



## Ashlands Primary School

A Moorlands Learning Trust Academy

### Behaviour Policy

*“Where every child has the right to shine”*

#### Intent

At Ashlands, we work hard to ensure that our children are safe and happy. Children learn best in a happy, secure and friendly environment. We aim to promote considerate behaviour in our school, where all children and adults share a mutual respect for each other’s views, beliefs and property. Polite, respectful, well-mannered behaviour is expected at all times - in classrooms, corridors, dining hall, playground and outside the school. We like to work in partnership with parents to encourage children to develop as fully as possible. We focus on our school vision of ‘Every Child Has the Right to Shine’ to secure our understanding of why we should behave well.

We want to help our pupils to

- Grow socially
- Grow personally
- Grow academically

We believe that although everyone is an individual and must develop his or her personality; being part of a group and working alongside others is just as important. Our children are always expected to do their best, to show care, consideration and understanding of others. We think children learn best when they are clear about what they are supposed to do and when they are consistently encouraged to do it.

#### Implementation

At Ashlands Primary School, we hope that when staff, pupils and parents’ value good social behaviour;

#### CHILDREN will

- ✓ learn what good learning behaviour means
- ✓ always be kind and fair with each other
- ✓ learn to care for and respect one another
- ✓ learn the value of friendship
- ✓ develop self - esteem and confidence
- ✓ do as well as possible in their school work

- ✓ take responsibility for their own actions

#### **ADULTS will**

- ✓ provide models of good behaviour within the classroom and playground situation
- ✓ meet the individual needs of all pupils
- ✓ work with parents for the benefit of their child
- ✓ encourage children to take responsibility in their work and play
- ✓ be able to teach effectively

#### **PARENTS will**

- ✓ feel confident that their child is growing socially, personally and academically in a happy, safe environment
- ✓ know that their child receives support when she / he needs it
- ✓ feel welcome in school to discuss their child's progress in a positive atmosphere
- ✓ ensure that they behave in an appropriate manner whilst on the school site.

#### **WHAT WE MEAN BY APPROPRIATE BEHAVIOUR**

OUR **SEVEN SCHOOL RULES** ENCOURAGE THIS BEHAVIOUR IN EVERY AREA OF SCHOOL LIFE

- ✓ *Always treat others as you would like to be treated*
- ✓ *Always tell an adult if you are feeling upset, hurt or unsafe*
- ✓ *Always look after our school and the property within it*
- ✓ *Always walk with care around our school*
- ✓ *Always let others get on with their work*
- ✓ *Always share school resources kindly*
- ✓ *Always respect each other's differences*

#### **HOW WE ENCOURAGE APPROPRIATE BEHAVIOUR**

We have agreed to:

- ✓ Demonstrate the behaviour we wish to see,
- ✓ Recognise and highlight good behaviour as it occurs through house points
- ✓ Ensure that all children are praised for behaving well
- ✓ Encourage children to be responsible for their own behaviour
- ✓ Encourage children to take responsibility for their own learning
- ✓ Inform parents about their child's good behaviour
- ✓ Reward individuals and groups of children for behaving well

#### **Communal Behaviours**

The behaviours expected from all children in whole school environments will be taught, modelled and practised at the start of each year and after every school holiday. Where appropriate children will be rewarded using the whole school reward scheme.

### **Entering School at break and lunchtimes**

- All teachers will be outside before the bell (or whistle) is sounded, ready to greet the children and take them inside.
- A bell (or whistle) is sounded as a signal to stop, stand still and be silent. On the sound of a second bell (or whistle), children walk to their class line, collecting any equipment or bags on the way.
- Classes line up in the playground with their teacher and walk in calmly. If the children do not act appropriately as a class then they are expected to go back and repeat the process again.

### **Movement around School**

- Children walk on the left of the corridor.
- All staff and children are expected to hold doors open for others. Everyone should say thank you to someone holding a door open for them.
- Staff are present in and around the corridors and cloakrooms at transition times. They are encouraged to praise children acting responsibly, e.g. "Thank you for walking on the left. You are showing the rest of the school a really good example."
- Children walk silently in a class line to and from the hall, or any other area of the school (including for a fire drill), led by an adult.

