



Behaviour Policy

Senior School

At Edgbaston High School for Girls, we believe in developing the talents and abilities of every girl within a supportive, happy and well-disciplined environment. As part of our commitment to developing the 'whole pupil' we provide individually-tailored education within a supportive and community-spirited environment.

Aims

- to encourage an ethos which has positive expectations about behaviour and which nurtures the development of trust, respect and consideration for others
- to lay down clear guidelines in respect of school rules, rewards and sanctions
- to develop the school as a community involving pupils, parents and staff (teaching and non-teaching)

To achieve this, the organisation of the school includes:

The Policy: Summary Statement

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To achieve this, the organisation of the school includes:

1. The Pastoral System

- 1.1 This provides a clear and supportive structure of pastoral support in which girls are encouraged to be involved in monitoring their own work and behaviour. A 'whole pupil' approach is adopted at all times.
- 1.2 Pupils are actively encouraged to seek advice from staff about problems or concerns.
- 1.3 Counselling is provided as necessary and referral to external agencies made as appropriate.

2. The Curriculum

- 2.1 A challenging curriculum is delivered by varied teaching methods which are differentiated to suit different aptitudes. Differentiation helps to foster self-esteem by ensuring that each pupil can access the curriculum to the best of her ability.
- 2.2 There is a comprehensive programme of PSHEE and Citizenship which addresses the issues of behaviour, personal relationships and building self-esteem. Pupils are encouraged to see themselves as important members of both the school and the wider community.
- 2.3 Departments have clear guidelines for the identification of pupils with individual learning needs including those who are More Able, Gifted and Talented.
- 2.4 Departments are supported in their work by the Head of Academic Support who monitors individual pupils and draws up and monitors pupil profiles as necessary.
- 2.5 A wide range of extra-curricular activities and visits is available to extend all pupil's learning experiences.

3. Contact with Parents

- 3.1 There is an active partnership with parents in order to promote effective learning and good behaviour. This involves parents monitoring pupil planners on a weekly basis and noting merits, de-merits and detentions and daily or weekly report to monitor behaviour.
- 3.2 Heads of Year and Assistant Heads of Year ensure that there are good lines of communication so that parents receive positive feedback as well as being able to be involved early on in any disciplinary issues.
- 3.3 There are good induction procedures for new parents with respect to the school's policy on behaviour and their role in it.

4. Involvement of Pupils

- 4.1 There is a consideration of pupils' views in relation to the formulation of school rules in order to foster a sense of commitment to them.
- 4.2 Each pupil is treated as an individual and great emphasis is placed on Pupil Reviews with Form Teachers who support individuals in the target setting process. Heads of Year, Assistant Heads of Year and Form Tutors recognise and praise the wide range of personal achievements and qualities of pupils and give guidance to those who need to be helped to modify their behaviour.
- 4.3 Opportunities exist for pupils to take on responsibilities which enable them to make a full contribution to maintaining good standards of behaviour.

5. Involvement of Staff

- 5.1 All staff are involved in the implementation of the policy and there is recognition of the vital role they play in promoting good behaviour and in reducing the incidence of problems.

5.2 Heads of Year, Assistant Heads of Year and Form Tutors play a significant role in providing guidance for pupils in respect of their behaviour.

5.3 There is a clear and supportive structure of support through Heads of Year, Assistant Heads of Year and the Deputy Head Pastoral for teachers who may experience difficulties with individual pupils.

6. Rewards and Sanctions

6.1 There is a clear policy on rewards and sanctions to facilitate consistency of approach.

6.2 The criteria for the issuing of merits and de-merits are decided and monitored by each department. The criteria for the issuing of House Points is decided by the Head of House system. All criteria are made know to all pupils.

6.3 Pupils receive recognition for their involvement in a wide range of aspects of school life.

6.4 Pupils’ successes are recognised and celebrated in weekly assemblies, KS3 end of term assemblies to annual Awards Ceremony, Sports assemblies and Speech Day.

7. Links with other Policies

- Pastoral Policy
- Anti-Bullying Policy
- Rewards and Sanctions Policy
- Substance Abuse Policy

8. Monitoring the Policy

The policy will be regularly reviewed in consultation with all staff.

Any changes relating to this policy will be communicated to parents.

Approved by Council: _____

Date: _____