when a minority of pupils will let themselves, the school and parents down through their inappropriate or unacceptable behaviour.

When this occurs there is an expectation from children and adults that appropriate action/sanctions should be applied. These are clearly understood by the pupils, parents and staff and are consistent across all classes, with due respect to the age of the child. The sanctions are progressive and relative to the severity and frequency of the inappropriate behaviour. They range from:

- The teachers look
- A calm warning to the pupil
- A calm chat with the student, during or after the lesson
- A chat with the pupils tutor
- A note to the parents in the pupils agenda
- Student is sent to the subject leader
- A telephone call to the parents after consulting the tutors
- A comment in the pupils POC's and Reports
- An information form to the pupils tutor
- Student put on Report
- The Headmaster speaks to the pupil and parents
- Students with emotional/behavioural difficulties put on SEN register. Given a lighter subject timetable to help.

We want pupils to take responsibility for their behaviour and will encourage them to do this through support and consultation, helping them to reflect and understand the consequences of their actions. Tutors and the Headmaster will encourage students to make amends with staff and fellow students to help develop an atmosphere of positive learning and highlight our non acceptance of poor or unacceptable behaviour.

Suggested Steps to take regarding sanctions are:

Initial Response

Consultation: Child, individual member of staff.

Member of staff and child will identify problems and agree a "verbal contract" regarding future conduct.

If problem persists

Consultation: Child, individual member of staff, Primary Class Teacher / Secondary Tutor.

An Information Slip may be given at this point - one copy to the Primary Class Teacher / Secondary Tutor, one to the Head. Child, individual member of staff and Primary Class Teacher / Secondary Tutor will pursue why problem persists and try to resolve.

If no solution found

Consultation: Child, Primary Class Teacher / Secondary Tutor, parent informed by Primary Class Teacher / Secondary Tutor, Primary Head and Head informed.

Second Information Slip issued - Primary Class Teacher / Secondary Tutor informs parents. Head informed by Information Slip or discussion with Primary Class Teacher / Secondary Tutor. Report initiated for fixed period of time signed by staff and parents.

If still no solution

Consultation: Child, Primary Class Teacher / Secondary Tutor, Primary Head, Head and parents

Report system reinitiated for longer period while dialogue continues between home and school. Consultation group meets. Possibility of written contracts and/or behavioural change deadlines.

If there appears to be no solution

Consideration will be given, after consultation, to suspension or expulsion.

Note: All disciplinary action must be underpinned by constant monitoring. All concerned parties throughout the process must give support through pastoral means. Staff must ensure that every avenue has been explored at each stage before proceeding to the next stage.

Student Support

We aim to support all our students and ensure that every child is given the chance to succeed at Mougins School. When it becomes clear that a child is having on-going difficulties in managing their behaviour we use a range of strategies to help support the student, these are:

- Student Report to enable to celebrate and record good behaviour
- Increase communication between teachers, tutors and parents
- Support from SEN (Identify any learning needs)
- Subject leader is consulted in each subject area
- Suggested curriculum provision
- Reduced timetable (drop an option at GCSE)
- SEN will consult or suggest referral to outside agencies such as an educational psychologist

Review

The Mougins School Behaviour Policy will be reviewed annually. This review will take place prior to the start of the new academic year. The SMT will ensure that any outcome of review is rectified in the Staff Handbook, which will be distributed and explained to staff.

