

ASHBURY MEADOW PRIMARY SCHOOL



BEHAVIOUR POLICY

Reviewed 13th November 2014

Introduction

At Ashbury Meadow Primary School we aim to help the children to become thoughtful and responsible members of society, caring for each other in school as we hope they will in later life.

We want to ensure that effective teaching and learning can take place, to enable each child to achieve his or her full potential.

We recognise, praise and reward good behaviour, and deal firmly, fairly and consistently with unacceptable behaviour.

Children are constantly making choices about their behaviour and we aim to teach self discipline and encourage them to make the right choices.

The school accepts that it plays a major role in promoting good behaviour but it does not expect to work unaided in its attempts to maintain and improve standards. Our policy, which is published in writing to all parents/carers and children at the beginning of each school year, is based on the notion of a 'contract' between the main partners, i.e. parents, children, teachers and governors, who will work together and support one another in their attempts to develop the qualities of responsibility and self discipline which society expects. The Home School Agreement helps to clarify roles and responsibilities. It is sent home for signing during the first few weeks of the year and when children start school. If not returned parents are asked to sign at parents' evening.

This policy applies in school and also when children are taking part in any school-organised or school related activity.

We follow a positive approach which is a way of enhancing children's behaviour by rewarding good behaviour. It has been found that this is much more effective than merely punishing bad behaviour. Teachers use lots of praise and positive reinforcement when children behave well. This doesn't just mean exceptionally good behaviour, but also ordinary good behaviour which is often taken for granted.

We have a set of six positive school values. There is a reward system which involves both individual and team rewards. There are also sanctions. They are applied consistently and need to be used when children do not behave as they should. The most important aspect of a positive approach is to 'catch children being good'.

The involvement of children and parents is important. Children are involved in discussing the rules and in choosing the rewards. Parents are involved by attending Friday assembly, teachers talking to them, through home/school books, children coming home with stickers and letters being sent home so that parents/carers can add their praise to that of the teacher. On occasion it may also be necessary to contact parents if a child persistently breaks the rules or there is a serious incident.

Teachers remind the children about school rules and class routines, and the rewards and sanctions that will be used at the start of each year and as appropriate in between. It is important that children know what is expected and understand the rules and routines in school, and are clear about, and accept, that everyone has rights and responsibilities, rules and routines.

Expectations

Children should behave sensibly, with care and safety. They should be polite, use acceptable language inside and outside the school environment and arrive at school punctually and leave promptly.

In school all the children are taught to make sensible choices about their behaviour to:

- a) Be well mannered, polite and honest, respecting others and their property.
- b) Work quietly and co-operate with other children and the teacher.
- c) Listen to all people.
- d) Take care of our school, equipment and displays.
- e) Move quietly and sensibly in an orderly manner around school.
- f) Be able to eat and socialise in a pleasant manner.
- g) Be responsible for their own possessions which should be named and to have the necessary equipment ready for their lesson.
- h) Ensure that pupils complete work given in the expected time.

The most important rule for all of us in school is that everyone should act with courtesy and consideration to others at all times. Listen, learn, respect, achieve.

The Benefits of Good Behaviour

CHILDREN

Children will benefit by:

- a) feeling happy and safe in an environment where no-one feels threatened
- b) receiving a better education as the teacher can spend more time teaching and less time dealing with unwanted behaviour
- c) being able to develop an independent, responsible way of behaving and working
- d) being encouraged to see somebody else's point of view
- e) learning the value of friendship
- f) taking pride in the building, grounds and ethos they have helped to create
- g) promoting a good reputation for our school
- h) giving a positive welcome to visitors

TEACHERS

For teachers, good behaviour means that they can:

- a) teach more effectively enabling them to meet the needs of all pupils
- b) make positive contacts with parents
- c) work in a happy, calm, positive and safe environment
- d) provide better opportunities for the children to achieve
- e) help the children to give polite, social responses to others

PARENTS

Parents feel confident that their children:

- a) are treated fairly and with respect
- b) are growing personally, socially and academically
- c) will receive guidance and support
- d) will have positive attitudes, confidence and be motivated to work hard and try their best
- e) will help create a more caring society

How we promote good behaviour

We aim to promote good behaviour in every area of school life by teaching children to make sensible choices about their behaviour. This is done within a framework of rights, responsibilities, rules and routines. Children must understand that they are making choices about their behaviour and that these choices inevitably lead to consequences which are consistently and fairly applied. Positive choices lead to supportive consequences such as rewards and negative choices lead to corrective consequences such as sanctions.

