



Behaviour Policy

October 2017

Policy Rationale

All children at Ashwood Park Primary School have a right to learn in, and a responsibility to contribute towards, a safe, secure learning environment. An environment in which they have the confidence and security to take learning risks. A positive emphasis is placed upon good behaviour and children are encouraged to make the

correct choices. This policy has been updated in line with guidance from Department for Education, 'Behaviour and discipline in schools –September 2014'

This policy is linked with;

Online Safety Policy

Anti-Bullying Policy

Child Protection Policy

Aims of the policy

We aim to create a secure, happy and stimulating environment so that all of our pupils can learn and achieve through enjoyment and experience. We aim to enable our pupils to develop their full potential; socially, morally, emotionally, intellectually and physically.

Our aims are:

- o To implement a whole school policy which is supported and followed by the whole school community: children, staff, parents and Governors
- o To ensure that there is a clear system of rules, rewards and consequences which are known by children, staff, parents and Governors
- o To apply positive policies in order to create a nurturing atmosphere in which learning and teaching can take place in a safe and secure environment
- o To encourage good behaviour rather than simply punish negative or unwanted behaviours, by providing positive reinforcement for children of all ages and abilities
- o To treat problems when they occur in a consistent and appropriate manner in order to achieve improved behaviour
- o To develop in children a sense of self-discipline and an acceptance of responsibility for their actions
- o To develop in children a sense of tolerance towards each other, respecting and appreciating feelings, views and capabilities
- o To develop in children exemplary attitudes towards learning
- o Children at Ashwood Park will almost always display impeccable behaviour, both inside and outside of the classroom. Pupils are expected to show excellent conduct, manners and punctuality

We want our pupils to leave this school having developed confidence and respect for themselves, consideration and regard for others and pride in the wider community.

Responsibilities

Governing Body Responsibilities

Section 88(2) of the Education and Inspections Act 2006 (EIA 2006) requires a governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour
- notify the head teacher and give him or her related guidance *if* the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Senior Leadership Team Responsibilities

The Senior Leadership Team will ensure that;

Skilled and highly consistent behaviour and safety management by all staff makes a strong contribution to an exceptionally positive climate for learning.

There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.

All groups of pupils feel safe at school and at alternative provision placements at all times.

They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

Head teachers are legally required to ensure that the measures aim to:

- o promote good behaviour, self-discipline and respect
- o prevent all forms of bullying
- o ensure that pupils complete assigned work
- o regulate the conduct of pupils

The measures need to deal with preventing all forms of bullying, including bullying related to:

- o homophobic bullying
- o race, religion and culture
- o bullying of pupils with SEN or disabilities
- o sexist or sexual bullying
- o cyber bullying (an increasingly prevalent form of bullying)

Staff Responsibilities

All staff will ensure that they:

- o Understand and follow the school policy
- o Have high expectations and a consistent approach to behaviour and safety management in the classroom and around school
- o Encourage, promote and reinforce positive behaviour
- o Develop responsibility and self-discipline in children so they can make the right choices to avoid potential risk
- o Promote Emotional Intelligence throughout the school whereby children are listened to and encouraged to express how they are feeling.
- o Report to parents/carers in an open and honest professional manner

Child Responsibilities

All Children should:

- o Take responsibility for themselves, and their property
- o Show respect for each other, and each other's property
- o Show responsibility for self-discipline and show an awareness of what constitutes an unsafe situation
- o Know, understand and abide by school and class rules
- o Be courteous and polite to each other, to staff and to visitors

Parental Responsibilities – Home and School Agreement

As Parents/Carers we shall aim to:

- Take an active interest in supporting all aspects of our child's school life;
- Encourage our child to be a valuable member of the school community;
- See that our child attends school regularly, on time and is equipped appropriately for the day ahead;
- Share the school's high expectations by ensuring that our child wears school uniform, has an appropriate haircut and no jewellery;
- Respect the safety regulations invoked by the school;
- Support school in promoting and maintaining appropriate behaviour in and out of the school building;
- Support and oversee our child's homework commitments and ensure there are suitable opportunities for home learning;
- Support the school by taking an interest in our child's learning and educational activities;

- Attend meetings to discuss our child's progress and respond to regular feedback from the school.

