

**Behaviour and Discipline Policy****1 Aims and expectations**

- 1.1 It is a primary aim of Bromley Youth Music Trust that every member of our community feels valued and respected, and that each person is treated fairly and well. Ours is a caring organisation, whose values are built on mutual trust and respect for all. BYMT's Behaviour and Discipline Policy is therefore designed to underpin the way in which all children involved with BYMT can work together in a supportive way. The Trust aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The primary aim of BYMT's Behaviour and Discipline Policy is not a system to enforce rules. It is a means of promoting good relationships, so that students and staff can work together with the common purpose of helping everyone to experience the joy of Music. This policy supports all involved with BYMT in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 BYMT expects every member of its community to behave in a considerate way towards others.
- 1.4 We treat all children fairly, equally and with respect. We apply this behaviour policy in a consistent way and do not discriminate against any child. (See BYMT's *Equal Opportunity Policy*)
- 1.5 This policy aims to help children to develop in a safe and secure environment when learning to play a musical instrument or sing, either in school, at BYMT or on of its annexes and to become positive, responsible and increasingly independent members of the wider community.
- 1.6 BYMT 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.

**2 Rewards**

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children
  - teachers make encouraging comments
  - teachers may make spoken or written (when appropriate) comments on children's performances, either in general terms ("well done") or in a more detailed way, picking out specific points for positive comment.
  - stickers, badges and stamps may be used for younger children
  - Sometimes special prizes, such as those donated by local Rotarians, may be awarded.

**3 Sanctions**

3. 1 BYMT employs a number of sanctions to enforce the Trust's rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, on the understanding that the desired outcome is an improvement in behaviour. It is essential that children are aware that it is an aspect of their behaviour which is not acceptable, not the children themselves.
3. 2 As an educational organisation, we stress the positive approach of encouragement and praise, but even in a well-ordered environment such as ours, it may be necessary for sanctions to be applied from time to time.

### 3.3 We expect children to:

- listen carefully to instructions in lessons and rehearsals
- work attentively and at a suitable pace
- try their best in all activities
- take pride in their practice and work
- keep their instruments, cases and personal belongings tidy
- practise regularly
- allow others to play or sing without distraction in rehearsals
- sing or play co-operatively with other children
- avoid any activity which might cause distress to another child, particularly in a way which would constitute bullying (see BYMT's *Anti-bullying Policy*)
- If they do not do so, for the first, or an occasional occurrence, we may issue an immediate verbal rebuke, quietly but firmly, or speak to them later in private
- If the child is repeatedly disruptive in a rehearsal, they may be asked to sit outside and the parents/carers will be informed

3.4 We recognise that before, during and after rehearsals or concerts, children will be reasonably supervised although all children need time to play and let off steam.

3.5 For persistent poor attitude, effort or behaviour as a member of a group or ensemble, the parents/carers will be contacted and the child's membership of that group or ensemble may be reviewed.

3.6 If the above issues are in relation to a child's behaviour during an instrumental or vocal lesson, the teacher should discuss the matter with the appropriate Head of Department, who will decide, together with the teacher, how to deal with the situation.

3.7 Serious breaches of behaviour, including during an orchestral tour, will be referred by the Head of Department to the Deputy Principal who may, in turn refer to the Principal.

## 4. Bullying

4.1 BYMT does not tolerate bullying of any kind. We do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend BYMT free from fear. (See BYMT's *Anti-Bullying Policy*).

## 5. Physical Restraint

5.1 Corporal punishment is illegal. Teachers, other members of staff and volunteers do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others.

5.2 The Education Act, 1996, allows teachers to use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'.

5.3 Any physical intervention must be proportionate (minimal as required by the circumstances), pre-emptive, avoided wherever possible (through good behaviour management and suitable supervision) and correctly managed (the pupil must be given an explanation for the intervention, and the member of staff's 'line manager' must be informed).

## 6. The role of BYMT teachers, ensemble coaches and conductors

6.1 It is the responsibility of the teacher, coach or conductor to ensure that:

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- BYMT rules are observed in all lessons, rehearsals and concerts
  - their pupil/group behaves in a responsible manner whilst under their direction.
- 6.2 BYMT staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability by:
- 6.3
- making learning interesting
  - establishing good relationships
  - insisting on high standards
  - differentiating appropriately and being clear about what is expected
  - setting achievable targets supported by praise and encouragement
- 6.4 BYMT staff treat each child fairly, enforce the Code of Conduct consistently and deal with all children whom they direct or teach with respect and understanding.
- 6.5 Teachers act as role models for the children, in respect of courtesy, smartness, speech, diligence, punctuality and relationships.
- 6.6 If there are incidents of anti-social behaviour, the teacher, coach or conductor should refer the matter to the appropriate Head of Department.
- 6.7 Teachers, coaches or conductors are aware that discussing difficulties with senior or more experienced colleagues is an appropriate strategy in solving problems.
- 6.8 All teachers are aware of the need for good working relationships with parents and that many problems can be solved quickly and informally by contacting parents directly should the problem be simple, or via the Head of Department or Principal should there be any further cause for concern.

## **7 The role of the Heads of Department**

- 7.1 It is the responsibility of BYMT Principal, Deputy Principal and Heads of Department to implement the BYMT's Behaviour Policy consistently throughout all BYMT activities. It is also the responsibility of the Principal, Deputy Principal and Heads of Department to ensure the health, safety and welfare of all children studying at BYMT.
- 7.2 The Principal, Deputy Principal and Heads of Department support BYMT staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 7.3 The Principal has the ultimate responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social or disruptive behaviour, the Principal may permanently exclude a child.

## **8 The role of parents**

- 8.1 BYMT works collaboratively with parents, so children receive consistent messages about how to behave at home and when taking part in BYMT activities.
- 8.2 We expect parents to support their child's learning, and to co-operate with BYMT, as set out in the Parents' Contract. We try to build a supportive dialogue between the home and the BYMT and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.3 In the unlikely event that BYMT has to use reasonable sanctions to punish a child, we take actions which we believe can and should be supported by parents. If parents have any concern about the way that their child has been treated, they should initially contact the Head of Department. If the concern remains, they should contact the Principal. Should there be no satisfactory resolution of the problem, BYMT's procedure for the review of such matters will be available. (See BYMT's *Complaints Procedure*).

**9 Monitoring**

- 9.1 The Principal, Deputy Principal and Heads of Department monitor the effectiveness of this policy on a regular basis.
- 9.2 BYMT keeps a record of incidents of misbehaviour.

**10 Review**

- 9.1 This policy is reviewed every two years. The Principal, Deputy Principal and Heads of Department may, however, review the policy earlier than this should circumstances change.