

# Ashton CEVC Primary School



## Behaviour Policy

*“Train up a child in the way he should go; even when he is old he will not depart from it.”*

**Proverbs 22:6**

### **Aims and Expectations**

The school is committed to providing an environment where all people can feel safe, happy, accepted and included. It is a primary aim of our school that every member of our community feels valued and respected, where values are built on mutual trust and respect.

The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy is therefore designed to support the way in which all members of the school can live and work together positively. It aims to promote a learning environment where everyone is happy, safe and secure.

All children are treated fairly and all staff will apply this policy in a consistent way.

This policy aims to help children to grow in a safe, secure and happy environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation.

Staff will implement the behaviour policy in a way that is applicable to the developmental stage of the individual child.

### **The School Rules**

***Everybody at our school has the right to feel SAFE and the responsibility to follow these rules:***

***Show honesty, kindness and respect to everybody in our school***

***Always do your best and follow instructions***

***Feet and hands – keep them to yourself***

***Equipment – look after it and use it correctly***

The class teachers will discuss the school rules with each class and they are displayed in every classroom and around the school. In this way, every child in the school knows the standard of behaviour.

## **Rewards**

We praise and reward children in a variety of ways:

- Adults congratulate children
- Children congratulate children
- Team Points are awarded to children for particularly good work or to acknowledge outstanding effort or acts of kindness in school. Children then save up points for Bronze, Silver and Gold awards. These are given out in the Friday Celebration Worship.
- Each week a nominated Star of The Week is chosen from each class and awarded with a certificate in assembly on a Friday.
- Children who have demonstrated exceptional work will be asked to show their work to the Head Teacher who will give them a sticker.

## **Consequences**

The school employs a number of strategies to support children in school with their behaviour and works closely with the Zones of Regulation model. This model, which is used across the school, supports children to recognise their feelings and emotions and gives them support to regulate their emotions.

In class, if a child is not following the school rules the following support is put in place:

1. The child is reminded of the correct behaviour and offered support.
2. The child is offered a movement break and is reminded of the expectation if appropriate.
3. If the child continually demonstrates unacceptable behaviour in class after support has been offered, they will be told to remain in the class for playtime to reflect on their behaviour and how it has broken the school rules.
4. If a child has had to miss some of their playtimes due to continual low level inappropriate behaviour, the class teacher will inform parents at home time.

There are some behaviours which are a serious breach of the school rules and will result in the child being seen by a senior member of staff. These behaviours are:

- Physical Aggression (fighting)
- Verbal Aggression (swearing)
- Malicious damage to property (school or another person's)

As a result of these actions, children will miss their playtime for the remainder of the day (next day – this will be decided based on the severity of the incident) Parents will be contacted to inform them of their child's behaviour in school and the details will be recorded in the behaviour file in the Head Teacher's office.

## **Roles and Responsibilities**

### **All adults in school:**

- Treat each child with empathy and direct them to the appropriate strategy to support their behaviour.
- Treats each child fairly and consistently and refer to the school rules
- Treat all children with respect and understanding, treating them all equally
- Work on the principle of “praise publically, remind privately”
- Inform the child’s class teacher of any issues with unacceptable behaviour.

### **The Class Teacher:**

- Communicate any concerns to parents and communicate with SLT and SENCO
- Discuss with the Head Teacher and SENCO the need to liaise with external agencies as necessary to support and guide the progress of each child.

### **Pupils:**

- Will use the Zones of Regulation to develop their emotional regulation.
- Will be involved in discussing the school rules
- Will support and encourage one another.

### **The Head Teacher**

- Has responsibility for the implementation of the school’s behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.
- Has responsibility to ensure the health, safety and welfare of all children in the school.
- Support the staff by implementing the policy, by setting standards of behaviour and by supporting staff in the implementation of the policy.
- Will keep a record of all reported serious incidents of misbehaviours and communicate with parents.
- May, in the case of very serious acts of unacceptable behaviour, need to consider exclusion.

### **Parents**

- Will be expected to work collaboratively with the school, so that children receive consistent messages about how to behave in school.
- Will be expected to support their child’s learning and to co-operated with the school. As set out in the Home School Agreement. The school tries to build a supportive dialogue between the home and the school and will inform parents immediately if there are concerns about a child’s welfare or behaviour.
- Will be asked to support the actions of the school if we have to use reasonable sanctions to ensure a child’s appropriate communication. If the parents have any concerns about the way that their child is treated, they should initially contact the class teacher. If the concern remains, they should

contact the Head Teacher. If the discussion fails to resolve the problem, a formal grievance or appeal process can be implemented.

### **Governors**

- Will support the head teacher in implementing this policy
- Will provide advice to the head teacher if asked, but the head teacher has the day-to-day authority to implement the school's behaviour policy.

### **Fixed Term and Permanent Exclusions**

Only the Head Teacher has the power to exclude a pupil from school. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

The head teacher will follow the Local Authority protocol for exclusions.

### **Monitoring**

The Head Teacher will monitor the effectiveness of this policy.

The head teacher/Senior Teacher records those incidents where a child has been sent to them due to inappropriate behaviour. These incidents will be reported anonymously to governors.