

## **Behaviour Policy**

*"Good behaviour is a necessary condition for effective teaching to take place."*  
(Education Observed 5 - DES 1987)

St Thomas's Network accepts this principle and seeks to create an environment in the centre which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

### **Aims**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the centre's expectations and strategies are widely known and understood.

To encourage the involvement of both home and centre in the implementation of this policy.

### **Standards of Behaviour**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the centre has a central role in the young people's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the young people's developing ability to conform to our behavioural goals.

The young people bring to the centre a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At St Thomas's we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **Ethos**

The adults encountered by the learners at our centre have an important responsibility to model high standards of behaviour, both in their dealings with the young people and with each other, as their example has an important influence on the young people.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

From September 2010 Link 2 Learning is part of a national organisation called UK Youth and St Thomas's Network has become a Youth Achievement Foundation. The Foundations are specifically designed to meet the needs of young people for whom mainstream education is no longer working. Whilst maintaining a core delivery of English, maths and ITC, pupils are offered a curriculum that is more appropriate to their personal and social development. The aim is to "end pupil exclusion and underachievement by; realising potential, raising aspiration and recognising achievement".

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that sessions should have clear objectives, understood by the learners, and differentiated to meet the needs of young people of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the learners on their progress and achievements, and as a signal that the young people's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on young people's behaviour. The classroom environment gives clear messages to the learners about the extent to which they and their efforts are valued. Relationships between teacher and learner, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way young people behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the young people to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

### **Rules and Procedures**

Rules and procedures should be designed to make clear to the students how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the students what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the centre has responsibilities towards the whole.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping young people to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for young people. Rates of praise for behaviour should be as high as for work. Other rewards available are

1. Four weeks of 100% attendance and punctuality will be rewarded with a £5 voucher
2. Qualifications gained before leaving Link 2 Learning will earn a **monetary reward**

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of St Thomas's Network. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval to referral to the Chief Executive, letters to parents and, ultimately withdrawal from our provision.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and our centre procedures should take place to eliminate these as contributory factors. We have in place a five stage procedure which starts with a verbal warning and ends with withdrawal.

1. Verbal warning
2. Letter to parents
3. Letter inviting parents in to discuss behaviour
4. Letter informing parents of meeting to issue final warning
5. Letter informing parents of meeting to discuss withdrawal of student

## **Communication and parental partnership**

We give high priority to clear communication within the centre and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of the life of our centre is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if we require their support in dealing with difficult issues of unacceptable behaviour.

St Thomas's Network will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

I have read this document and agree to work within the framework above:

Name \_\_\_\_\_ Parent/Carer

Name \_\_\_\_\_ Tutor/Learning Mentor

Name \_\_\_\_\_ Student