

# Behaviour Policy

Approved by **Governing Body**

Approved on **March 2016**

SLT contact **Headteacher**

Revision due **Every 2 years**



Becket Keys  
Church of England School

## 1. *Strategic Framework.*

- a) Behaviour policy is fundamental to our Vision and the Gospel values on which the school is based; this is explained in two words: **respect** and **responsibility**. The school will teach its students what respect means: to 'do unto others as you would have them do unto you' – in other words the traditional Christian values of caring for the needs of others and being a trustworthy citizen. It will also teach that responsibility means doing the right thing – because it is the right thing to do. Not because there is something in it for me or that there is a reward/bribe attached to the pursuit. Students will be **expected** to be honest, fair and forgiving. This will be modelled to them by the adults in the school and students will be encouraged to live up to these values through the routines of the day and the opportunities that the school provides.
- b) This policy is adopted to ensure the Becket Keys approach to behaviour:
  - i. is in line with our vision and Christian ethos, and compatible with our other key policies
  - ii. meets statutory requirements and pays due regard to legislation
  - iii. supports a judgement of 'Outstanding' [quotations from OfSTED Grade 1 descriptors]

*STUDENTS: "...exceptional contribution to a safe, positive learning environment...make every effort to ensure others learn and thrive... high levels of engagement, courtesy, collaboration and cooperation...excellent attitudes to learning... adept at managing their own behaviour....calm, orderly and considerate...acutely aware of different forms of bullying and actively try to prevent it from occurring....."*

*SCHOOL: "...systematic, consistently applied approaches to behaviour management.. highly effective approach to identifying and tackling bullying...instances extremely rare...excellent improvements in behaviour over time for any individuals or groups with behavioural difficulties"*

## 2. *Aims and Principles*

- a) We want students to become self-disciplined, responsible citizens with humane reasoned values, who treat others with respect: we therefore try to avoid basing our behaviour ethos around a list of prohibited behaviours, as 'rules' are external, and often ignored when nobody is 'looking'
- b) We promote: respect, responsibility, trustworthiness, honesty, caring, fairness, forgiveness
- c) Character development begins with **routines** (established and enforced by staff), progressing to **habits** based on these routines, thence to **attitudes** based on the above seven values
- d) Rewards systems do not work in the long-term. If students only work to receive awards, they have shorter attention spans, and give up more easily
- e) Staff role: model and reinforce appropriate behaviour; deliver consistently high quality teaching, out of hours learning, and a safe, positive learning environment; train students to give and receive criticism without malice or defensiveness; show, by precept and example, that risk-taking and 'failing' is part of learning; act promptly to pre-empt or address any threats to another's learning or well-being; treat students with respect; develop with students, a model of behaviour 'consequences'
- f) Students' responsibilities: reflect on and take responsibility for their actions; understand rights, responsibilities, and ways their actions affect others; play an active part in making the school a happy learning community
- g) Parents: support our policy approach; participate in two-way communication on behaviour issues

## 3. *Monitoring and Evaluation*

Staff responses and strategies in relation to unacceptable behaviour will be logged on SIMS as outlined in Staff handbook. Parents will be informed if behaviour is unresolved, or their involvement is judged to be in the student's best interests, using the procedure and guidance in staff handbook. The Headteacher and senior staff will evaluate the effectiveness of the Behaviour Policy and take any action necessary. Patterns and trends in behaviour will be reported to the relevant Governors' committee.

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## **5. Sanctions**

- a. We will as often as possible avoid the use of sanctions, through the use of Character Education and behavioural consequences approach
- b. We will not publish a scale of sanctions to students, because this is inconsistent with our overall approach to Character Education which is built on individual respect and responsibility
- c. We will achieve consistency between members of staff; and a shared understanding of scale, and staff responsibilities, in relation to unacceptable behaviour. This will range from responses to low level disruption and interruption of learning; through to behaviour which is persistent, seriously disruptive, dangerous or bullying
- d. We will use the ultimate sanction of exclusion as a very last resort; and will do everything possible, within our policy framework, to avoid fixed term and permanent exclusion