



Ashton Vale Primary School Behaviour Policy

'Teamwork: Together we achieve the extraordinary'

Policy statement

Ashton Vale Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy echoes our core values with an emphasis on respectful behaviour.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- We aim to have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To build a community which values kindness, calm, good humour and empathy for others.
- Our behaviour policy guides staff to teach independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To provide simple, practical procedures for staff and children that recognise and reward positive behaviour.
- To refuse to give learners attention and importance for poor conduct.
- To provide simple, practical procedures for staff and children that guide responses to unacceptable behaviour.

Creating the right climate within the school

All the children who attend Ashton Vale must feel wanted and that they, as individuals, have a part to play in the school. This can be realised in many ways, by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g. brothers, sisters, peers, teachers, parents/guardians, visitors and governors, depend on them to behave in a mature, well-mannered and respectful way. Children will see adults in school as models of outstanding behaviour. Creating the right atmosphere in school starts with good inter-personal relationships; parents, guardians, visitors, governors, teachers and children treat each other with a level of mutual respect. Children, parents and guardians should be greeted with a warm welcome each day, setting the right tone for the rest of the day's events. Good manners cost nothing and children, and grown-ups alike, will use them within the contexts of this school at all times.

School Rules

- Be **Ready** - to learn
- Be **Respectful** - treat others the way you'd like to be treated
- Be **Safe** - make safe choices for yourself and for others

Children's Responsibilities are:

- To follow the school rules
 1. Be **Ready** - to learn
 2. Be **Respectful** - treat others the way you'd like to be treated
 3. Be **Safe** - make safe choices for yourself and for others

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, inspiring and relevant curriculum.
- To recognise and reward positive behaviours.
- To create a safe and pleasant environment, physically and emotionally.
- To use the rules and sanctions in this policy clearly and consistently.
- To be an excellent role model.
- To form good relationships with parents and listen to their concerns, so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their needs.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To form good relationships with school staff, communicating respectfully, so that all children can see that the key adults in their lives share a common aim.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To be an excellent role model.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.

Recognition and rewards for effort: (examples)

1. Postcard note home
2. Hot-chocolate Friday
3. Stickers
4. Certificates
5. Raffles
6. Golden Time

Our Expectations for good behaviour for learning, community and life

At Ashton Vale staff and children are expected to:

Be Ready:

- We are ready, arriving on time, fully equipped and eager to learn.
- We work collaboratively, helping others in our class to achieve their best.
- We accept responsibility for the things we do.

Be Respectful:

- All staff, parents and children are respectful in their actions and the way in which they speak to each other.
- We do our best and allow others to do their best.
- We listen to others – everyone has something of value to say.
- We are kind and helpful – we treat others the way we would like to be treated.
- We respect other people, their possessions and school property.
- We respect our differences – all different, all equal.

Be Safe:

- All staff and children work as a team to create a safe place for everyone to learn.
- We line up quietly and walk around the school in a calm way.
- We play together safely – we are careful not to hurt others with our words or actions.
- We tell others when we see or hear our rules being broken.

Behaviour Management Rewards and Sanctions

Alongside positive reinforcement for appropriate behaviour, all teachers use a modified 'traffic light' system to help manage classroom behaviour. This is a whole school approach to general classroom behaviour management. Children start each day on 'Ready to Learn'. Depending on the behaviour observed, each child can move up or down the scale. There are agreed whole school rewards sanctions (see below) for when a child moves up or down the traffic light system. Every day is a fresh start for a child. If a child reaches red, they can only move up to 'Ready to Learn' as a result of consistently good behaviour. To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to reward good behaviour or address any negative behaviour:

Over and Above

e.g. consistently excellent behaviour / going 'over and above' in effort made with class work / helping in the classroom without being asked / persisting with challenges /

POSSIBLE ACTION:

- postcard note
- hot chocolate Friday
- name on recognition board
- awarded a raffle ticket
- reward stickers
- reward certificate

Good Behaviour for Learning

e.g. showing good behaviour for learning e.g. using ELLI animals well.