### **Assembly**

- All children sit on the floor for assemblies in class lines as instructed - unless for medical, or other agreed, reasons. Year 6 children are allowed to sit on the benches unless they are not following the behaviour policy
- Children and staff are expected to listen attentively and participate appropriately in all assembly activities (e.g. singing).
- Children remain seated and silent until their line is dismissed from the assembly hall. They are led in silence back to their classroom.
- Inappropriate speaking during assemblies is not accepted from staff or children. Children are given one direction (or reminder) before a note of their name is taken. Children are then moved down a step on the ladder when they return to class.
- Staff give non-verbal direction to pupils where possible. If verbal instructions are needed, they are undertaken quietly.
- All staff are responsible for the behaviour of every child, even if they do not work directly with the child's class. Children with individual behaviours are wherever possible, dealt with by an adult who knows the child well. Expectations are the same for all children but some may need additional arrangements or provision (as per their IEP or EHCP). All staff are aware of children with individual behaviour plans and are expected to follow this plan when becoming involved with the child in order not to exacerbate a situation.
- Staff present in an assembly should always model expected behaviours.

## Toilets and Other Reasons for Being Out of Class

- Children are always expected to ask for adult permission to go to the toilet. Trips are encouraged to take place at break times rather than learning times (especially in KS2).

## In the Playground and Dining Hall

- All staff on duty model good playground and dining hall behaviours.
- In the playground, staff are trained and positioned to encourage and establish positive play and to maximise safety.

## Learning Behaviours

Ashlands children understand what it means to be an Ashland's Learner. We have simplified this text for our younger students and added actions to support their understanding. These were written collectively and have been shared in assemblies





A ttentive Listeners=	BE A GOOD LISTENER
S uccessful Teamplayers=	WORK TOGETHER
H igh Expectations=	NEVER SETTLE FOR LESS THAN YOUR BEST
L ifelong learners=	KEEP LEARNING
A ctive Participators=	GET INVOLVED
N atural Communicators=	SHARE YOUR IDEAS
D etermined Attitudes=	TRY YOUR BEST
S harply focused=	LOOK, LISTEN, LEARN

Children engage in an assembly at the start of each year to remind them of these traits and ensure they strive to adhere to them. This supports us to create a culture that promotes Good Learning Behaviour.

## Rewards

Rewards used at Ashlands Primary School are the receipt of house points, as well as: praise from the member of staff who gave it. Rewards are a powerful tool in promoting positive behaviour. Certificates may be given for good behaviour during achievement assemblies each Friday. Children receive an 'ASHLANDS ALWAYS' STAR for demonstrating these behaviours regularly in and around school. These stars are not solely for behaviour and can be received for a variety of reasons. Judgements on behaviour will form part of communications with parents both formally and informally.

All adults and pupils are allocated to one of the following houses:

-  Red~ Ghyll
-  Purple~ Moor
-  Blue~ Tarn
-  Green~ Dale

House points will be given for a variety of positive reasons

- ✓ During lessons for improved learning behaviours
- ✓ During learning for demonstrating good progress

- ✓ Challenging themselves during lessons
- ✓ Producing improved work
- ✓ Completing additional homework
- ✓ Good behaviour in and around school
- ✓ Good sportsmanship
- ✓ Recognised for polite behaviour

House Captains are elected from pupils in Year 6.

Small rewards will be awarded at the end of each half term for the winning team. For the school year, the winning House will be rewarded with an event at the end of the year.

Restorative practice is used throughout school to promote positive behaviour and ensure a consistent approach to dealing with acceptable and unacceptable behaviour.

It is important that

- ✓ Positive behaviour is acknowledged at every opportunity.
- ✓ We identify the role of staff, governors and, where appropriate, outside agencies in promoting positive behaviour.
- ✓ We identify, within this policy and 'Home School Child Agreement', the role of parents and carers.
- ✓ We follow legal and procedural guidelines.
- ✓ We empower all children to have ownership of their behaviour.

## **IMPACT**

For us, good behaviour means that everyone in school is:

- ✓ kind, careful and tolerant
- ✓ caring and considerate
- ✓ polite, respectful and friendly
- ✓ helpful to each other
- ✓ hard working

### **Staff will:**

- ✓ Be a good role model for promoting positive attitudes and behaviour;
- ✓ Develop the self-esteem of each child by giving verbal praise and positive reward;
- ✓ Treat all individuals fairly and with respect;
- ✓ Refer to the school values and principles of restorative practice to promote positive behaviour. Apply agreed sanctions clearly and consistently;
- ✓ Teach appropriate behaviours;
- ✓ Display values and rules in their classrooms as agreed by the class;
- ✓ Establish and maintain good relationships with parents and carers, to promote a common approach to behaviour;
- ✓ Respond to parental concerns as soon as possible.

### **Parents will:**

- ✓ Develop a good relationship with all those involved with the school;
- ✓ Support their child to uphold the school values;
- ✓ Support the school in the implementation of the behaviour policy.

