

# **Bakewell Methodist Junior School : Behaviour Policy**



**Reviewed annually and approved November 2020**

**FGB 161120-10b-1**

## **Why do we need a Behaviour policy?**

The law requires schools to have a written behaviour policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

We aim to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.
- Access the full range of learning opportunities in a calm, positive environment.
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual.

## **What are the principles of a Behaviour Policy?**

Having regard to the Christian principles of caring for each other and forgiveness, the Governing Body wishes to state the following general principles for the guidance of the Headteacher and staff in matters concerning the promotion of good standards of behaviour:

- To raise pupils' self esteem.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self discipline, including the very strong discouragement of physical or verbal violence, and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To develop an awareness of and adherence to appropriate behaviour.
- To encourage pupils to value the school environment and its routines.

- To ensure that pupils are confident of their right to be treated fairly and with respect.
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility between pupils, staff and parents.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently and fairly implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.
- To follow school policies/LEA guidelines with respect to use of Physical Intervention and Exclusion.
- To attempt to identify and modify causes of inappropriate behaviour
- To involve outside agencies as appropriate
- To have early discussion with parents where there is persistent inappropriate behaviour
- To encourage children to acknowledge any misbehaviour, to say 'sorry' and try to put things right.
- To treat children with care, concern and respect in all circumstances
- Staff and governors will endeavour to act as role models in respect of all these principles

## How do we implement our Behaviour policy?

1. School Ethos
2. Expectations of the school community
3. Curriculum
4. School Systems
5. Rewards
6. Sanctions
7. Support Systems for Individual Pupil Need
8. Support Systems for Staff
9. Support Systems for Parents/Carers

## School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community.

## Expectations of the school community

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	

## Curriculum

At Bakewell Methodist Junior School, through our curriculum, we teach pupils the above mentioned principles. PSHE and citizenship, taught using a variety of methodologies (refer to PSHE and citizenship policy) addresses our ethos and expectations directly.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

## School systems

### Our Golden rules

(These expectations cover all aspects of school life including lunchtimes)

- Do be gentle, don't hurt anyone.
- Do be kind and helpful, don't hurt others' feelings.
- Do be honest, don't cover up the truth.
- Do look after property, don't waste or damage things.
- Do work hard and play co-operatively, don't spoil people's fun.
- Do listen to people, don't interrupt.

## Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements.

We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise.
- Class reward systems (i.e. Class Award).
- Certificates and prizes in Celebration Assembly.
- Special privileges.
- Visits to Headteacher for special sticker.
- Texts to parents.
- Peer praise/awards.
- System of 'Stars'. (see criteria below)

## Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear to pupils why the sanction is being applied.
- It must be made clear to pupils what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into three broad bands:

- Level 1:** misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor. This will result in loss of some Golden Time. This can be earned back by displaying good behaviour.
- Level 2:** more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. Class teacher may involve parents. This can include lunchtime behaviour that has been reported to the teacher by a mid-day supervisor. Notification of other staff and informal involvement of Head teacher.
- Level 3:** very serious misbehaviour or persistent level 2 behaviour. Formal involvement with the Head teacher and parents. Additionally education welfare and/or other outside agencies may become involved. If behaviour does not improve or is deemed very serious then DCC Exclusion Procedures will be consulted and followed.

## Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-

day supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. Behaviour Support Service may be requested to be involved. They can help draw up a risk assessment for children with challenging behaviour; to offer advice to staff or work directly with children.

## Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the Headteacher.