Monitoring behaviour and safety

All staff are responsible for monitoring behaviour and safety at all times.

Staff will keep incident/behaviour logs of misbehaviour which can be requested to be viewed at any time by senior staff and parents. The incident/behaviour logs must only record factual information and not opinion.

Cooperative Class Expectations

These are the Kagan principles of cooperative learning:

1. Ask for and offer help
2. Listen carefully and praise my class mates
3. Share my ideas and work
4. Give my best effort
5. Be a good follower and a good leader

These will be displayed in every classroom and at appropriate points around school.

Ashwood Park Whole School Strategies

We promote Positive Relationships and Outstanding Behaviour

Around our school you will find:

- The School ethos displayed prominently in the hall, enabling everyone to understand the behaviours we value and expect at Peters Hill.
- All members of staff model Respect at all times.
- Adults praising children and acknowledging good behaviour.
- Assemblies, weekly celebrations of good work, positive behaviour, house points and merit awards.
- Lunchtime supervisor rewards eg good behaviour stickers and certificates
- Children being given responsibilities such as buddies, prefects etc.

In our classrooms;

- At Ashwood Park we recognise that quality first teaching has the most impact on children's behaviour.

Class teachers will ensure that each class creates and agrees a class charter based upon the UNICEF rights of the child.

- They will also be responsible for following the schools rewards and sanctions systems on a day to day basis with their class. It is essential that there are positive relationships established between adults and children, ensuring that effective teaching and learning can take place in a nurturing learning environment.

In our classrooms you will find:

- Class charters on display, a set of basic rules agreed between the teacher and class.
- Adults praising children and acknowledging good behaviour.

- Positive comments in workbooks.
- Individual teachers' sticker/award systems.
- Monitors and class responsibilities.
- Children visiting other staff members eg head/deputy for further praise.
- Behaviour charts, where children are rewarded for good behaviour.
- House points, children strive to win points for their team.
- Parents/carers invited into school to discuss any issues and share positive news.
- Circle times-adults listening to the views of children, time to discuss positive choices when faced with dilemmas.
- PSHE sessions which teach the skills needed to make the correct decisions regarding social responsibilities.

In our playground;

Playtimes enable our children to have fun, refuel and socialise with their peers in a relaxed environment.

Whilst learning behaviours may not be so apparent at these times, children still need to be making the correct choices and behaving in accordance with our Respect ethos. In our playground you will find:

- Playground rules on display.
- Play leaders modelling good playground behaviour.
- Adults praising children and acknowledging good behaviour.
- Adults on duty, ready to support children in making good choices.
- Children as role models through the buddy system.

Rewards

Children should be rewarded for positive behaviour and recognised regularly for doing the right thing. At Ashwood Park all children will be allocated [a house and awarded house points](#). These are collected weekly and [shared in assemblies](#). Children can climb up the behaviour chart and can earn Golden Tickets which are drawn in Friday's Praise assembly. In KS2 children will be recognised for [individual house point collections](#)

Year groups can also choose other ways to reward children appropriate to the age of the child. Rewards such as [stickers, notes home, star of the day/week and golden time](#). All teachers must ensure that the rewards are in line with practice across the year group.

All members of the senior leadership team are able to reward children with stickers. At lunchtime, positive behaviours will be rewarded with golden tickets

Sanctions

Ashwood Park has agreed standards of behaviour and safety with pupils and parents because we believe that excellent and thoughtful behaviour is essential for effective learning. We seek to prepare pupils to take their place in society. All adults aim to provide positive examples and attitudes. Pupils do not always conform to these agreed standards and a system of sanctions is therefore required.

There will be a range of consequences for those children who do not demonstrate the desired behaviours.

Consequences will allow the children to reflect upon the unsuitability of their behaviour, the impact on others, and to consider the desired behaviour which is expected at Ashwood Park Primary School.

