

# BOLTON SCHOOL – HESKETH HOUSE



## BEHAVIOUR AND DISCIPLINE POLICY

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*Bolton School seeks to realise the potential of each pupil. We challenge, encourage initiative, promote teamwork and develop leadership capabilities. It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.*

*We do this through offering:*

*A rich and stimulating educational experience which encompasses academic, extra-curricular and social activities.*

*A supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.*

This policy was drawn with reference to DfE Guidance (2014): 'Behaviour and Discipline in Schools' and reflects colleagues' duties under the Equality Act 2010 to treat all pupils fairly and to make reasonable adjustments when dealing with pupils with SEND.

This Policy should be read in conjunction with:

- **Behaviour Management Policy [Girls' Division]**
- **Rewards and Sanctions Policy [Junior School]**
- **Anti-Bullying Policy [Junior School & Girls' Division]**
- **Playground Policy [Junior School]**

### Aims and Expectations

It is the 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 support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a Code of Conduct, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However sanctions are applied for unacceptable behaviour.

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This policy gives us flexibility to deal with any pupil with a learning / behavioural difficulty and takes account of a pupil's age. It allows us to respond according to their needs.

### Code of Conduct [see appendix 2]

- There is a school Code of Conduct which is shared with the Parents at the Information Evening in September.
- The Class Teacher discusses the Code of Conduct with the class at the beginning of each year and it is revisited in assemblies when appropriate to do so.
- The Code of Conduct is clearly displayed in each classroom and in shared areas such as corridors and cloakrooms.
- It is included in the Homework Diary

### Anti-Bullying Charter [See Anti-Bullying Policy]

- There is an Anti-Bullying Charter which is shared with the Parents at the Information Evening in September.
- The Class Teacher discusses the Anti-Bullying Charter with the class at the beginning of each year and it is revisited annually as part of Anti-Bullying week.
- The Anti-Bullying Charter and Pathways of Help are clearly displayed in shared areas such as corridors and cloakrooms.
- The Anti-Bullying Charter is included in the Homework Diary and the Pathways of Help are included in the Homework Diary.

### Establishing whole school rules

#### **Class Rules**

- As part of PSHEE at the beginning of a new academic year each class devises their own set of no more than 5 class rules. These rules are to be positive rather than negative in tone.
- The rules are displayed in each classroom.
- Each class teacher has systems in place to support enforcement of the class rules.

#### **PE rules**

Please refer to PE policy for details

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### Playground rules

Please refer to Playground Policy for details

### Dining room/Library rules

- We have a few simple rules which are discussed and reviewed either in House meetings or through School Council each year.

### Use of mobile phones rules

- Pupils must sign in their mobile phones when they arrive at school. Mobile phones must not be kept in school bags. Phones are collected and signed out at the end of the day.
- Any child contravening this rule would be given an amber card as a warning. A red card would be issued if the behaviour was repeated

### Rewards and Sanctions [See separate Rewards and Sanction policy]

- We would adapt any reward/sanction accordingly for any pupil identified as having a specific learning difficulty that impacts on behaviour.

### Homework

- If homework is late a sticker is placed in the Homework diary and signed by the parents. The pupil is also issued with an **amber card**.
- **3 amber cards** for late homework would convert to a **red card**.

### Coach Behaviour

- Any bad behaviour on coaches is followed up by the Head or Deputy Head and tracked in the Coach Behaviour book kept in the Head's Office

### Bullying

- Any incident of bullying or allegation of bullying is recorded in the Behaviour Tracking File kept in the Deputy Head's Office.
- Our Anti-Bullying Policy is followed and the **Pathways of Help** are used.

### Pupil Tracking

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- Pupils are tracked at our weekly tracking meeting attended by all staff. The Head records the name, concern and the action taken on the **Tracking Grid** (O:Drive).
- The information from the weekly tracking meeting is relayed to Teaching Assistants at their weekly meeting with the Deputy Head. Class teachers are responsible for informing specialist subject teachers about any significant information relating to pupils in their class.
- Teaching Assistants report back on a weekly basis to the Deputy Head having recorded any observations in the **Playground Monitoring Book**.