## Support Systems for parents/carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

## Criteria for Stars

	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>
		<ul style="list-style-type: none"> <li>All Criteria from Bronze Star list plus...</li> </ul>	<ul style="list-style-type: none"> <li>All Criteria from Bronze and Silver Stars lists plus...</li> </ul>
<b>Attitude to Work</b>	<ul style="list-style-type: none"> <li>Display a positive attitude to work; always try hard</li> <li>Try hard to finish set work</li> <li>Be able to say what you are learning</li> <li>To know what your next steps are</li> </ul>	<ul style="list-style-type: none"> <li>Display a positive attitude to work</li> <li>Do not be distracted by others</li> <li>Participate enthusiastically in classroom activities</li> <li>Always make sure you know what you should be learning and comment to teacher at end of lesson about how far you have achieved this</li> <li>Share your next steps with other children</li> </ul>	<ul style="list-style-type: none"> <li>Challenge yourself in all activities</li> <li>Always make sure you know what you should be learning and know what you should do to make your work better</li> </ul>
<b>Behaviour in Classroom</b>	<ul style="list-style-type: none"> <li>Rarely miss golden time</li> <li>Always be sensible</li> <li>Only speak in lessons when it is your turn</li> </ul>	<ul style="list-style-type: none"> <li>Never miss golden time</li> <li>Have succeeded in being a secret student</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for your own behaviour</li> <li>Display a high standard of behaviour at all times.</li> </ul>

<b>Attitude to Peers</b>	<ul style="list-style-type: none"> <li>• Show kindness to some other children</li> <li>• Look after your friends</li> <li>• Make new pupils feel welcome</li> </ul>	<ul style="list-style-type: none"> <li>• Show kindness to other children, especially ones who are upset or have hurt themselves</li> <li>• Invite children who you do not normally play with to join your game</li> <li>• Give advice to some other children about how to play safely</li> <li>• Work hard to sort out own arguments sensibly (get adult help when needed)</li> </ul>	<ul style="list-style-type: none"> <li>• Be a good friend to children of all ages</li> <li>• Help other children to resolve their disputes</li> <li>• Make a difference to another child</li> </ul>
<b>Attitude to adults</b>	<ul style="list-style-type: none"> <li>• Show respect and manners to adults most of the time</li> <li>• Ask an adult for help (eg when a fall-out happens)</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect and manners to adults all of the time</li> <li>• Regularly ask adults for help</li> </ul>	<ul style="list-style-type: none"> <li>• Offer help when needed or when you can</li> </ul>
<b>At playtime</b>	<ul style="list-style-type: none"> <li>• Stay outside</li> <li>• Line up correctly at end of break</li> <li>• Show manners and respect to Midday Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Display safe, friendly behaviour all the time</li> </ul>	<ul style="list-style-type: none"> <li>• Display a high standard of behaviour at all times.</li> <li>• Always move around school safely and be proud to set this example</li> </ul>
<b>In Collective Worship</b>	<ul style="list-style-type: none"> <li>• Show respect in Collective Worship</li> <li>• You can sit quietly and listen</li> <li>• Keep Hymn book in good condition</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect and set good example in Collective Worship</li> <li>• Listen carefully to leader of CW</li> <li>• Talk to your teacher about the four aspects of CW (greeting, story/info, reflection and prayer, singing)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate fully in Collective Worship</li> <li>• Offer to lead a part of Collective worship (eg writing a prayer, telling a story)</li> <li>• Talk to your teacher about what it means to be part of a Church school</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Complete weekly homework on time most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all weekly homework on time</li> <li>• Complete some of topic homework</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all homework to the best of your ability</li> </ul>
<b>Anti-bullying</b>	<ul style="list-style-type: none"> <li>• Talk to your teacher about how we can all prevent bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to your teacher about the different types of bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to your teacher your understanding of the types of bullying and how we prevent bullying</li> </ul>
<b>Participation in School Life</b>	<ul style="list-style-type: none"> <li>• Always wear school uniform (and that we know where it is after lunch!)</li> <li>• Always have PE kit</li> <li>• Always have a water bottle</li> <li>• Always arrive at school on time</li> <li>• Come to school everyday (if you are well)</li> </ul>	<ul style="list-style-type: none"> <li>• All Bronze criteria</li> <li>• Participate in a lunchtime or afterschool club</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in more than one lunchtime or afterschool club.</li> <li>• Attend an event (eg Young Voices, Sporting event,)</li> <li>• Organise your own event (cake stall, sponsored event, performance as part of class assembly)</li> </ul>

## Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with pupils, parents, school staff, Governors, LA representatives, school community nurse and local Healthy School Standards representative.

This document is freely available to the entire school community. It has also been made available on the school web site.

It will be reviewed on a regular basis and at least every three years.

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