



## Policy Directive

# PROMOTING GOOD BEHAVIOUR IN SCHOOLS

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## 1.0 Introduction

### 1.1. Policy Statement

Good behaviour in schools is fundamental in order to create an environment of excellence and a culture of aspiration in all school activities. Good behaviour enables all members of the school community to focus on learning and to be able to thrive in an atmosphere of respect and compassion.

The Committee *for* Education, Sport and Culture expects:

- All learners to behave well and to show courtesy towards teachers and other staff and towards each other
- Parents/carers to encourage their children to behave well and to support the school to manage learner behaviour
- All school employees to model the highest standards of behaviour and professionalism in the workplace
- Headteachers to help to create a culture of good behaviour in school by requiring staff to manage learner behaviour and to ensure that this happens consistently across the school
- Headteachers and Education Services to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the learner and at the same time supports the person who is the subject of the allegation
- That every teacher will be well trained in managing and improving learners' behaviour

### 1.2 Policy Objectives

The purpose of this policy directive is to ensure that there is clarity for all schools in order that the highest standards of behaviour are reached in every school.

### 1.3 Policy Application

This policy directive applies to all States schools in Guernsey and Alderney.

Throughout this policy directive, 'Headteacher' refers to Heads of Service and the College of Further Education Principal, and 'school' refers to any education establishment.

### 1.4 Accountabilities

Headteachers are accountable for ensuring that the policy directive is followed in order to ensure that the highest standards of behaviour are reached in every school.

## 1.5 Associated Documents

Managing School Exclusions Policy

Attendance Policy

Conduct and Capability, Headteachers, Teachers and Lecturers

## 2.0 Policy

### 2.1 Behaviour Policy

Every school must have a behaviour policy. Headteachers are responsible for developing the behaviour policy, for publishing it annually on the school website and advising parents of any amendments. The policy should outline how the school praises and rewards learners for good behaviour and positive contributions to the school community as well as the school rules and any consequences for poor behaviour. In order to maintain a positive learning environment for all members of the school community, the policy must establish the standards of behaviour expected of learners at the school, on visits and trips and school transport. The policy should also outline how those standards will be achieved.

The behaviour policy must include measures to seek to prevent all forms of bullying among learners. The policy should also include clear procedures for parents/carers to raise concerns and how these will be dealt with promptly.

#### 2.1.1 Powers to Manage Behaviour

Poor behaviour can have a highly detrimental impact on the ability for learners to learn and for members of the school community to feel safe at school. Teachers, learning support assistants and other paid staff with responsibility for learners should be empowered by the school behaviour policy to manage learners whose behaviour is unacceptable, who do not adhere to the school rules or who fail to follow a reasonable instruction. Staff should act in accordance with the school policy in order to ensure a consistent approach across the school.

#### 2.1.2 Consequences

In order to maintain a safe learning environment, teachers, learning support assistants and other paid staff with responsibility for learners can impose any reasonable consequences in accordance with the school's behaviour policy in response to poor behaviour. Reasonable consequences can include: confiscation, temporary retention of a learner's property, and internal exclusion or detention. Headteachers can also decide to exclude a learner externally for a fixed period of time according to the Managing School Exclusions Policy.

### 2.1.3 Support and Partnership

All schools should define how they will support learners who struggle to meet the expectations and standards of behaviour set out in the school behaviour policy and how it will work with parents/carers to support their child. Schools should actively seek external support from Les Voies and the school's Educational Psychologist to ensure that appropriate and adequate support is in place to improve learner behaviour and to identify any additional support requirements. In some cases a formal process of Determination may be the most appropriate course of action.

### 2.1.4 Allegations of Abuse Against Staff

Allegations of abuse must be taken seriously. Schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the learner and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. Where necessary or appropriate, reference should be made to the policy Conduct and Capability for Headteachers, Teachers and Lecturers.

The school's behaviour policy should set out the disciplinary action that will be taken against learners who are found to have made malicious accusations against school staff.

### 2.1.5 Exclusion from School

It is for the Headteacher to decide whether to exclude a learner from school for a fixed period of time, in line with the existing policy, Managing School Exclusions. This current policy does not allow permanent exclusions to take place.

### 2.1.6 Parents/Carers

Parents/carers are under a duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered learners, parents/carers must ensure that their child attends punctually and daily. Parents/carers should inform the school according to the school's attendance policy if their child is unable to attend school through genuine illness.

Parents/carers have a clear role in making sure their child is well behaved at school.

Parents/carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours.

Parents/carers are expected to attend a reintegration interview following any fixed period exclusion from primary school and secondary school.