### Role of Class teachers and Support staff

- School expects all teachers to fulfil their duties in the effective implementation of this Behaviour Policy
- Class teachers and support staff have high expectations of the children in terms of behaviour. Children are treated fairly and the Code of Conduct and Class Rules are applied consistently. The teacher treats all children with respect and understanding.

### Role of Head and Deputy Head

- The Head and Deputy Head ensure school has an effective Behaviour Policy.
- They support staff in managing behaviour, including the use of rewards and sanctions.
- The Head sets out measures in the Behaviour Policy which aim to: promote good behaviour, promote self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and which regulate the conduct of pupils.
- The Head decides the standard of behaviour expected of pupils at the school. She, in agreement with the staff, also determines the school rules and any disciplinary penalties for breaking the rules.
- The Head publicises the school Behaviour Policy to staff, parents and pupils at least once a year. The policy is available to view on the School website.
- The standard of behaviour expected of all pupils will be included in the Parent Contract which parents sign following their child's admission to school.
- The Head and Deputy Head review the Behaviour Policy in the context of this framework. They decide the standard of behaviour expected of pupils; the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

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- The Head ensures that the Leadership Team are a visible presence around the school during the day, including in the lunch hall and playground, and are not confined to offices.
- There are high expectations of staff to maintain and encourage good behaviour. This is reinforced by the Head and Deputy Head as role models. The Head and Deputy Head will ensure absolute clarity about the expected standard of pupils' behaviour and agree these standards with the staff each year when reviewing the Behaviour Policy.
- The Head of Hesketh House will keep the Headmistress of the Girls' Division informed about behaviour in general. Any serious incidents that may lead to suspension or exclusion of a pupil will be reported to her immediately.
- The Deputy Head will review all behaviour tracking systems and cross-reference them to see if any behaviour patterns occur each half term.
- The Head and Deputy and all staff ensure that high expectations of behaviour is a key element of weekly assemblies, House Meetings and the PSHEE curriculum.

### Role of Class teachers and Support staff

- School expects all teachers to fulfil their duties in the effective implementation of this Behaviour Policy

### Parents

- The school works collaboratively with parents so that children receive consistent messages of how to behave at home and at school. We explain our Behaviour Policy at the Parents' Information Evening in September and it is available on the school website.

### Pupils

- We endeavour to encourage a sense of responsibility and good behaviour with opportunities for pupils to assume various roles as above.

### New Pupils

- As part of their induction Form Teachers ensure that new pupils are conversant with the Code of Conduct, Class Rules and Anti-Bullying Charter.

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- It is the responsibility of the Year 6 Playground Ambassadors, Form and Vice-Captains to help new pupils to settle in to the school.
- New pupils will be tracked as a matter of course at our **Weekly Tracking Meeting**. All staff who are on duty record any observations in the **Playground Monitoring Book**.

### Transition from Beech House to Hesketh House

- Visits made by Head of Hesketh House to meet Year 2 pupils in the Autumn and Summer Term.
- Year 2 pupils are invited to Concerts throughout the year.
- Year 2 and Year 3 teachers meet for transfer of information.
- Year 3 teachers visit Year 2 pupils at Beech House.
- Primary Heads of school meet to discuss cohort-academic and pastoral information.
- Year 3 Induction Morning.
- Year 3 New Parents' Evening.

### Internal transition from one Year group to the next

- Induction Day where each class meets the new teacher for the following year.
- New Parents' Evenings
- Handover files-including pastoral and academic information and communication with parents.

### Transition from Hesketh House to Senior School

- A series of meetings are held between key teachers in the Junior and Senior School to ensure a smooth transfer of academic and pastoral information.
- Any pupil not transferring to the Senior School is permitted absence to attend Induction days at the new school and visits from staff from the school concerned are welcomed.
- The Senior School English department organises a Drama day in December.
- In the Summer Term Year 6 rehearse and present a drama production in the Girls' Division Theatre
- Head of Year 7 visits Year 6 girls in the Summer Term to talk about life in the Senior School.

