



BEHAVIOUR FOR LEARNING

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Ask any adult about their views on education and you can be pretty sure that their thoughts will soon turn to the issue of behaviour. Student behaviour dominates debate and discussion about schools and is understandably a very emotive issue. Our most recent Ofsted inspection said the following:



‘Pupils’ behaviour is good. The school is a harmonious environment, with pupils showing respect towards each other and adults. Strong relationships between staff and pupils help pupils feel safe and secure.’

Visitors to the school always comment on the calm, purposeful atmosphere and the responsible way in which our students conduct themselves. Our internal monitoring tells us that with more than two thirds of the year passed (2021/2022), over 50% of students in each year group have no behaviour points, demonstrating that, overwhelmingly, student behaviour is very good.

However, like any large comprehensive school we face concerns and challenges with behaviour. There is also a commonly held view amongst educational professionals across West Sussex and indeed the whole country, that the experience of the last two years with periods of school closure and prolonged restrictions has had an adverse effect on the behaviour and attitude of some students.

We continue to invest time and effort into promoting the highest standards of behaviour. We talk about behaviour frequently and provide regular training to staff. We have high expectations of our students and these are communicated regularly via assemblies, tutor time and lessons. We have a committed team of pastoral staff who work determinedly to support students with their behaviour as well as many other issues such as their mental health and friendships.

Two Principles

Our management of behaviour will often focus on two general principles.

- How do we ensure that the behaviour of a minority does not negatively impact the learning of others.
- How do we support students to improve their behaviour?

The standard of student behaviour at Imberhorne is good and we have plenty of evidence to support this. Over 75% of students have fewer than 3 behaviour points (a point may be for a forgotten book, a uniform infringement, a lunch detention etc.

Our Response

In terms of disruption to learning, students causing persistent disruption in a lesson will be removed from the lesson by a senior member of staff and a sanction issued. Wherever possible a ‘restore and repair’ conversation will be held between that student and teacher in order to re-set the situation before the next lesson. Where poor behaviour persists students may be withdrawn from lessons for an extended period of time, working in The Bridge, our specialised behaviour support facility. Here they will receive mentoring and one to one support in order to address some of the issues and to prepare them to return to lessons.

Throughout this process, parents are closely involved and meetings are held with the Head of Year, Senior Leaders and in some cases the Headteacher. If we conclude that a fresh start is needed, we can try a ‘managed move’ at another school which gives the student an opportunity to re-invent themselves. We have very positive working relationships with local secondary schools and have established successful networks where experience and expertise can be shared. We can also draw on the support of various aspects of the West Sussex Behaviour Support Team.

There is no school where behaviour is perfect and I wouldn’t begin to claim that this was the case at Imberhorne. However, we are incredibly proud of the young people we work with and know that a particular strength of Imberhorne is the quality of relationships across the school community. We will continue to strive to promote the very highest standards of behaviour for all our students as we help fulfil their potential and prepare them for adult life.