Rights

There are four basic rights:

- Children have a right to learn
- Teachers have a right to teach
- Everybody has a right to safety (physical and psychological)
- Everybody has a right to dignity and respect

Responsibilities

Rights and responsibilities go together. Children are responsible for the choices they make about their behaviour. Adults are responsible for teaching children, ensuring they are safe and that appropriate consequences happen consistently and fairly.

School Values

There are six values in school:

1. Be kind and friendly - no swearing, name-calling or put-downs.
2. Keep hands, feet and objects to yourself.
3. Follow an instruction given by an adult first time.
4. Walk around school quietly
5. Take care of yourself, each other and our school.
6. Think before you speak, think before you act.

We emphasise the rules in turn - one each week. The rules will be put in simple language for the Foundation Stage.

Routines

These are essential for the smooth running of school. Teachers need to be very clear about the routines in their own classroom and ensure that the children also understand them fully. Routines should be as precise as possible so that the children find them easy to follow. It is important that regular discussion occurs between all members of staff to review and agree school routines so that all adults in school are clear and consistent about expected behaviour.

Children making choices

Children need to understand that they are constantly making choices about their behaviour and these choices lead to rewards and sanctions which are consistently and fairly applied. We can teach children to make sensible choices by using the language of choice. This results in a reduction in conflict and teaches genuine responsibility. Reminders about choices are not sufficient on their own and need to be backed up by supportive and corrective consequences as appropriate. An appropriate choice about behaviour should lead to a supportive consequence and an inappropriate choice to a corrective consequence. These consequences need to be inevitable. Inevitability is far more important than severity.

Confiscation of Inappropriate Items and Screening and Searching Pupils

Pupils should usually only bring school related objects to school. These include items linked to their learning, trophies, certificates or special items that they wish to share with their class. All such items should be named, or in a named bag or similar. Items of stationery - pens, pencils etc (named please) may be brought into school so long as their presence or use does not disrupt the children's learning. Toys, and items of value, should be left at home as they cause arguments and if damaged or lost, they cause upset. Children are not permitted to have sweets, chocolate, chewing gum, fizzy drinks or glass bottles in school. Parents should discuss any medication required with the class teacher. If pupils have banned or prohibited (weapons, illegal or stolen) items, then these will be confiscated by staff for appropriate disposal, return to the owner or collection after school. In some cases parents/carers may be asked to collect a confiscated item.

If a member of staff suspects a pupil has a banned item in their possession they can ask the pupil to turn out their pockets, look in their bag, tray etc. If permission is refused then sanctions will apply as described in this policy. If there are reasonable grounds for suspecting a pupil is in possession of a prohibited item, then a member of staff may undertake a search without permission. This will be done in the presence of the pupil and another member of staff.

Changing Inappropriate Behaviour

As a staff we have discussed and agreed upon procedures to help change unacceptable behaviour through:

- Regular staff discussions about school organisation and its effect on behaviour
- Continuous promotion of 'Good Behaviour'
- Review of the continuing appropriateness of any school values
- Constant reminders to children about making correct choices
- Through restorative justice carried out by our pastoral support team

It is important that staff:

- Explain and demonstrate the standards of behaviour we expect to see.
- Ensure that **all** children are praised for behaving well.
- Recognise and highlight good behaviour as it occurs.
- Greet by first name and welcome them with a friendly smile.
- Encourage children to be responsible for their own behaviour.
- Listen to and be part of their conversation.
- Show a caring interest over their recent or current difficulties/achievements.
- Entrust to the children responsibility for others and the school environment.
- Reward their efforts both academic and social through positive comment or tangible reward.
- Encourage children to praise and support each other.
- At every opportunity inform parents about their children's good behaviour.

