BOOTHAM JUNIOR SCHOOL BEHAVIOUR POLICY

This policy relates to the Junior School (and includes details of the provision for students in the Early Years Foundation Stage) and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND) and takes into consideration the non-statutory advice Behaviour and Discipline in Schools (2016). A separate policy exists for the Senior School.

The purpose of all aspects and facets of Bootham's Quaker Education is to liberate and equip its young people to flourish as adults and live adventurous lives that will serve to create a better world. **This policy seeks to support all in the Bootham School Community as we aim to fulfil this purpose.**

At Bootham School we value particularly an approach to our community from all who work and learn here which:

- looks for, responds to and works hard to draw out 'that of God' in others and in themselves
- seeks to make a positive contribution to the Bootham Community and shows respect for its Quaker values, practices and heritage
- speaks with integrity of a straightforward, kind, caring and unquestionably respectful approach to others
- is wholehearted, demonstrating commitment both to being the best that they can be and to the hard work needed in rising to the challenge of high standards and high expectations
- speaks truth, placing honesty in all things as a priority and is able to resolve conflict peacefully
- is ambitious to improve the world for others – near and far – in whatever ways they can

We expect Bootham Junior School to be a school where all individuals are respected and their individuality valued in accordance with the school's Quaker ethos, its values and behavioural expectations.

Self-discipline is promoted and good behaviour should be the norm. We expect rewards and sanctions to be applied fairly and consistently. Discipline is based upon trust, mutual support and seeking to promote the positive, within clearly defined expectations. Rewards, encouragement and positive comments help to create an environment where sanctions can be kept to a minimum.

When things do go wrong, guidance and support are present through our pastoral system where a strong pupil-teacher relationship exists. Additional support is available from the Deputy Head. Staff listen to pupils' opinions and vice versa: pupils are entitled to reasons, explanation and discussion and this in turn encourages self-discipline. Staff should always try to respond fairly and consistently. Quakers set store by how each person lives his or her own life; high ethical and moral standards are central to their beliefs and to the pastoral system at Bootham Junior School.

Behavioural Expectations

We expect all members of the school community to treat each other with consideration and good manners and to respond positively to the opportunities and demands of school life.

Bootham Junior School sees education as a partnership. Our staff (including, for example, Teaching Assistants, Midday Supervisory Assistants and Peripatetic Music Teachers) are committed to excellence, aiming to achieve a spirit of trust and cooperation.

Everyone has a right to feel secure and to be treated with respect; harassment and bullying will not be tolerated. Our Anti-bullying policy is available from the school office and website. The school is committed to promoting equal opportunities for all, in accordance with our Equality Policy.

The school ensures that a child with SEND or other protected characteristics does not receive less favourable treatment. Rewards and consequences take into account children's individual needs.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school and its community. Where a child is not behaving in the expected manner, teachers follow a sanctions cascade which is in line with our school ethos.

Liaison with Families

Parents and Carers who accept a place for their child at Bootham Junior School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

In consultation with families, help will be sought, when necessary, from relevant agencies to support children with behavioural issues.

Involvement of Pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, (e.g. via Pupil Voice, which meets regularly, or class discussions.)

Good behaviour is taught, in an age appropriate way, in Personal Development lessons, assemblies and by modelling expectations. Each class works alongside their teacher to develop a set of Class Rules which are in line with the school ethos and encourage positive behaviour.

All children will be given additional support during transition into a new class, key stage and into senior school. This includes liaison between the previous and new teachers, transfer of information, meetings with parents and pastoral support from the Deputy Head.

Further input is given on an individual, group or class basis including additional Personal Development lessons when behavioural expectations are not being met.

Sanctions (known as consequences) are to help us to manage poor behaviour. Families undertake to support the authority of the Headteacher in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headteacher, Deputy Head and staff undertake to apply any 'consequences' fairly, and, where appropriate, after due investigative action has taken place.

Rewards and Consequences
Rewards are a vital part of ensuring our pupils achieve the aims of the school.

Rewards aim to:

- Express approval of good work and behaviour
- Give encouragement
- Reinforce examples of good citizenship
- Cultivate good behaviour
- Recognise achievement

There are certain categories of behaviour that will not be tolerated and will result in a consequence. They are:

- Inappropriate physical contact
- Deliberately hurting another child
- Deliberately damaging another child's work
- Deliberately damaging resources and equipment
- Deliberate defiance

The school does not use or threaten the use of corporal punishment.

Support System - Early Years Foundation Stage

Rewards:

- Verbal praise
- Stickers for individuals to wear or stickers/stamps to be added to books
- Certificates

Consequences:

Within the EYFS we operate a time-out policy when it is absolutely necessary. The length of the time out will depend on the age and stage of development of the child. If a child demonstrates inappropriate behaviour the adult will ask them to stop. If they don't, help will be given to enable them to do so.

