



Ashlands Primary School Positive Behaviour Policy

"Where every child has the chance to shine"

This policy embodies our Ethos Statement – Safe Children at Ashlands

At Ashlands Primary School, we aim to:

- ensure consistency and fairness for all the school community
- encourage responsibility for one's actions and self-discipline
- inspire respect for other people and their property
- model social and collective responsibility
- provide a secure orderly and caring learning environment
- ensure understanding among the children regarding expectations
- demonstrate a positive environment and self-esteem
- To recognise the children who work hard to make positive changes and steps of progress
- To support children in developing a tool kit that will enable them to make positive choices in the wider society, have emotional wellbeing, resilience and show tolerance and understanding towards others

Our school rules: (with some definitions from our Year 6 children)

- **Be respectful.**
Be kind and appreciate people for who they are.
Treat people the same way you would like to be treated.
- **Speak and act with kindness**
Appreciate everybody in their own way.
Think before you speak. Be Kind.
- **Keep each other safe and secure**
Look after people.
Tell someone you trust if something is wrong.
- **Always do our best**
Be determined – don't give up.
Try in everything you do – everywhere.

Our goal is to have a behaviour policy that gives clear guidance on how we celebrate individuals and the school community. We want to create an ethos where nurturing and restorative approaches are in place and pre-empt and resolve behaviours that

may impact negatively upon an individual or the school community. We believe that if we have positive relationships with children, a positive learning environment, a high-quality curriculum and set high expectations where the boundaries are clear then there will be few behavioural incidents. This policy sets out approaches that will maintain good or better behaviour.

We understand that all behaviour is communication, in that it reflects feelings and therefore we must look behind the behaviour. This is difficult to achieve, requiring time, understanding, trust and honesty. As all our children are individuals, we must strive for equity and through that, we can achieve consistency.

Rewards:

We will always reward children for their positive choices and progress made. Rewards include stickers, our Over and Above awards, Recognition boards in classrooms, Drink and a Biscuit with the Headteacher on a Friday afternoon, Superhero board in Early Years, we will make positive comments on children's work. Housepoints across the school will provide a reward system that all children are involved in. An end of term house reward will provide motivation for all children.

A positive learning environment:

All adults will welcome children when they come in to the classroom and there is an orderly start to each lesson.

A range of systems are in place to encourage and recognise positive behaviour.

Consistent approaches are used by all adults to address unwanted behaviour.

If an adult says that something will happen then they mean it; this will always be proportionate and in line with the policy.

An adult will agree a positive outcome with a child and ensure that it is followed through with consistency.

The classroom is well organised so that all children can get along and it is easy for everyone to find the things they need.

We have clear routines for transitions and stopping the class.

All children have a job/responsibility within the classroom at some point in the year.

We expect all children to wear our school uniform at all times. Please see Appendix 2 for information.

We ensure that establishing positive working relationships underpins the classroom ethos.

We ensure that the needs of the individual are recognised and accounted for.

Positive relationships with children:

The adults in the classroom know each individual well.

A plan will be put in place for children who require additional support.

All staff understand pupils' special needs and differentiate accordingly.

Teachers plan which children sit together and the layout of the classroom.

Praise is given to the behaviours they want to see more of; including recognition of exemplary behaviour.

We recognise children who are working hard to make positive changes and steps of progress.

All staff and children consistently follow the behaviour policy.

In the playground:

All staff are vigilant and observe the children carefully.

Children know that our behaviour expectations continue throughout playtimes and lunchtimes.

The adults ensure that all parts of the playground can be seen.

The adults deal with all children's concerns. As the children move up through school, we help them to develop skills to resolve conflict with greater independence. We also facilitate play at lunchtimes which actively fosters cooperation, inclusion and the making of new friends.

Staff are consistent in the management of the playground and adhere to the routines that are in place. This supports the children in knowing the 'rules' whilst on the playground.

The school community understand that learning through play is a valuable resource and the Behaviour Policy applies throughout the school day.

Staff will follow a clear routine around supporting issues that arise during lunchtime.

All staff and children are clear about the process for resolution at those times.

Play leaders will support children with games and activities on the playground.

A high-quality curriculum:

Staff ensure that all resources are prepared in advance and that lessons are well planned. Learning is engaging and enjoyable.

All learning has an outcome that is appropriate to the children's needs.

Teachers plan for some unstructured time so that the children can follow their own lines of enquiry and interests.

Staff ensure that the learning environment reflects the learning in the classroom and celebrates improvement, achievement and personal progress.

Moving around school:

Walk on the left

House point for holding doors open and nice manners

Teachers to supervise when going down to dinner, assembly etc

Staff have the same expectation whether children are moving around as a class, or individually.

Teachers ensure that the children line up calmly in the playground before coming back in to school.

Teachers will always meet and greet children prior to them coming into school and see them out at the end of the day.

Working with parents:

We give feedback to parents and carers about their child's behaviour through Parents' and carers' Evenings and the annual school report, face-to-face conversations and electronic communication.

We welcome open dialogue with parents and carers. We appreciate parents allowing the school time to thoroughly investigate any serious incidents, having regard for confidentiality by not sharing concerns, information or opinions on social media platforms or publicly in other ways.