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- o below the standard expected by the school
- o below the standard of that pupil
- o of a consistently poor standard

Avoid

- o punishing a whole group
- o being inconsistent
- o not following through with stated consequences
- o imposing excessive sanctions
- o aggressive shouting
- o put downs and sarcasm
- o ridicule or humiliation
- o causing intentional embarrassment
- o labelling the child instead of confronting their action and behaviour
- o using negative personal comments

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline

pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

SEN

All staff should be aware of rewards and sanctions imposed by Individual Behaviour Plans. The SENCO should be consulted by the class teacher at the earliest opportunity if the targets are no longer working for the child.

Minor disruptive behaviours

Minor disruptive behaviours might include:

- Calling out or answering back
- Walking around the classroom
- Not on task
- Name calling
- Distracting others who are trying to work
- Rough play at break, including pushing
- Swearing/offensive language
- Failing to follow instructions from an adult
- Inappropriate use of resources
- Damage to property
- Swinging on chairs
- Disregard for health and safety
- Inappropriate behaviour in toilets

A stimulating environment and a varied enriched curriculum, as well as good class management are proven antidotes to minor disruptive behaviour. Teachers' response to these events should take into account pupils' individual needs.

“Ashwood Park Primary School fully supports the availability of education

visits to all pupils and recognises that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs, such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included in the visit. Documented evidence, including the risk assessment, must be retained. Parents will be expected to collect their child should an incident of unacceptable behaviour occur on a school journey/visit.”

If sanctions are needed, this hierarchy should be followed through the course of the day, regardless of lesson change. This is to ensure disruption to pupil's learning is minimised.

1. Pupils are asked to stop the inappropriate behaviour.
2. Verbal warning that the pupil's name will be written on the board
3. Name written on the board – 5 minutes of playtime missed. If this happens after the last break, 5 minutes will have to be missed the next day
4. Remove the pupil to work alone, preferably at the back of the room, for the remainder of the lesson. Do not ask pupils to stand unsupervised in rooms or corridors at any time.
5. Whole of break time is missed and removed again to sit alone. Parents informed. Pupils are able to earn their place back on the table by improving their behaviour. Events entered on Integris by class teacher. During the missed break, the pupil (KS2) records what they have done and what they need to change in their behaviour and take this to their year group leader.
6. If a pupil reaches point 5, three times in a half term, a Steps to Success is introduced by the class teacher. This should run for a minimum of 3 weeks and be reviewed in weekly meetings with parents/carers. Teachers will use their professional judgement regarding the continuation of the Behaviour Chart.
7. At week 4 of the Behaviour Chart, intervention from the Phase Leader will take place, (class teacher will liaise with AHT)
8. If a Steps to Success plan is still needed after 5 weeks, the class teacher should consult with the SENCO and AHT to consider placing the pupil on an Individual Behaviour Plan.

NB if a pupil refuses to follow an instruction from a member of staff, eg at point 4, to change seats, move to point 6. Issue a Steps to Success and class teacher advises parent that this action is taken, due to refusal to follow instructions.

NB. Teachers can introduce an IBP at any point, if behaviour warrants such a move.

Individual Behaviour Plans- for children whose behaviour is a cause for concern

The class teacher, child, parents/carers and SENCO will work together to establish an individualised behaviour support plan. This will be devised to suit the needs of each individual child and may take the form of a behaviour report, a behaviour book or a personalised reward system to support the development of positive

behaviour. All individual plans will include behaviour targets for the child to work towards achieving as well as outlining rewards for good behaviour and sanctions should poor behaviour persist.

The effectiveness of the plan will be reviewed by the team after 3 weeks, at which point one of the following will occur, the plan has been effective and the child no longer needs it so they will return to the class approach. The plan has improved behaviour; however the required standard has not yet been consistently met, so the plan will continue. The plan has been ineffective and concerns about the child's behaviour remain.

Dinner time

Dinner times can be difficult for some children. At Peters Hill the pupils are taught to respect all adults, regardless of role within school.

Playground Rules

All children abide by the 4 simple, positive rules which apply at all times on the playground

- o I will treat adults with respect
- o I will treat other children with respect
- o I will play games safely and fairly
- o I will treat equipment with respect

In the event of the lunch time rules not being followed, possible incidents have been categorised, according to severity.