### **Governors will:**

- ✓ Form good relationships with staff, children and parents to support and oversee the implementation of this policy.

### **Consequences of ALL unacceptable behaviour:**

Each Action is linked to an appropriate reaction (a consequence)

#### **Stage 1**

Behaviour

- Calling out or being disruptive
- Ignoring instructions
- Interrupting the teacher or other children when talking
- Any behaviour which disrupts the learning of yourself and/or others

#### **What will happen...?**

- Teacher will use a non-verbal warning (eye contact/frown etc)
- Verbal reminder (3 chances)\*
- Change of seating (within the classroom)
- Request verbal apology
- Discussion with an adult
- If these behaviours keep happening, move to Stage 2

## **Stage 2**

### Behaviour

- Anything in Stage 1 which happens more than once in a short time
- Refusal to co-operate in lesson or with an adult in school at any time

### **What will happen..?**

- (See Stage 1)
- Removal of a privilege eg: playtime \*
- Withdrawal from an activity to reflect (outside of own classroom)
- Completion of work not finished in lesson in own time
- If these behaviours keep happening, move to Stage 3

## **Stage3**

### Behaviour

- Regular stage 2 behaviours
- Continual refusal to co-operate with an adult/s in school
- Deliberate dishonesty to an adult

### **What will happen...?**

- ✓ (See Stage 1 and 2)
- ✓ Time out (in another class) to reflect and complete work
- ✓ Adult to ask key stage leader to speak with the child (complete a Reflect, rethink, resolve form)
- ✓ A letter of apology
- ✓ A call to parents
- ✓ Stage 3 behaviours are recorded on Cpoms
- ✓ If these behaviours keep happening, move to Stage 4

## **Stage 4**

### Behaviour

- Abusive language, including swearing
- Daily and regular refusal to cooperate
- Assault including, but not limited to, hitting, kicking, pushing, fighting, spitting at, throwing, hurting (or trying to hurt) another person on purpose
- Vandalism
- Racism
- Bullying (SMT will make this decision based on cpoms incidences)
- Child accessing their mobile phone without permission
- Theft

Where unacceptable behaviour is at stage 4, inform the Headteacher (consider the progress from the Reflect form)

What will happen..?

- Headteacher (SMT in absence of the headteacher) will make a decision on how to deal with a stage 4 behaviour.
- This will be decided on case by case and will always be shared with the child's family or carers.
- The family will always be called and either invited in to discuss the behaviour or the child may need to go home

## **Suspension/Exclusion**

***Lead: Headteacher (only)***

The school will only suspend/exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in this policy have failed to be successful. Further details can be found in our school's Suspension and Permanent Exclusion Policy.

The following examples of behaviour may underline the school's decision to exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
- Any incidents which breach the law
- Persistent and severe bullying
- Verbal and physical abuse
- Constant disruption
- A single, serious and major incident, e.g. serious assault on another individual leading to injury

## **Additional Information**

\*Some children will benefit from a visual representation of the concern, this may be a tally on their table or on a white board and can then be used as an opportunity for improvement and removed once dealt with.

Each day should be a new day for all children (unless there is an individual concern)

For some of our younger children each lesson should be a new start (this can be at the discretion of the class teacher)

## **SEN**

There may be children who require separate support for behaviour and their consequences may be slightly different, this should be written into their own individual SEN passports so that the approach to their behaviours is consistent across the school.

## **Recording**

All stage 3 behaviours and above should be recorded on CPoms.

We believe that every child has the right to learn in a supportive, caring and safe environment without the fear of being bullied. The school emphasises the importance and promotion of caring attitudes, and it is made clear that bullying is unacceptable. It is wrong and will not be tolerated.



## **Specific behaviour issues:**

### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the safeguarding principles set out in Keeping children safe in education (KCSIE), specifically Part 5 and dealt with by the Designated Safeguarding Lead.

Sexual violence and harassment; and all inappropriate language and behaviour between pupils are never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned.

School will take steps to reassure all victims that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, the DSL will lead on these matters and make referrals into support services as appropriate.

## **Approval / Review:**

The number of bullying incidents will be reported to Governors termly to the Full Governing Board via the HT report.

Approval Level: Full Governing Body

Approved: April 2024

Review period: Annually.

Next Review: April 2025

## Reflect, Rethink, Resolve

This will help you think about what happened.

<b>Name</b>		<b>Date</b>	
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
**So...what happened?** Who else was there/involved? When? Where?

**Who else has been affected by what happened?**

.....

**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