POSSIBLE ACTION:

- : positive praise from class teacher
- name on recognition board
- awarded a raffle ticket or similar
- reward stickers
- reward certificate

Ready to Learn

e.g. Ready to learn/focussed on task / working well with others / good speaking and listening / being kind to others / working hard and doing best

Think About it

e.g. Off task talking / out of seat/ noises / pushing / distracting others / calling out / not completing sufficient work etc.

POSSIBLE ACTION:

Minimal low key response managed by the class teacher:

- praise of other children
- eye contact (stern stare, raised eye brow)
- assertive body language (crossed arms, frowns etc.)
- name/pause technique
- reminder of School Rules
- a quiet word
- direct to seat
- quiet unobtrusive 'What should you be doing?' or 'Are you okay?'
- not allowing them to sit with friends
- have a lining up order for assemblies/playtimes

Make a Better Choice

e.g. Continued low level disruption, not completing a reasonable amount of work in a set time due to behaviour/ deliberate disruption e.g. trying to distract other pupils from their work, kicking a pupil under the table, etc. / lying / not coming into class in an orderly manner / disrespecting property / inappropriate language / unsafe behaviour in toilets or cloakroom etc.

POSSIBLE ACTION:

Response managed by class teacher:

- seat somewhere separate from class group
- set a time limit for improved behaviour
- reminder of expected behaviour
- encourage a return to 'ready to learn'
- loss of golden time
- move to end of row if in assembly, large class group
- up to 10 mins additional time in class at playtime to repay behaviour, e.g. practising good choices in behaviour, completing work, etc.
- sit in 'Time out' area in the classroom until they are ready to join back in
- take/send or get a sensible child to take to another class or outside head's office 10 mins 'Time out' with their work (if already timed out in class)
- record in behaviour book
- child to apologise
- possible informal conversation with parent/carer (at the discretion of the teacher)

Serious (SLT)

e.g. violence / damage to property / refusal / persistent rudeness / bullying / aggressive swearing with intent etc.

POSSIBLE ACTION:

Possible responses usually managed by Senior Manager

- miss playtime
- escorted to (or send for) AHT or HT
- letter home
- possible internal exclusion (to be decided by HT)
- possible playtime/lunchtime exclusion letter from HT
- possible SENDCo involvement
- record in school behaviour log book
- letter of apology
- meeting with parents (AHT/HT/Class teacher)
- Behaviour Support Plan

Very serious (SLT)

e.g. repeatedly leaving class without permission / behaviour is creating a health and safety risk/ running out of school / fighting and intentional physical harm to other children / verbal abuse to any staff / serious theft / persistent bullying.

POSSIBLE ACTION:

Taken to AHT/HT immediately

- meeting with parents
- internal exclusion at very least
- lunchtime/playtime exclusion
- possible fixed term exclusion
- possible withdrawal from next trip/event
- Behaviour Support Plan
- involvement of other agencies (Camhs, Waterside, Inclusion team etc)

Extremely Serious (SLT)

e.g. extreme danger or violence/ very serious challenge to authority – persistent and dangerous / physical abuse to any staff / possession of weapon or drugs

ACTION: Immediate involvement of AHT/HT

- Fixed term exclusion - possible permanent exclusion

Lunchtimes

Rewards

Dining hall stickers for various examples of good behaviour/manners. Lunchtime staff can make a recommendation to the teacher if they want good behaviour to be further recognised.

Possible Sanctions

Lunch time staff will not have a physical 'traffic light' chart. Staff can use the above system as a guideline and use the following possible sanctions:

- 'Time-out' on the wall
- 'reminders' see examples in 'Think About it' section above
- for continued poor choices see examples in 'Make a Better Choice' section
- withdrawal of playtime choices

Lunchtime staff may make an entry to the class behaviour log by making a note of the incident on a white sticky label and handing it to the teacher at the end of break to be stuck into the class behaviour log.

Please also see:

Anti Bullying Policy

Physical Restraint Policy

Child Protection Policy

PSHME Policy

Reviewed: February 2009, 2011, 2013, 2016

Revised: February 2018 to be reviewed February 2020