Staff to complete cohort log

- o Swearing / using offensive language
- o Answering back to the dinner staff
- o Deliberately ignoring a member of the dinner staff team
- o Not accepting responsibility for behaviour
- o Throwing food in the dinner hall
- o Name calling
- o Rough play
- o Falling out over games

Staff to inform a member of the SLT for the following:

- o Fighting
- o Hurting another child/'lashing out'
- o Repeated bullying behaviours
- o Racist language or offensive language
- o 3 cause for concerns issues

Major disruptive behaviours

All serious misdemeanours will be dealt with quickly and firmly. The following will not be tolerated at Ashwood Park:

- o All forms of bullying, including cyber bullying
- o Racism
- o Homophobia
- o Abusive language
- o Swearing

- o Theft
- o Extortion
- o Fighting and vandalism
- o Bringing into school any items that are prohibited
- o Hurting another child purposely

Class teachers will need to establish the facts of any serious misdemeanours before they are brought to SLT. A serious incident form should be completed by the class teacher or adult in charge of the children at the time of the incident. Parents should be informed and the event summarised on Integris.

Sanctions for serious incidents are not hierarchical; a member of SLT should be informed and a decision to inform the Headteacher will be made if appropriate.

Sanctions could include;

- A meeting with parents / carers, member of SLT and class teacher to discuss behaviour and future implications
- A reduced timetable
- Parents charged for damages in line with charging policy
- Internal exclusion
- Removal of privileges e.g. attendance at extra-curricular clubs or visits
- Loss of responsibilities, e.g. prefect position
- Fixed term exclusion
- Permanent exclusion
- Informing other agencies or services as appropriate, e.g. police

Recording incidents

At Ashwood Park staff will complete the cohort log / Integris by class teacher when:

- There has been SLT involvement
- Parental involvement was needed
- There was deliberate intent to harm or cause distress to another child
- There is a pattern emerging of misbehaviour with certain children/staff

Staff should only use the initials and year group/class of other children as a way of identifying others involved.

All others involved should be recorded and victims logged as a victim for monitoring purposes.

Prohibited items

The following items are prohibited items at Ashwood Park Primary School;

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any article that has been or is likely to be used to commit offence, cause personal injury or damage to property.

Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Teachers' powers

Teachers, and all paid staff, have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits

Teachers can also discipline pupils' for misbehaviour outside school

Teachers have a specific legal power to impose detention outside school hours

Teachers can confiscate pupils' property

Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect a pupil has a prohibited item.

To be lawful, the punishment (including detentions) must satisfy the following three conditions;

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
3. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in all circumstances.

Conduct of pupils outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section

89(5) of the Education and Inspections act 2006 gives Head teachers a specific statutory power to regulate

pupils' behaviour in these circumstances "to such an extent as is reasonable."

These situations may include any misbehaviour where the child is;

- o Taking part in any school-organised or school related activity
- o Travelling to or from school
- o Wearing the school uniform or
- o In some other way identifiable as a pupil at the school
- o Posing a threat to another pupil or member of the public
- o Adversely affecting the reputation of the school

Where misbehaviour and bullying occurs anywhere off school premises and is witnessed by a staff member or

reported to the school, the pupil's parents will be informed by a member of the senior leadership team.

Detention

Teachers have a legal power to put pupils under the age of 18 in detention.

At Ashwood Park ;

- o Teachers will not place children in detention after school.
- o Teachers may use detention during playtime/lunchtime as a sanction – however reasonable time should be allowed for the pupil to eat, drink and use the toilet
- o Teachers do not require parental consent for detentions but it is good practice to inform parents to encourage joint working
- o Staff will act reasonably when imposing a detention

Racist Incidents

All racist incidents will be recorded by the adult and must be reported to the Head teacher or in their absence, the deputy head teacher. Dudley authority protocol will be followed with all racist incidents. Staff are annually updated on current procedures related to racist incidents.

Fixed-term and permanent exclusions

Only the head teacher, or in their absence the deputy head teacher, have the power to exclude a child from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, parents must be informed immediately, giving reasons for the exclusion.

At the same time, the head teacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Work must be provided for the duration of the exclusion.

The head teacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.