



Behaviour Policy

Principles

At Ashwood Park, we believe in a whole school approach to behaviour. This includes staff, pupils, parents and the wider community working in partnership, to develop our children into responsible citizens.

Aims

- To provide a caring and stimulating environment in which children thrive and feel safe.
- To promote positive behaviour, to allow creative and effective teaching and learning to take place.
- To support pupils from all communities to succeed.
- To promote race equality and tackle inequalities and discrimination.
- To provide a supportive structure through Framework for Intervention strategies for staff, pupils and parents.

Our Policy is based on respect, fairness and inclusion. To ensure success, it is applied consistently and accepted by all members of the school community.

Teaching and Learning

The development of positive pupil behaviour is achieved through:

- direct and indirect teaching in all subjects of the curriculum.
- regular use of praise and positive re-inforcement, when children are behaving well.
- personal, social, health and citizenship education, where pupils are taught social, emotional and behavioural skills.
- circle time, where attitudes and values are developed and explored.
- whole school ethos, the way staff and pupils address and treat each other and show mutual respect, both in lessons and around school.
- collective worship, where tolerance, respect and valuing others form many of the assembly themes.

Roles and Responsibilities.

Promoting positive behaviour is the responsibility of the whole school community and each part of the school community has specific roles:-

The Governing Body define and agree the principles underlying the school's behaviour policy.

The Headteacher is responsible for establishing an environment that encourages positive behaviour, discourages bullying and promotes race equality. With other

members of the Senior Leadership Team, the Head Teacher organises support for implementing the behaviour policy. The Head Teacher through the school newsletter, annually makes reference to the Behaviour Policy.

Staff (including support staff and volunteers as well as teachers) ensure the policy is consistently and fairly applied including to all groups and communities and that pupils are taught how to behave well. Staff also provide mutual support and model the high standards of behaviour expected from pupils

The Governing Body, Headteacher and Staff ensure that all aspects of the behaviour policy and its application promote equality for all pupils, by treating all groups equally and by monitoring of rewards and sanctions. They also recognise their duty to promote race equality.

Pupils have a duty to help shape and promote the school's code of conduct and support staff and other pupils in its implementation. Pupils are expected to report instances of bullying, racism and other misbehaviour to a member of staff. The School Council is consulted annually about the effectiveness of the Code of Conduct.

Parents and carers are expected to take responsibility for their child's behaviour inside and outside school, and work in partnership with the school to maintain high standards of behaviour. By signing the Home-School agreement at the end of each Key Stage, and familiarising themselves with the Policy parents acknowledge their support. Parents are requested to contribute to the Behaviour Policy during times of consultation.

Code of Conduct

The rules which form the code of conduct expected at Ashwood Park, whilst essentially the same for Key Stage1 and 2, are expressed in language appropriate to the age group.

The code of conduct applies throughout the school day including Break and Lunchtimes, as well as before and after school.

Unacceptable behaviour includes:-

- Disobedience to an instruction, including running off.
- Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property.
- Answering back, rudeness or aggression to adults or children.
- Stealing.
- Truancy.
- Racist comments and behaviour.
- Forming and joining gangs.
- Bullying.
- Bringing harmful substances or weapons onto the premises.
- Bringing drugs onto the premises or using them on the premises.(See also medicines policy)

To show respect for each other, to keep our school a safe and happy place and enjoy our learning, we agree to keep these rules.

<p>Key Stage 1 Rules.</p> <p>Be honest, kind and polite to others. Be sensible and stay safe. Keep our school clean and tidy. Follow adult instructions. Always do our best</p>	<p>Key Stage 2 Rules.(As KS1 also)</p> <p>Keep our hands, feet, objects and inappropriate comments to ourselves. Raise our hands if we wish to speak. Stop, look and listen when an adult speaks to us. Listen to and follow instructions given; ask if we don't understand.</p>
<p>Key Stage 1 Rewards</p> <p>Praise Teacher reward e.g. stickers. Reward from Phase Leader Weekly Lunchtime staff "pupil of the week" Praise award in assembly and in newsletter. An end of year treat</p>	<p>Key Stage 2 Rewards</p> <p>Praise Merit points. Praise assembly award and name in newsletter. Weekly Lunchtime staff "pupil of the week" Praise postcards sent home An end of year treat</p>
<p>Sanctions KS1</p> <p>Verbal warning. Removal from group or situation. Last out to play or last into dinner. Talk to parents. See Phase Leader. Miss Break/Lunch time. See Head teacher parents informed. Temporary or permanent exclusion.</p>	<p>Sanctions KS2</p> <p>Verbal warning Removal from group or situation. Go to see Phase Leader. (Behaviour incident is logged) Detention negotiated. Go to see Deputy/Head Teacher. (Parents contacted and asked to come into school) Temporary or permanent exclusion.</p>

Rewards

Rewards are far more effective than sanctions in motivating and encouraging positive behaviour and are actively taught and reinforced.