Prefects

Year 6 pupils are made prefects and have particular responsibilities around school, such as selling fruit at playtime, helping in assembly, counting up team points for their team, collecting recycled paper etc. Prefects are expected to have good behaviour and lead by example. If a Year 6 pupil has serious misbehaviour or repeated red cards, then they will lose their prefect status. They have the opportunity to earn it back through a change in their behaviour. Parents are kept informed.

Rewards and Sanctions

Rewards and sanctions are used to back up other strategies for changing inappropriate behaviour.

Each class operates a behaviour zone table which both acts as a reward and sanction. Pupils all start the day in the green zone. Good behaviour is rewarded by moving pupils up towards the gold zone, poor behaviour is sanctioned by moving pupils down towards the red zone. Pupils who have been sanctioned always have the chance to turn their behaviour around and move back up towards the gold zone.

Rewards

Team points

- These are given out for good work and behaviour. Usually 1 or 2 should be given, 3 for very special situations. A system of recording individual children's team points is used in each class. Each week team point totals are collected by the team captains and announced in Friday's assembly. The winning team each term, along with the children with 100% attendance for that term, have a reward.

Attendance

- An attendance cup and a punctuality cup are awarded to the class with the best attendance and punctuality respectively each week.
- Children who achieve 100% attendance in a half term will be awarded a certificate. Those who achieve 100% at the end of a term also have a reward. At the end of the year children who achieve 100% attendance will receive a gift voucher. From time to time additional activities or rewards are used as good attendance incentives.

Celebration Assembly

Each week children in each class are chosen for Star of the Week certificates to highlight their good work, extra effort, kindness, politeness etc.

Dinner time

Lunchtime organisers reward good behaviour at dinner time by choosing 1 child per class to have dinner on Friday on the VIP table with a different table cloth and special plates and bowls etc. The children also go in a few minutes early to dinner. These children choose a friend to have dinner with them and return to the hall after Friday assembly to see the cook and choose what they will have for their dinner.

Lunchtime time organisers also give out raffle tickets to pupils they see behaving well. These tickets go into a termly raffle and pupils have a chance to win a prize.

Head teacher award stickers will be given daily to children who reach gold on the class behaviour chart and their names will be written in the golden book.

At the end of each day, pupils who have got to the gold zone go to the head teacher's office and write their name in the golden book and receive a head teacher's award sticker.

Sanctions

1. Verbal warnings - (2) will be given then a pupil will be moved to the yellow zone. Emphasis should be given to the language of choice. Eg. ----- I have already given you a warning for that. If you continue to choose to behave like that you will be choosing to be moved to the yellow zone. . Children can choose to have time out to calm down. If the behaviour continues, then they are moved into the red zone, given a red card, go to their partner class until the end of the session, or the next one if nearly at the end, and miss 5 minutes golden time. If the child disrupts the next class or refuses to go, then they are sent to the deputy head or head session there. If they are then further disruptive parents/carers are contacted.

Sessions are:

before play (including playtime if after 10am) - after play (including lunch if after 12.00 for KS2) - 1st part of afternoon - rest of afternoon (infants split is before and after play)

- A new session is a new start in terms of warnings.
- Red cards must be used for behaviour not work related issues.
- Red cards need to be recorded by the class teacher/teaching assistant in the class red card book with date, session, name, and activity. Abbreviation codes can be used.
- Children fill in a reflection sheet during golden time if they have had a red card. The teacher notes when the incident happens. Completed sheets are returned to the class teacher to file.
- Staff in the partner class do not comment or discuss with child why they have been sent to them.
- Staff should ignore secondary behaviour so that things don't escalate.
- Children who are sent out with a red card must have easy work to do in their own red card book.
- A bank of **easy**, reinforcement work that does not require any teaching, should be ready for children to do if out of class.
- On return, teachers must hold a debrief with the child and establish a new start.
- If a child is sent to head or deputy a slip must be sent with them to explain briefly what has happened.
- Red cards should be noted in the red card record book. If a child is getting red cards more than 3 times a week for 2 weeks then the class teacher should contact parents/carers. If things don't improve then class teachers should involve the Team Leader, Deputy Head, Head and SENCO as appropriate. If particular children are getting red cards regularly then a different approach is needed.