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- Transition book about life in Senior School is given to Year 6 during the Summer Term.
- Year 6 Induction day
- Year 6 teachers meet with Head of Year 7 to discuss behaviour issues and transition in general.
- For pupils going to other Senior Schools we complete a report. Some schools also visit their prospective pupils in line with their Transition Policy.
- We complete a written report for all girls in Year 6 [or any other girls who are leaving] to send to their next school.
- SEND transition forms are completed by Year 6 class teachers. The Hesketh House Head and SEND co-ordinator meet with Senior School Learning Support staff. Meetings for Senior School Learning Support and parents are then arranged.
- Academic and pastoral information sent to girls transferring to other schools.

### Monitoring and review (2016-2017)

As part of monitoring and review of the Behaviour Policy we have introduced the following;

- The Code of Conduct is now displayed on each corridor and a copy is now in the Homework Diary.
- The Hesketh House Anti-Bullying Charter and the Pathways of Help, are now displayed on each corridor and a copy is now in the Homework Diary.
- The Class Rules devised by each class are clearly displayed in each classroom.
- Whilst monitoring the effectiveness of our Sanctions and Rewards, the Traffic Light system is reviewed by the Head and Deputy to ensure maximum effectiveness.
- The Traffic Light system is now used by all teachers and teaching assistants at Hesketh House including Senior School Staff, PE, Music and MFL staff. It is also used in the playground to encourage pupils to line up sensibly.
- Procedures for behaviour, including bullying are updated annually and re-visited with the pupils.
- House meetings and weekly assemblies are now used to further develop Habits of Mind and the PSHEE themes taught in each Year.
- There is evidence of Habits of Mind displayed in each classrooms in corridors and in shared spaces.

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- Habits of Mind whole School displays around the school encourage good habits and good behaviour.
- PSHEE themes are displayed in the Hall and reflect the topic for the term.

Name: Mrs Carol Laverick Mrs Holt

Signed:

Date Reviewed: July 2018

Next Review: July 2019



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### Appendix 1 Resources

#### DfE resources: available in the Staffroom

DfE Behaviour and Discipline in Schools Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

[Make Them Go Away](#) (SEND DVD)

[Let's Fight it Together](#) (Cyberbullying DVD)

#### Legislative links:

Schools' duty to promote good behaviour ([Education and Inspections Act 2006 Section 89](#))

Power to tackle poor behaviour outside school ([Education and Inspections Act 2006 Section 89\(5\)](#))

[The Equality Act 2010](#)

#### Specialist Organisations:

[The Anti-Bullying Alliance](#) (ABA): Founded in 2002 by NSPCC and National Children's

Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

[Beat bullying](#): A bullying prevention charity with an emphasis on working directly with

children and young people. In addition to lesson plans and resources for parents, Beat bullying have developed the Cyber mentors peer support programme for young people affected by cyberbullying.

[Kidscape](#): Charity established to prevent bullying and promote child protection. Advice

for young people, professionals and parents about different types of bullying and how to

tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

#### Cyberbullying:

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves.

CEOPS

[www.saferinternet.org](http://www.saferinternet.org)

ThinkukAppendix 2

# **BOLTON SCHOOL – HESKETH HOUSE**

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### **Hesketh House Code of Conduct**

**B**e responsible for your own learning.

**E**quip yourself with the correct books and tools – be organised for your lessons

**S**marten up and look the part! Take pride in your appearance.

**M**ake sure you are punctual and ready for lessons-try to think one step ahead.

**A**lways walk along corridors and stairs quietly in single file so our school feels calm.

**R**emember your manners- be polite and respectful

**T**ake care of your belongings, school equipment and the school environment and take care of yourselves and others.

**Be respectful**

**Be responsible**

**Be ready**

**Be smart**