Sanctions

If children choose to break the rules, then sanctions are used to demonstrate that this is unacceptable behaviour. Effective sanctions are designed to promote positive behaviour, rather than punish pupils. They are most useful when seen as a deterrent. To be most effective they are applied at the time of the incident by the member of

staff concerned. Consistency is essential and reprimands are used sparingly and fairly.

Sanctions are more likely to promote positive behaviour if pupils see them as fair, Staff must :-

- Make it clear they are condemning the behaviour not the person.
- Avoid early escalation to severe sanctions, reserving them for more serious or persistent misbehaviour.
- Take account of individual circumstances.

Bullying

The school has a separate policy for bullying.

Serious misdemeanours or breaches of the Code of Conduct.

Where serious or persistent misbehaviour or breaches of the school's code of conduct occur the Head Teacher may exclude a pupil either for a short period (Fixed term exclusion) or permanently (Permanent exclusion).

The Local Authority procedures for exclusion are followed.

In cases of temporary or permanent exclusion, the Parents have the right of appeal to the Governing Body.

Support systems for pupils.

As well as regular teaching and learning about positive behaviour and the support from a well organised and caring school community, some pupils may need additional strategies to support their behaviour, at Ashwood these include:-

- Identification of pupils through the normal pastoral class teacher system and by behaviour monitoring, using Framework for Intervention criteria.
- Consultation with school Behaviour Co-ordinator (BeCo)
- Contact with parents in the early stages of a problem.
- Use of the school's existing procedures for pupils with Special Educational Needs.
- Referral for specialist advice from agencies linked to the school e.g. Education Psychology Service or G.P. referred support.
- Parent/ carer consultations.
- Use of Local Authority behaviour support services.

Support systems for staff

Staff deal with minor and occasional misbehaviour at the time and wherever it occurs in the school. However, staff need to be aware of the support systems for themselves and pupils where misbehaviour becomes more challenging.

At Ashwood we have adopted the Framework for Intervention system for identifying and dealing appropriately with issues relating to behaviour.

Staff seek advice from the Behaviour co-ordinator (BeCo) in the first instance. The BeCo gives advice regarding the environmental influences surrounding the behaviour, which may include an environmental check-list to identify the issues and jointly agree with the member of staff a short term plan to address it.

Pupils will be identified as level 1-3 using Framework for Intervention criteria and attract support as appropriate.

Level 1 (Whole class/Group intervention)

Behaviour difficulties greater than those expected as “normal”.

A behavioural environment plan (BEP) is used to support the pupil/group for 6 weeks.

Level 2 (Individual Pupil Intervention)

The pupil has an Individual Behaviour Plan (IBP), or an Individual Education Plan (IEP) if they are on the special needs register.

The emphasis is on positive responses to improve behaviour.

Parents and pupil are consulted, the plan runs for 6 weeks and is reviewed.

Level 3 (Outside Agencies)

Outside agencies are consulted including The Educational Psychology Service and other agencies as appropriate.

A more intensive individual plan is drawn up (IEP or IBP) and there may be provision for the child to be moved away from the normal environment.

Support systems for parents

We aim to work together with parents and communicate effectively to minimise emerging behaviour problems and seek parental support in their resolution.

In Key Stage 1 there are classes for parents in family learning, including managing children's behaviour.

The School Health Advisor is also available, usually fortnightly for drop in sessions and is a valuable source of advice for parenting and behaviour issues and is also able to indicate where other sources of support and advice can be obtained.

Monitoring and Evaluation.

Standards of behaviour are reported regularly to Governors. This includes incidents of racism and the number of exclusions, which are also reported to the Local Authority for monitoring purposes.

This policy needs to be read in conjunction with:-

- Anti-Bullying Policy
- Home/School Agreement
- Race Equality Policy
- Child Protection Policy
- Complaints Policy
- Medicines Policy