

Behaviour Management Policy

Reviewed Jan 2014 for review Autumn 2016

Principles

1. Students choose their behaviour.
2. The consequences of inappropriate behaviour must be clear to inform that choice.
3. All students have the right to learn: all teachers have the right to learn.
4. All staff share responsibility for the management of behaviour in school – (Job Description)
5. All staff have a “Duty of Care” inside or outside the classroom during the day.
6. Consistency by all staff is the key because variations will undermine the work of other members of staff.

Strategy

- The Policy framework is based on the 4 Rs (Rights, Responsibilities, Rules and Routines).
- The Policy will form part of the Induction programme for all new and promoted posts.
- Continued professional development and support will be provided.
- The Policy is displayed in all tutor rooms and student planners.

Preventative Action in the Classroom

1. Arrive at class on time (if possible before students to supervise entry).
2. Clear, consistent ‘Rules and Routines’ for your lessons (e.g. hands-up to speak, listen to others, group and pair work organization etc)
3. Controlled and orderly beginning and end of lesson.
4. Plan lessons with clear learning objectives, a variety of tasks, plenary and clear homework instructions.
5. Plan appropriate seating arrangements.

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6. Avoid escalation, remain calm, target the behaviour not the student.
7. Deal with individuals in private.

Consequence in Lessons

- Low level disruption (e.g. chatting, inattention, etc) in lesson.
- Behaviour Management Strategies

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| Level 1 | <p><u>For continued inappropriate behaviour</u></p> <p>L1 Formal Warning with clear consequence (e.g. move within lesson or fixed period “time out”).</p> <p><u>Follow Up</u></p> <p>Teacher and student discuss behaviour privately after lesson and agree future behaviour.</p> |
| Level 2 | <p><u>For continued or repeated inappropriate behaviour in lessons</u></p> <p>L2 Formal warning with clear consequence (e.g. removal of student from lesson)</p> <p><u>Follow up</u></p> <p>Teacher and HOD discuss appropriate action (detention, make-good task). Incident logged on Student Referral Form (SRF)</p> |

Consequence Outside Lessons

- Inappropriate behaviour outside lessons – letter, excessive noise, inappropriate language, mess in the dining hall.
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| Level 1 | <p><u>For refusal/inappropriate behaviour</u></p> <p>L1 Formal warning with clear consequence (e.g. breaktime/lunchtime task/detention).</p> <p><u>Follow up</u></p> <p>Teacher and students discuss behaviour privately and agree future behaviour.</p> |
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| Level 2 | <p><u>For continued or repeated inappropriate behaviour</u></p> <p>L2 Formal warning with clear consequences (e.g. take student to SLT/HoY)</p> <p><u>Follow up</u></p> <p>Teacher and SLT/HoY discuss appropriate action (detention, make-good task). Incident logged on file.</p> |
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Higher Level Consequence (In and Outside Lessons)

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| Level 3 | <p>For serious/multiple incidents (e.g. failure to comply with L2, verbal aggression, off-site truancy) – request for whole school action/support via SRF.</p> <p>L3 Referral to HoY</p> <p><u>Measures may include:</u></p> <p>On report (student or teacher) IEP (Individual Education Plan) Contact with parents/carers Breaktime isolation withdrawal of privileges Referral to outside agencies All incidents logged on file</p> |
| Level 4 | <p>For more serious/multiple incidents (failure to comply with L3, physical aggression, theft, willful damage, illicit substances).</p> <p>L4 Referral to Headteacher</p> <p><u>Follow up</u></p> <p>Range of measures which may include above plus formal contract of behaviour lessons in isolation. Exclusion.</p> |

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