On some occasions, it may be appropriate to use the sanction of a detention, of between 5 and 15 minutes, at playtime or dinnertime.

A serious offence such as fighting, any other violence, swearing, homophobic bullying, racism or insolence, goes straight to a red card. If children are fighting, physically violent to another person or verbally abusive to an adult then they will be internally excluded for half a day. They will work and have their dinner separately from the other children. A record is kept of these internal exclusions and a letter is sent home to inform parents/carers.

We aim to work with children and their parents/carers to help children to behave well. However, consideration has to be given to the safety and best interests of all children and in the case of a serious incident or persistent unacceptable behaviour it may be necessary to exclude a child for a fixed period or permanently. Parents/carers and the LA (Local Authority) will be informed if this happens. Any verbal messages will be confirmed in writing in accordance with LA policy and procedures. Only the Headteacher, or in her absence the Deputy Headteacher, may exclude a pupil. Following a fixed period exclusion, a meeting with parents/carers and the pupil will be held before the pupil returns to school. In some circumstances, it may be necessary to arrange a gradual reintegration into the class or school to help the pupil to readjust their behaviour.

Additional Rewards Used to Promote Good Behaviour

1. Praise for good behaviour in front of group/class, or depending on the individual or situation, praise on a personal one to one basis.
2. Good behaviour stickers, sticker booklets, stamps. 'Good Work' stickers or positive comments written in the pupils' books.
3. Work taken by the child concerned to another teacher, the Deputy Head or Headteacher.

4. Specific children may need individual reward systems to help them to focus on changing specific undesirable behaviour. These strategies should be used for a limited time frame to have most effect.

- Repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- School based community service or imposition of a task - such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- In more extreme cases schools may use temporary or permanent exclusion.

Additional Strategies Used for Changing Inappropriate Behaviour

- Discussing behaviour with the child.
- A verbal apology.
- A written apology.
- Contacting parents to discuss strategies to help child improve behaviour.
- Giving effective visual / verbal reprimands and reminders of appropriate behaviour.
- Distracting the child by giving him/her a quiet activity to do alone.
- Withdrawal of a privilege.
- Missing part / all of outside playtime.
- Discussing problem with child.
- Class discussion / circle time
- Report to other members of staff, Deputy Headteacher or Headteacher. All teachers are expected to act and be responsible collectively.
- Individual behaviour programme or Home/School diary.
- Negotiating a 'Contract' between child, school and parents. This may be done with involvement of the Local Authority to draw up an Acceptable Behaviour Contract (ABC).
- Restorative justice (see appendix)
- Ashbury Buds - break and lunchtime (see appendix)
- Repeating unsatisfactory work until it meets the required standard
- The setting of written task punishments such as writing lines
- School based community service or imposition of a task - such as picking up litter in the school grounds or tidying the classroom
- In more extreme cases schools may use temporary or permanent exclusion

Staff should avoid the following:

- humiliating it breeds resentment
- shouting it diminishes the person who shouts
- overreacting the problems will grow
- blanket punishments the innocent will resent them
- over-punishment never punish what cannot be proved
- sarcasm it is damaging
- promising sanctions but then not carrying them out

And do all they can to:

- use humour it builds bridges
- keep calm it reduces tensions
- listen it earns respect
- be consistent pupils value fairness and clear boundaries
- be positive and build relationships
- know your pupils as individuals

Remember: condemn the behaviour not the child

Support is available from the leadership or pastoral support team should any member of staff need it.

Special Educational Needs

If a child has persistent behaviour difficulties that are not responding to the use of rewards and sanctions then the class teacher should seek advice from the SENCO (special Educational Needs Co-ordinator) in accordance with the Equality Act 2010. It may be that the behaviour is a result of an unmet educational or other need. It may be appropriate for the child to be put on the Special Educational Needs register and have an individual behaviour plan. Advice and support for the child may be available from outside agencies as referred to in the Special Educational Needs Policy. Parents should be involved at all stages.