Physical intervention will only normally include the holding of the child's hand or gently carrying them away from a situation if they are behaving inappropriately. A child may need to be physically restrained (held) if their behaviour is such that they, or another child or member of staff may be in danger.

Support System - Years 1-6

Rewards:

Good work is to be rewarded by an appropriate comment and/or good work sticker/ house point.

Continual good work over a period of time or an extremely good piece of work by any child (good for them) is to be rewarded by a certificate which is presented at the end of each week in assembly. It is expected that every child will receive at least one certificate each term.

Good behaviour and good effort in activities are rewarded by house points.

The House Point System (Normans, Romans, Saxons, Vikings):

The house point system of rewards exists to encourage and motivate pupils towards good work and good behaviour. The emphasis is towards rewarding pupils and raising their self-esteem. The house achieving the most points each week is read out in our achievement assembly; the house achieving the most points each academic year is added to the school shield.

Dispositions:

Achievement of one of the Dispositions: Adventurous, Creative, Collaborative, Independent, Reflective, Resilient is rewarded by a coloured counter which pupils place in the relevant Disposition box. References to the level achieved by the whole school (Bronze, Silver or Gold) is made in an assembly on a half termly basis.

Consequences:

Poor Work

The piece of work should be repeated to the teacher's satisfaction. If a pupil does not produce a piece of homework they will be asked to do it at home or in their own time and a note made in the pupil's planner to inform the parent. If the teacher deems it necessary or if it is a repeat offence, then the teacher shall inform the Deputy Head.

Poor Behaviour

There are consequences for poor behaviour and these are explained in more detail in the guidelines at the end of this policy. Poor behaviour at Stage 3 or above will result in parents being informed. Poor behaviour at Stage 2 may involve the consequence being noted in the child's planner or explained to the child's parent, this depends on the age of the child and the nature of the problem. Poor behaviour is also recorded by class teachers in order that patterns can be tracked.
This document is given to all staff and behaviour expectations are discussed with pupils at the start of each year.

Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
Please refer to our Use of Reasonable Force and Other Physical Contact policy.

Exclusion

Please refer to our Exclusion policy.

Complaints

We hope that you and your child do not have any complaints about the operation of our behaviour policy; but copies of the school's complaints procedure can be sent to you on request or downloaded from our website.

Date of last review:	**November 2023**
Person responsible:	**Head of BJS**
Approval group	**Education Committee**
Date of next review:	**November 2025**

Note: This policy will be checked and updated, on an annual basis, for matters of fact and process.

Checked and updated for fact and process:

Related Policies / Documents

This policy should be read in conjunction with the following:

- Safeguarding Policy
- Equality Policy
- Learning Support Policy
- RSE incorporating Personal Development (PD); PSHCE, Relationships and Health Education
- Reasonable Force and Other Physical Contact Policy
- Anti-bullying Policy
- Code of Conduct for Staff
- Preventing Radicalisation and Extremism Policy

Poor Behaviour Includes	Consequences
• Unkindness • Being rude, cheeky, or defiant • Name calling • Making inappropriate comments • Swearing • Bad sportsmanship • Being disrespectful to property • Taking belongings without permission • Deliberately damaging another child's work • Physically hurting someone • Bullying	**<u>Stage 1</u> – Poor behaviour which is dealt with immediately** An apology is given to those deserving it and the child agrees not to repeat his/her behaviour again. Class strategies will support improved behaviour. **<u>Stage 2</u> – Poor behaviour is repeated or more serious** The teacher may ask the child to miss part of a playtime to write a letter of apology to the deserving child/adult. The letter should be discussed with all parties then <u>kept on file in school</u>. Alternatively, the child must write a report about what they did to cause the upset, explain why they did it and then describe what they ought to have done. Parents are informed. If poor behaviour continues even after missing 2-3 playtimes and the input of class/individual strategies the decision to move to Stage 3 will be decided by the Class Teacher in consultation with the Deputy Headteacher. **<u>Stage 3</u> – When the missing playtime consequence does not appear to be effective** The child will abstain from an After School Activity, or other forfeit as agreed between the parents and the school, for a set period of sessions. Individual and class strategies will continue. In addition 1:1 sessions may take place with the Deputy Headteacher. **<u>Stage 4</u>** If Stage 3 is ineffective to improve behaviour then the Headteacher will speak to the child and parents to decide what course of action needs to be taken. This may include being excluded from class trips or relinquishing school roles such as House Captain etc. **<u>Stage 5</u>** If poor behaviour continues, a formal warning letter will be sent to the parents. The exclusions policy will then operate should all these stages fail to transform behaviour.