

1 YEAR



Ashton C of E Primary School

# Behaviour policy

Policy ratification date:

**18<sup>th</sup> October 2018**

Policy review deadline:

**October 2019**

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Mrs J Busari

Headteacher

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Mr S Harker

Chair of Governors

## Contents

Summary of changes.....	3
1. Introduction .....	4
<b>Purpose of this policy</b> .....	<b>4</b>
<b>School aims and ethos</b> .....	<b>4</b>
<b>Principles</b> .....	<b>5</b>
<b>Scope of this policy</b> .....	<b>5</b>
2. The laws and guidance behind this policy.....	5
3. Related policies.....	5
4. Our approach to behaviour .....	6
<b>The School Code</b> .....	<b>6</b>
<b>A positive atmosphere</b> .....	<b>6</b>
<b>Children with special educational needs or disabilities (SEND)</b> .....	<b>6</b>
<b>Bullying</b> .....	<b>7</b>
<b>Drugs, alcohol, media and weapons</b> .....	<b>7</b>
5. Encouragement and discouragement.....	7
<b>Reinforcing the good</b> .....	<b>7</b>
<b>Responding to inappropriate behaviour</b> .....	<b>7</b>
<b>The card system</b> .....	<b>8</b>
<b>The resolution</b> .....	<b>8</b>
6. Limits of authority .....	8
7. Feedback on this policy.....	9
8. Policy review.....	9
<b>Responsibility for ratification</b> .....	<b>9</b>
<b>Interval for ratification</b> .....	<b>9</b>

## Summary of changes

Page	Details of change	Revision
6	Code of Conduct changed to read "School Rules"  School Rules changed to be in line with current rules agreed by staff.	Jude
7	5.2 amended to include team points rather than stickers.	Jude
8	5.5 Warning System – new behavior system changed from "Card System" to "Warning System"	Jude
	5.7 – Inserted outside agencies as a support.	Jude
	Changed footer to read "October 2018"	Jude

# 1. Introduction

## Purpose of this policy

1.1 The reason for having this policy is:

- to document the philosophy and good practices which are already taking place at school;
- to remind everybody of the school's aims and ethos;
- to highlight the importance behaviour plays in realising these;
- to share the behaviour principles and the code of conduct which follows from them;
- to highlight the significance of the school environment, the importance of examples set by adults and the power of encouragement in nurturing good behaviour;
- to explain how good behaviour is rewarded and reinforced;
- to explain how inappropriate behaviour is discouraged while attempting to understand and support each child's needs as an individual;
- to make clear the limits of staff authority;
- to explain who parents can approach if they have concerns or questions about behaviour.

1.2 This policy is published on the school website ([www.ashtonceprimary.co.uk](http://www.ashtonceprimary.co.uk)). It is reviewed regularly to ensure compliance with up to date law. The policy is shared, in writing, with staff, parents and pupils at the beginning of each school year. The home---school agreement (signed by parents following their child's admission to the school) includes information on the standard of behaviour expected of all pupils.

## School aims and ethos

1.3 Our motto is "*each valued, each talented, each unique*". This means we aim to allow every child to develop as an individual, providing them with the opportunity to become confident and independent learners who are equipped for the challenges of secondary school and adult life.

1.4 As a Church of England school, we provide a caring Christian environment in which children feel safe and secure and in which children recognise and embrace respect for others and for themselves. For our school it is important that achievement, both in and out of school, is celebrated.

## Principles

- 1.5 The school aims and ethos cannot be realised without the good behaviour of children and adults alike, for which the school is well known. It is one of the school's best assets and we are rightly proud of it. The following principles all engender good behaviour and remind us what is most important:
- We are safe and happy.
  - We show respect for ourselves, for each other and for our environment.
  - We value honesty, trust and fairness.
  - We understand the effect of our actions on the people around us.
  - None of us should ever have to be bullied.
  - We show self-discipline and try to complete work which is asked of us.
  - We fulfil our learning potential, have rounded skills and are prepared for our futures.
  - We celebrate the achievement and success of everyone.

## Scope of this policy

- 1.6 The school behaviour policy applies to children in school and, in some circumstances, outside of school (e.g. bullying off school premises, witnessed by a member of staff or reported to the school). However, consequences for inappropriate behaviour can only take place when pupils are in school or on school visits. The behaviour policy can be enforced by all paid members of staff with responsibility for pupils, unless specified by the Head Teacher.

## 2. The laws and guidance behind this policy

- Behaviour and discipline in schools – Advice for headteachers and school staff' (February 2014) (DFE---00023---2014)

## 3. Related policies

- Acceptable use
- Anti-bullying
- Child protection and safeguarding
- E-safety
- Food in school

- Restrictive intervention and positive handling
- Sex and relationship education

## 4. Our approach to behaviour

### The School Code

- 4.1 At the beginning of every year, the staff and children come together in an assembly to review the code of conduct as a shared exercise.
- 4.2 The following 'School Rules' have been agreed:
- We follow instructions the first time they are given.
  - 🔊 We listen when someone is talking
  - We treat everyone with kindness and respect
  - We take care of all property
  - We always try our best.