Children with specific needs should have a Pastoral Support Plan drawn up by the class teacher with support from the senior staff as needed. This is to note any specific triggers or ways of dealing with behaviours, so that all staff are consistent when interacting with the child concerned. Parents/carers should always be included in discussion about setting up and reviewing the pastoral support plan for their child. All relevant staff (including dinner staff) and parents/carers should be given a copy of the plan.

Emergencies

Send a reliable pupil with a written message to a senior member of staff or telephone the deputy head, head or office. If staff are outside on the playground on their own, they should take a walkie-talkie.

Respecting our Environment

Encourage pride in the school:

- insist on a clean room
- teach in tidiness, encourage tidiness
- inform caretaker of graffiti immediately
- enforce the ban on chewing gum
- keep displays fresh and attractive
- keep your desk, shelves and cupboards tidy
- insist on litter-free buildings and site
- deal with offenders: to ignore is to condone!
- report damage immediately

Behaviour at Dinner Time

The principles of catching children being good and rewarding good behaviour are effective at dinner time as much as at any other time. Children who are kept occupied are less likely to get into trouble. Where possible, games should be used indoors and outside. Lunchtime organisers check, put out and put away equipment.

Techniques for Managing Behaviour at Dinner Time:

- Fairness and consistency are very important to children. Don't shout except where necessary to gain initial attention over a noise.
- Keep your voice at a low pitch it is much more effective.
- Expect children to behave well and reward them with praise, team points and stickers.
- Talk to children with respect.

- Be on the lookout for children making the right choices.
- If behaviour is not acceptable, 2 individual warnings should be given then on the next occasion apply a sanction such as time out. Refer to the SLO if a child continues to misbehave or is rude.
- Do not accept rudeness from children. If we tolerate it we are condoning it.
- In the case of repeated misbehaviour a dinnertime behaviour book can be instituted to aid follow
- up by the class teacher who will if necessary enlist the help of the Deputy Head and if necessary the Head and the parents.
- Keep children busy.
- Don't expect children to stand in lines for a long time. Keep the lunch queue in the hall short only three or four in each queue. Call one class at a time to line up at the hall door.
- Each class has a communication notebook for LOs and teachers/TAs to communicate with each other. Any incidents or positives at dinner time should be noted down at the time by LOs and given to the class teacher at the end of dinnertime. If advice is wanted with dealing with a child's behavior note that too. Class teachers should note down any sanctions that follow dinner incidents and if there has been a morning happening that needs watching at dinner time.

Use of Reasonable Force

Occasionally, it may be necessary for school staff to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In the rare event that a pupil makes a complaint when force is used, then this will be thoroughly, speedily and appropriately investigated. The use of reasonable force as stated above is permitted and pastoral support will be provided for any member of staff who is subject to an allegation following a use of force incident. For further details about the use of force and other physical contact, please see the School's Positive Handling Policy.

Anti-Bullying

Bullying is unacceptable and will not be ignored or tolerated. The School will always take action and follow up any observed or reported incidents of bullying. We also aim to reduce the opportunity for bullying through teaching children to condemn and report it, effective supervision and good systems to reduce any opportunity for it to happen. Please refer to the School's Anti-Bullying Policy for details regarding school procedures.

Pupil Behaviour Outside the School Gates

This policy applies in school and also when children are taking part in any school-organised or school related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school. Additionally, if misbehavior could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school, this will also be dealt with as appropriate under the Behaviour Policy or the School's Anti-Bullying Policy.

In the event that there is bad behavior or bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school this will be dealt with as appropriate. Parents will be informed and procedures may be applied in accordance with the School's Anti-bullying Policy or Behavior Policy as relevant.

Everything in this policy should be applied in accordance with the School's Safeguarding Policy, Child Protection Policy, Special Educational Needs Policy, Equality Policy and Racial Equality Policy.

False allegations against members of staff

Allegations of abuse against members of staff are taken extremely seriously and will be dealt with in line with the policy for submitting a complaint and guidance from Manchester City Council.

Ashbury Meadow School will make every effort to maintain confidentiality in a way that provides protection for the pupils and supports the person who is the subject of the allegation.

Suspension of the accused member of staff will not necessarily be the default action of the school.

Pupils who are found to have made malicious accusations against members of staff will face the minimum sanction of a five day exclusion which subject to the allegation and the time taken to investigate, may be increased at the discretion of the Head teacher placing the pupil at risk of losing his or her place at Ashbury Meadow.

