1.0 BEHAVIOUR & DISCIPLINE POLICY

Bakewell Methodist Junior School
2022 Version 1

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Contents

1. <u>Summary</u>

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to enable all members of school to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, to promote good behaviour, rather than merely deter anti-social behaviour.

2. <u>Statement of intent</u>

At Bakewell Methodist Junior School**,** we want all members of our school community to work closely together to be kind. To promote high standards in both the children's work and behaviour, recognising how and where improvements can be made, be mindful of all the people that contribute to our school community and use praise and positive reinforcement at every opportunity. In our Christian environment it is important that we create a calm attitude of hope, love and dignity throughout our schools.

3. <u>Aims and Expectations</u>

To create a happy, inclusive, caring community built on Christian values where we prepare today's children for tomorrow's challenges.

- To behave in a considerate way towards each other.
- To treat each other fairly, regardless of age, ability, race, gender, cultural heritage and religion and to apply this behaviour policy in a consistent way.
- To help children to grow in a safe and secure environment.
- To become positive, responsible and increasingly independent members of the school community.
- To reward good behaviour in order to develop an ethos of kindness and co-operation.

At Bakewell Methodist Junior School, learning about appropriate behaviour, including understanding right and wrong, is rooted in Christian teaching. Children and staff are mindful of conflict and disagreement being dealt with calmly, fairly and compassionately drawing on the Christian principles of forgiveness and a fresh start ensuring that our children of all faiths and none can flourish.

At Bakewell Methodist Junior School, we have a duty to prepare our children for life in modern Britain, teaching them to be mindful of values that demonstrate good citizenship, such as:
- respect and tolerance for those of faith and those of none
- fairness and the rule of law
- honesty and integrity
- responsibility and democracy

• acceptance of others and individual liberty
Promoting desired behaviour.
Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
Ensuring equality and fair treatment for all.
Praising and rewarding good behaviour.
Challenging and disciplining misbehaviour.
Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
Encouraging positive relationships with parents.
Developing positive relationships with pupils to enable early intervention.
A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

Promoting a culture of praise and encouragement in which all pupils can achieve.
The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.
To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

4. <u>Legal framework</u>

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010

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- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy: Pupils
- Safer use of the Internet.

5. <u>Roles and responsibilities</u>

<u>The Role of Governors</u>

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The governors provide the appeal panel in case of an exclusion.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

This is achieved by:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour & discipline policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

This is achieved by

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
The headteacher keeps records of all reported serious incidents of misbehaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Mental Health and Wellbeing Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

The Role of Parents

We explain the school ethos in the school prospectus, and we expect parents to support this.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

This is achieved by:
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

6. <u>Definitions</u>

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

7. <u>Enabling Good Behaviour:</u>

Children behave appropriately when they feel good about themselves and others. This is achieved when they have good models to follow, when they achieve success and when they are valued.

A structured environment of routines will offer the children a better opportunity to make the best possible choices and develop a sense of independence and responsibility.

Our school will use a calm, kind and mindful behaviour management approach with the children which is consistently applied by all staff.

Staff should:
• Remain calm and use clear and positive language.

• Be clear about what you want (rather than what you do not want) and offer clear guidelines to the children.

• Recognise and reward appropriate behaviour. (Look for examples in effort in work, discussions, kindness, co-operation and following instruction, etc.)

• Communicate and involve parents wherever possible in the positive reinforcement of their child's achievements.

• Hold an expectation of success that is achievable by all.

• Log any behaviour incident that causes harm to themselves, to others or to property onto My Concern. (Please refer to the Anti-Bullying Policy).

This positive behaviour management approach that we promote at the White Peak Federation is likely to be effective for most children most of the time and with all children some of the time.

• Praise publicly – reprimand privately wherever possible.

• Deal with the behaviour rather than the child. Unconditional positive regard "I like you. I don't like what it is you are doing".

• Diffuse or avoid direct conflict whenever possible – try to deal with the facts a calmly as possible. Ask "what?" (rather than "why?"), use "I" rather than "you" and be clear about what you want the child to do.

