



**MAYFIELD GRAMMAR SCHOOL  
GRAVESEND**

**BEHAVIOUR AND DISCIPLINE  
POLICY STATEMENT**

## **Mayfield Grammar School, Gravesend**

### **BEHAVIOUR & DISCIPLINE POLICY STATEMENT**

#### **The Principles**

1. The discipline and behaviour management in our school community is based upon the beliefs that:
  - everyone develops clear views of what is acceptable behaviour both within the school community and society as a whole;
  - everyone in the community takes ownership and accountability for their behaviour;
  - everyone learns to appreciate the needs of each other and society in general;
  - mutual rights are respected;
  - there is an emphasis on building workable relationships between all staff and students in which everyone feels valued (or between all members of the school community).

The Governing Body believes that good behaviour should be promoted by appropriate modelling so that effective teaching and learning can take place. It seeks to create a caring, learning environment in the school community by:

- providing good behaviour and discipline in which students have the right to learn and teachers have the right to teach;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness, equality and inclusion for all members of the school community;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe physical and psychological environment, free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

#### **Roles and responsibilities**

2. The Governing Body will establish, in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
3. The headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.
4. All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The Governing Body, headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
6. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

7. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **Procedures**

8. The procedures arising from this policy will be developed by the headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

### **Rewards**

9. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

### **Sanctions**

10. Sanctions are needed to respond to inappropriate behaviour and should be seen as the consequences of inappropriate behaviour.
11. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. *This is clearly communicated with the student and/or parents, as appropriate.* The procedures make a clear distinction between the sanctions applied for minor and major offences.

### **Training**

12. The Governing Body will ensure that appropriate high quality training of all staff on all aspects of behaviour management is provided to support the implementation of the policy.

### **Interrelationship with other school policies**

13. In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, racial equality, special educational needs and anti-bullying, has been established.

### **Involvement of outside agencies**

14. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

### **Review**

15. The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.
16. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff and parents.
17. The outcome of this review will be communicated to all those involved, as appropriate.