### A positive atmosphere

- 4.3 Many things contribute to an atmosphere which enables and encourages good behaviour, including a clean and tidy school environment, familiar routines and a calm classroom setting. Staff know their children well and pay careful attention to class groupings, and work hard to match the planned work to children's individual needs and abilities. They are enthusiastic and use praise to promote good behaviour as well as good work.
- 4.4 The example set by staff and parents has a huge impact on the children. For this reason, the school expects exemplary behaviour of everybody on and around the school premises.

### Children with special educational needs or disabilities (SEND)

- 4.5 Where a child is known to have different needs (or this is suspected, in the absence of a diagnosis or Educational Health Care Plan), the school recognises that a different approach to behaviour may be appropriate, alongside educational support to allow that child to fulfil their academic potential. Parents are encouraged to talk to the school if they have such concerns about their children. Separate SEN and inclusion policies are available on the website and contain more detailed information.

## Bullying

- 4.6 Bullying is not an acceptable behaviour and children at Ashton are reminded of the fact regularly during assemblies and worship. Children, parents and carers must feel that they can speak openly to a member of staff if they have concerns about bullying. This is crucial to prevent bullying from becoming a problem at Ashton in future.

## Drugs, alcohol, media and weapons.

- 4.7 Drugs, alcohol and weapons and inappropriate media content are all considered completely unacceptable by the school.

# 5. Encouragement and discouragement

## Reinforcing the good

- 5.1 Good behaviour of children must always be recognised and encouraged. We believe that positive reinforcement is at the heart of an effective behaviour policy. On occasions when children behave inappropriately, the consequences must be age---appropriate, fair and applied consistently. Regular staff meetings ensure that all members of staff understand a common policy and respond to inappropriate behaviour consistently.
- 5.2 Encouragement of good behaviour could take the form of a smile and spoken praise to more formal recognition such as written comments or team points, or notes to parents in their child's diary. Children might also be granted special privileges or sought---after duties. Ashton also recognises children with a 'Star of the week' status which is published in the weekly newsletter.

## Responding to inappropriate behaviour

- 5.3 In most cases, discouragement of inappropriate behaviour is addressed at the time while it is fresh in the mind. Every opportunity is taken to encourage children to make the choice to change their behaviour themselves, something which can be challenging for children and for which they must be rewarded with praise. Instances of poor behaviour are recorded carefully and week---by---week. Information is shared with the governing body and/or its committees where appropriate. This monitoring helps to ensure that the school continues to follow its own behaviour policy.

- 5.4 Responses to continuing disruptive or inappropriate behaviour may include 'local' consequences (such as being told to move to a different area of the classroom, or being asked to apologise to somebody), or more formal consequences such as a loss of privileges (e.g. a shortened break time) or notification to the Headteacher.

### The warning system

- 5.5 Ashton has also adopted a three tier system to further improve consistency of response and understanding between staff, children and parents. This system has been explained to parents and children and must be explained at the beginning of each year. A warning for behaviour implies a verbal warning has been given to inform a child that their behavior is not acceptable. If their behavior continues then they go to a Level 1, Level 2, and then continue to a Level 3. These have assigned consequences. (Level 1 is 5 minutes, Level 2 is 10 minutes and Level 3 is 15 minutes) This is time missed from playtime, lunchtime or social time. The day is split into three chunks which enables the child to have a fresh start for each section of the day having spent their consequence. A parent will always be informed at the end of the day o by phone call if their child has been given a Level 3. In some instances, children will lose privileges such as clubs and visits if their behavior has not been acceptable.

### The resolution

- 5.6 Children's individual needs and circumstances must be taken into account. This is one of the things that makes Ashton special; the school is intimate and the staff know their children well. Ultimately, the response to inappropriate behaviour should come full circle and end as an experience from which the pupil understands the consequence and is positively motivated to change their future behaviour. Sometimes one-to-one support is needed to properly understanding and improve behaviour.
- 5.7 Where an ongoing behaviour issue becomes apparent, the school will seek to understand and support the underlying reason behind it cooperatively with parents and if necessary, outside agencies.

## 6. Limits of authority

- 6.1 The law ultimately dictates the ways in which staff can and cannot discipline children. It also sets out where and when this can take place.
- 6.2 Temporary confiscation of pupils' property is acceptable. Physical intervention is reserved for only extreme situations to prevent pupils committing an offence, injuring themselves or others, or damaging property. Staff members have received training to be able to do this safely for all concerned.

- 6.3 Corporal punishment is illegal in all circumstances.
- 6.4 School staff will consider whether continuing bad or disruptive behaviour is a sign of some other underlying problem, such as some sort of suffering the child is experiencing, unmet educational or other needs. If this is the case, the school may consider inviting other agencies to assess the child's behaviour.

## 7. Feedback on this policy

- 7.1 Any concerns or questions about behaviour or the behaviour policy itself are encouraged – please contact the relevant class teacher or Headteacher.
- 7.2 There is also a procedure for making complaints about behaviour. Please contact the school office for details.

## 8. Policy review

### Responsibility for ratification

- 8.1 The policy is approved by the Headteacher, but is shared with the Governing body.

### Interval for ratification

- 8.2 No statutory interval for ratification exists. The Headteacher currently elects to review this policy at least annually.