• Avoid being drawn into an argument.

• Sanctions should follow as soon after the event as possible – sanctions are more effective in a positive atmosphere. Sanctions should be matched to the behaviour and in line with the policy detailed below.

• Be assertive- say what you mean and mean what you say.

Inclusion and Special Educational Needs

It is recognised across the Federation some children will have Special Educational Needs and will often require specific arrangements and programmes of support.
All children are valued as individuals and when we apply this policy any needs and/protected characteristics (such as race, SEND and disability) are carefully considered in conjunction with the appropriate policies.

All children are familiar with and take ownership of the Golden Rules:

Golden Rules
- Aspiration Be the best you can be; try as hard as you can.
- Resilience Show determination to overcame barriers.
- Creativity. Use your imagination to create positive outcomes.
- Diversity Respect all people. Celebrate difference.

Rewards
The whole school community will praise and reward children for good behaviour in a variety of ways:

- Dojo points for consistent good work or behaviour, to acknowledge outstanding effort, or for acts of kindness.
- During weekly Celebration Assembly we acknowledge all the efforts and achievements of children out of school will be celebrated.
- Class dojo points can be given during the school day by school staff which are cumulative. The individual with the highest number of dojo points that week will get a prize.
- Class prizes will be awarded where children have worked together to achieve 1000 dojo points collectively as a class.
- Recognition by headteacher – headteacher award stickers – when a child has made outstanding efforts in class or showed exemplary behaviour or kindness.

Sanctions

The school will not tolerate bullying of any kind. We will ensure that the victim is fully supported. We do everything in our power to ensure that all children attend school free from fear – See Anti-Bullying Policy.

Any behaviour issues will be dealt with by the following procedure:

In the classroom:
- give verbal warning/reminder
- give verbal warning and lose a dojo point which will result in 5 minutes of playtime lost.

In the playground/at lunchtime:
- give verbal warning;
- Time out of playtime for 5 minutes and dojo point lost.

By the end of the week any child with negative dojo points will lose their Golden Time.

- Two losses of Golden Time within a half term period will result in being sent to Headteacher to discuss behaviour.
- Three losses of Golden time within a half term period will result in a phone call to parents.

Occasionally, alternative strategies will be used as a form of behaviour management dependent on the need of the child and advice given by external agencies.

It is important that children understand the connection between behaviour and outcomes.

8. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships
Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies
Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Appearing calm and using a modulated, low tone of voice
Using simple, direct language.

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

Providing adequate personal space and not blocking a pupil's escape route.

Showing open, accepting body language, e.g. not standing with their arms crossed.

Reassuring the pupil and creating an outcome goal.

Identifying any points of agreement to build a rapport.

Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

9. <u>Sexual abuse and discrimination</u>

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

10. <u>Effective classroom management</u>

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

Start the year with clear sets of rules and routines that are understood by all pupils.

Establish agreed rewards and positive reinforcements.

Establish sanctions for misbehaviour.

Establish clear responses for handling behavioural problems.

Encourage respect and development of positive relationships.

Make effective use of the physical space available.

Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

Conduct themselves around the school premises in a safe, sensible and respectful manner.

Arrive to lessons on time and fully prepared.

Follow reasonable instructions given by staff.

Behave in a reasonable and polite manner towards all staff and pupils.

Show respect for the opinions and beliefs of others.

Complete classwork as requested.

Hand in homework at the time requested.

Report unacceptable behaviour.
Show respect for the school environment.

Fixed-term and Permanent Exclusions

We will follow LA policy and procedures should an exclusion need to be considered.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The governing body will review this policy every three years. It may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behavioural Incident Form

Name of pupil:		Year group:	
Date:		Time:	
Location of observation:		Name of staff member:	

Before the incident: what led to the behaviour?

During the incident: what did the pupil do?

After the incident: what were the consequences of this behaviour?

Additional comments

Behavioural Management Observations Review Form

Name of pupil:		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What strategies could we implement to help the pupil achieve their targets?

Additional comments