

Federation of Boldmere Schools

The Federation of Boldmere Schools empowers all children to embrace learning ; achieve their personal best ; and build their social , emotional and physical wellbeing .

Home / School Agreement

Working together:

We all agree to live by our school Values and Rights.



Our Rights

Right to feel safe

Right to learn

Right to respect

Boldmere Behaviour Strategy

Our Behaviour Strategy is built around our Rights as members of the Boldmere Community, and our School Values.

We believe that every child has a right to feel safe, a right to learn and a right to respect and be respected. These rights are underpinned by six core values that we embrace and uphold at school and in the community.

We use a staged, restorative approach to our behaviour strategy, which allows children time to reflect on choices they make. The stages are outlined in a table on the following page.



As a school, we believe that all children, parents/carers and staff should work together to create an environment which builds social, emotional and physical wellbeing for all.

On the following pages you will find

- Your child's class rules
- School's agreement
- Pupil's agreement—please sign and return to school
- Parent/carer's agreement—please sign and return to school

Please sign and return the pupil and parent/carer agreements, confirming your commitment to supporting school and upholding our Behaviour strategy.

This grid outlines the different stages for **Boldmere Junior School**.

	What is it?	What happens?	Next Steps
Expected	Everyone starts at expected. We expect everyone in our school to follow the school rights and values.	Thank You: Children may be awarded a weekly values ambassador award and a termly star values ambassador awarded. Children are given house points and can earn bronze, silver and gold house point certificates.	Keep going – you're a star!
Stage 1 A chance to change	You are given a reminder to help you make the right choice.	Your teacher will tell you what you are doing and what behaviour they would like to see. You have the chance to change your behaviour. You own your behaviour and are in control of how to make it the best – if you need help with this, ask an adult to help you.	<i>You can work your way back to expected!</i> If you get onto stage 1 or 2 persistently, your teacher may decide to contact your parents to discuss this.
Stage 2 Teacher Talk	You have been reminded again about making the right choices and you now need some time to talk with an adult.	Your teacher will talk to you about stopping what you are doing and give opportunities to reflect on and improve your behaviour. There will be an appropriate consequence for your behaviour (moved to a different location in the classroom, make up a fair amount of time during break or lunch)	
Stage 3 Reflection	You are still finding it hard to make the right choices.	Your teacher may decide you need to work in another room with an adult present. Your teacher will record the incident and you will be asked to reflect upon your behaviour in order to put things right. Your phase leader will be informed and may wish to speak to you about your behaviour. Your parents will also be informed.	<i>You can make a fresh start tomorrow.</i> If you get onto stage 3 three times within a half term we will invite your parents in for a meeting with your SLT to see how we can help you with your behaviour.
Straight to stage 3 Reflection	Some actions are not ok to do even once.	Same actions as above. You may get put onto stage 3 straight away. <i>You can make a fresh start tomorrow.</i>	
Stage 4 Internal Exclusion	Repeated stage 3 behaviours (3 times in any given half term)	You will receive an internal exclusion, including all play and lunch times to be spent in a classroom, determined by a member of SLT.	Your parents will be informed in writing. Your teacher may consider a referral to the inclusion to identify any further support that you may need.
Stage 5 External Suspension / Exclusion	Repeated stage 4 behaviours or where there is a concern is at risk of permanent exclusion.	A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy.	The issuing of any suspensions or external inclusions will be in accordance with local authority procedures.

School

The Learning Environment

Our school will:

- Provide your child with a well rounded, balanced education, adhering to local and national guidelines.
- Ensure that our learning environment is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the scaffolding needed to enable your child to achieve their best.
- Care for your child's safety and well-being.
- Take into account your child's individual needs and make reasonable adjustments where necessary.
- Make timely and appropriate reference to external agencies as required to support children's development.

A Healthy, Happy Community

Our school will:

- Share our commitment to respect, kindness, cooperation, appreciation, honesty and resilience being key values to success, harmony and well-being.
- Teach your child to develop a positive attitude to others, regardless of gender, race, culture, belief, values, age and need, in line with school and British values.
- Regularly communicate with you, the progress of your child, celebrating their strengths and identifying ways that we will support them in their development.
- Regularly communicate with you, information about school, curriculum guidance, relevant policies and procedures, newsletters and school evaluation and improvement.
- Support your child to stay safe and healthy.

Learning at home / homework

Our school will:

- Set age appropriate and achievable work to extend and embed the curriculum and provide the opportunity for independent learning.
- Provide clear information to enable parents/carers to support your child as required.



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