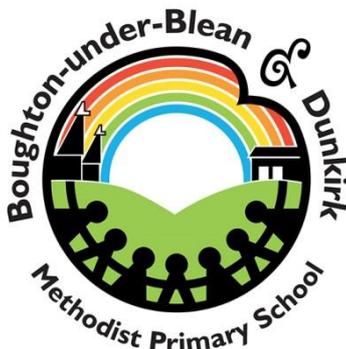


# BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL



## BEHAVIOUR POLICY

Reviewed: September 2021

Next Review Date: September 2022

Ratified: 27/9/21

Signed.....Chair of Governors

## *Doing all the good that we can*

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

**Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.**

- Forgiveness
- Friendship
- Trust
- Justice
- Perseverance

**These are then underpinned by our learning values.**

- Communication
- Independence
- Aspiration
- Engagement

Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind and implemented in way that reflects our vision of doing all the good that we can and developing children as life long learners.

*'Start children off on the way they should go, and even when they are old they will not turn from it'*

*Proverbs 22:6*

**Introduction:**

This document is a statement of the aims, principles and strategies for Boughton-Under-Blean & Dunkirk Methodist Primary School. It has been written with our ethos of pastoral care underpinning what we do.

DfES guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEN policy, Anti-Bullying policy, Rewards and Sanctions policy, PSHE policy, child protection policy and the policy for teaching and learning to establish the general ethos of the school.

**Aims:**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. This policy should allow children to learn to the best of their abilities and be able to grow and develop into responsible members of our community who are able to do all the good that they can as outlined in our school prayer. It aims:

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To prevent bullying
- To promote good citizenship and develop an ethos of helping others
- To promote self-discipline
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To develop a sense of doing all the good that one can and making the right choices

**Principles:**

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community. It is underpinned by our ethos and values as well as the John Wesley rule that is central to what we do.

**Responsibilities:**

All members of the school community - teaching and non-teaching staff, parents, pupils and governors - work towards the school aims by:

- Providing a well-ordered environment in which all are fully aware of behaviour expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all bullying, discrimination or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the

classroom, and applying these consistently

- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging each other.

**Rules:**

The school rules have been devised over a period of time in consultation with all stakeholders and with our Methodist ethos in mind. At the beginning of every school year teachers will provide an opportunity for their class to discuss the school rules and ensure they are fully understood and accepted. All rules will be displayed in the appropriate place. Some classes may wish to have other classroom rules as well as our 5 school rules.

**School Rules:**

 <b>Boughton-Under-Blean &amp; Dunkirk Primary School Rules</b>	
<b>Forgiveness</b>	To learn from our behaviour when we make mistakes and help others to do the same
<b>Friendship</b>	To care for every member of our school and our environment
<b>Trust</b>	To be reliable and make good choices
<b>Justice</b>	To be fair and do what is right
<b>Perseverance</b>	To try our best and be resourceful

**Rewards and Sanctions**

At this school we have developed a system of Rewards and Sanctions that works well in our school environment and enhances our school ethos. All staff are required to follow our Rewards and Sanctions policy as consistency is vital. Please refer to this policy for further information.

**Exclusion:**

We will ensure that the L.A. guidelines are followed for exclusions. Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and agree a way forward to ensure no repetition of the offending behaviour pattern. We believe there is good in every child and exclusions will only take place when it is felt that all other options have been explored and exhausted. Whilst we strive to 'do all the good that we can' we should look for the good in all children too.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

**We provide a number of opportunities for children to discuss their behaviour including:**

- Talking with the class teacher, teaching assistant or senior member of staff.
- Access to a counsellor when available
- A programme of personal social and health education set in a moral framework designed to promote

mutual respect, self-discipline and social responsibility (see PSHE policy)

- A clear focus for work on relationships and feelings as part of the PSHE work throughout school
- A programme of religious education which includes ethical issues (see RE policy)
- Circle time - an opportunity for open discussion held in class groups at regular intervals
- The agreement of a set of rules by each class at the beginning of Term 1.
- SEAL (Social and emotional aspects of learning) activities
- Worry boxes which are situated in all KS2 classes

#### **Liaison with Parents:**

Parents will be kept informed about their child's behaviour through formal Parent consultations/letters and informal meetings if and when the need arises.

If a child is regularly showing poor behaviour and receiving red cards accordingly, parents will be invited to meet with a member of the senior leadership team to discuss how the child can be supported.

If children receive a white or orange card this will be communicated to parents on the day in which it took place, using the slips available to staff in every classroom.

#### **Visitors in School:**

The school rules are displayed around the school and if we have any school visitors that wish to know our expectations they are welcome to read our policy. It is made clear to all visitors that there is an expectation that all those within our school, children and adults, do all the good that they can whenever they can. If visitors have any worries about behaviour we ask that they consult a member of staff immediately who can address the situation.

#### **Outside Agencies:**

There are times when the advice of outside agencies will be required. This will be the result of discussion between interested parties such as the parent, class teacher, Inclusion Leader or Head teacher, or as the result of discussion at a Group School Conference, which takes place every seasonal term.

Outside agencies can include, Specialist Teacher Service, Educational Psychologist, Teacher for Hearing or Visually Impaired, Speech Therapist, Occupational therapist, Pre-School Advisor, FISS, PIP, School Doctor and Social Services.

#### **Monitoring:**

In light of this policy the senior leadership team will continually monitor the behaviour throughout the school.

**This policy should be read in conjunction with all other school policies, in particular the Anti-Bullying Policy and the Rewards and Sanctions Policy.**

**The word Parent has been used throughout this policy to mean any person with the legal guardianship of a child (i.e. Parent/Carer/Guardian etc)**

*It is the intention of the leadership team that procedures for behaviour management will be reflected upon, reviewed and possibly redesigned as part of the 2021/22 school improvement plan and be ready for implementation at a later date*