Consequences:

A 1,2,3 warning system is used consistently across school. If a child reaches stage 3, then they spend time out (when the time is right) of break to reflect and resolve, supervised by the class teacher. This may include time to complete the Reflect, Rethink, Resolve form and/ or time spent walking with a member of staff on duty. The restorative approach provides children with the opportunity to learn and develop their relationship skills.

On rare occasions, some behaviours are so disruptive that a child may benefit from being withdrawn from the situation. The purpose of this is to allow the child cooling off time and also to allow the class to be able to maintain focus on their learning. Teachers follow this sequence if separating the child from their class/ situation:

Move 1	Not productive, distracting others. Warning given, but behaviour continues.	Move to another part of the class. This is done quietly, calmly and privately with the child. Step alongside to support and ask, 'How can I help?' Use change of face where possible.	Adult: limited choice to be used, 'You can sit here or here.' Teaching from alongside: proximity Embedded naming Redirection into a positive engagement such as reminding them of when they did this or pointing out that they can contribute positively Use a responsibility role.
Move 2	Behaviour continues after Move 1. Not productive, distracting others.	Move to a quiet area outside the classroom or to a partner class within the phase. This is done quietly, calmly and privately with the child and the partner teacher.	

Behaviour concerns or incidents will be recorded by staff on CPOMs.

Communication with parents and carers:

If a child has been moved to a partner class or if they have behaved in such a way that it has necessitated them completing a Reflect, Rethink, Resolve sheet, Appendix 1. If an incident is serious their parents will be informed.

Adopted by Governing Body: 2016.

Review Interval: Annually from above date

Last Reviewed: Jan 2022

Next Review: Jan 2023

Appendix 1:

Reflect, Rethink, Resolve

This will help you think about what happened.

Name		Date	
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So...what happened? Who else was there/involved? When? Where?

Who else has been affected by what happened?

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What were you thinking/feeling at the time?

How are you feeling now about what happened?

									
Angry	Worried	Don't Care	Annoyed	Guilty	Confused	Ashamed	Glad	Sad	Sorry

How do you think they feel now about what happened?

									
Sad	Won't Care	Worried	Annoyed	Angry	Sorry	Confused	Hurt	Vengeful	Shocked

How can I turn this into an opportunity for learning?

STAFF COMMENT: (completed by the staff member after discussing the report)

On reading and discussing this 'Reflect, Rethink, Resolve', what does the young person appear to have learned from this experience.

Would any further work be advised? If so, what? When? Who?

(Please inform any relevant people. If unsure - seek guidance. Please scan and upload this form onto CPOMS)



School Uniform at Ashlands

It is our school policy that all children wear school uniform when attending school or when participating in school organised events. We ask all parents to support the school uniform policy and to ensure that their child has the correct uniform and that it is clean and in good repair.

Listed below is the list of Ashlands school uniform your child is expected to have. The only item the school requires to bear the school logo is the sweatshirt or cardigan. Other items of uniform are available with the logo but they may also be purchased from high street retailers without the logo e.g. plain white polo shirts.

We ask that all parents of children at Ashlands support the school uniform policy.

We believe that parents/carers have a duty to send their children to school correctly dressed and ready for their daily schoolwork. One of the responsibilities of parents and carers is to ensure that their child has the correct uniform and that it is clean, is in good repair and is named.

Finally, on health and safety grounds we do not allow children to wear jewellery in school with the exception of earring studs and small objects of religious significance. We ask the children to either remove these objects during PE or cover them with a plaster to prevent the risk of injury. For the safety of the children and to prevent the risk of injury shoes with a heel, platform soles and flip flops are not allowed due to the danger of tripping whilst running in the playground. For the same reason we would prefer children not to wear open-toed sandals but if this is not possible we ask that they wear socks.

All our suppliers supply logo and non-logo items of uniform. You may of course purchase non-logo items of uniform such as trousers, skirts, summer dresses, polo shirts etc from any high street retailer. These suppliers will supply other 'non-compulsory' uniform as well that you can purchase if you wish but this entirely optional. Prices may vary across suppliers.

Please ensure that all items of clothing are clearly named, thank you.

UNIFORM

White polo shirt

Green sweatshirt or cardigan & school logo

Grey trousers / skirt / pinafore / shorts

Grey / white socks / Grey tights

Formal black school shoes

Green check summer dress

Reception - Green envelope style book bag

From Year 1 children are allowed to bring a bag / rucksack to school. They can, of course, continue to use their green book bag if they prefer.

PE KIT

- White T-shirt (plain, round neck)
- Plain, dark coloured tracksuit/jogging bottoms, leggings or shorts appropriate for sport
- Plain, dark coloured jumper or hooded jumper appropriate for sport

Or

- Ashlands outdoor PE kit, which can be ordered from Pendle Sports - <https://ashlands-primary-school.footballkit.co.uk/>
 - Trainers
 - Year 6 children can wear their leavers hoodie
- Children in nursery do PE but do not need a PE kit

Wharfedale Uniforms: <http://wharfedaleuniforms.com/ashlands/>

Wharfedale Embroidery: <https://www.wharfembroidery.co.uk/index.php/29/>

My Clothing: <https://myclothing.com/ashlands-primary-school/6968.school>

Your School Uniform: www.yourschooluniform.com

Pendle Sports (outdoor PE kit) <https://ashlands-primary-school.footballkit.co.uk/>