This policy will be shared with parents, pupils and staff at least once per year.

Incidents and Consequences Grid

<p>Physical violence to another person Eg fighting, punching, serious kicking</p> <p>Verbal abuse to staff</p> <p>Serious secondary behaviour that can't be ignored eg kicking walls/furniture</p>	<p>Member of staff finds out what happened from participants and witnesses and notes it down</p> <p>If incident at playtime or class time by class Teaching Assistant</p> <p>If at dinnertime by Senior Lunchtime Organiser (SLO)</p>	<p>Either:</p> <p>Half day internal exclusion including dinnertime</p> <p>Isolation as follows -</p> <ul style="list-style-type: none"> • If at playtime then following dinner and rest of day, • if at dinner time then rest of day and following dinner time, • if pm then rest of day and next morning and dinner time <p>Or:</p> <p>Formal exclusion (with letter from HT)</p> <p>Decision to formally exclude made by HT</p>	<p>Class teacher or SLO inform DHT, or in his absence AHT or HT, the result of investigation</p> <p>i.e. in a separate room with TA doing work with as little interaction as possible and dinner on their own with supervision possible.</p>
<p>Swearing, racism, homophobia, insolence to staff</p>	<p>Class Teaching Assistant</p> <p>or</p> <p>SLO</p>	<p>Red card</p> <p>Recorded on form, handed to designated person and logged as racist/homophobic incident on the SIMS system</p> <p>SLO to inform CT, that racist incident report filled in and which children involved.</p> <p>If repeated (2nd time) incident of racism or homophobia, CT will call parents in</p>	<p>Class teacher or Teaching assistant should also counsel victim and educate perpetrator</p>

APPENDIX 1

Partner Classes

Year 1 send to Year 2
Year 2 send to Year 1
Year 3 send to Year 4
Year 4 send to Year 3
Year 5 send to Year 6
Year 6 send to Year 5

APPENDIX 2

Restorative Justice

What are Restorative approaches for all at Ashbury Meadow?

Restorative approaches help develop a happier school where the focus is on learning not conflict. We hope that your child will enjoy coming to school because they feel safe and respected and they know that when things go wrong we will do everything we can to help put it right.

These approaches encourage pupils to think about how their behaviour has affected others both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If your child has been upset we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

You might notice a difference in the language that is used in school. **Restorative language** is a fair, respectful way of speaking to each other and we will expect everyone within school to use it - both staff and pupils - and we hope that you will respect this when you come into school.

A pupil may be asked to attend a **Restorative Justice meeting** if they are having a conflict at school. This is a meeting with everyone involved to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right
- Find a way forward

in a way that is fair to everyone

To make sure that those who have been using poor behaviour can be held accountable they will be expected to take responsibility for their actions before the meeting starts.

This allows the school to:

Help pupils who have been upset by others' poor behaviour choices to enable them to put right the upset they have caused.

Help pupils involved in poor behaviour to change their behaviour in a way that also holds them fully responsible.

During a meeting an agreement is made, this will list actions or promises that they need to agree to carry out so the conflict can be put right and doesn't happen again.

The adult running the meeting will review it and make sure the agreement is kept.

If you have any questions related to this for you or your children, please ask the pastoral team Kathryn Greenough or Debbie Dorobat for more information.

APPENDIX 3

Ashbury Buds Are Our Peer Supporter Team.

The Peer support system that Ashbury Meadow Primary School has recently begun is a formalised training and peer support programme that enhances co-operation, support, friendship and responsibility amongst children and young people of a similar age. Essentially we are trying to encourage children and young people to 'look out' for each other and build on the existing skills or developing skills they have to help each other. The vast majority of children have their own friendship groups to rely on. At times, however, some children may feel isolated, lonely or uncomfortable with their own friendship or peer groups. A peer support system like Ashbury Buds helps to fill any gaps in friendships and provide a 'friend' or support network when needed.

Our team of 17 pupils from years 5 and 6 are available each lunch and playtime to play games, chat and help resolve simple fall outs with all the children out in the playground.

