

ASHTREE PRIMARY SCHOOL AND NURSERY

BEHAVIOUR POLICY

Date of Policy	February 2019
Next Review Date	February 2020
Person/s Responsible	Staff, Governors, Parents/Carers and Pupils.

Introduction

The school aims to be a safe, happy place where children can make the most of their skills and talents, can enjoy learning about new things, and can be helped to understand when they find learning difficult.

The British Values of: democracy, rule of law, mutual respect, tolerance of different faiths and beliefs and individual liberty are promoted at the school

Aims of the Policy

- to develop a moral framework within which initiative, responsibility and sound relationships can flourish
- to enable children to develop a sense of self worth, respect and tolerance for others
- to produce an environment in which children feel safe, secure and respected.

Objectives

For children to show:

- self confidence
- self control
- sensitivity and consideration for others
- a pride in themselves and their school
- an interest in their activities
- good manners and courtesy at lunchtimes.

For children to develop:

- responsibility for their learning and their environment
- an independence of mind
- a sense of fairness
- an understanding of the need for rules
- a respect and tolerance for the lifestyles and opinions of others
- non extremist attitudes

- non sexist attitudes
- non racist attitudes
- non homophobic attitudes
- non discriminatory attitudes
- respect for the decisions made by staff.

Implementation

Adults in School

All adults:

- will treat all children and adults equally, irrespective of gender, race, religion, age, disability or sexual orientation
- play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour
- have a responsibility to model the type of behaviour felt to be acceptable
- have strategies to de-escalate challenging behaviour (Hertfordshire STEPS training)
- will be alert to signs of bullying and racial harassment and will follow school policy when dealing with incidents
- will be alert to signs of extremist attitudes and will follow WRAP/Prevent training
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- will support each other in maintaining good school discipline
- will recognise children's achievements, academic or otherwise
- will implement the school's reward system
- will use assembly as an opportunity to acknowledge achievements and to foster a sense of community
- will display examples of children's work and achievements in the classroom and around the school
- will log persistent poor behaviours on CPOMS and monitor across the school

Special Needs, Children Looked After & Inclusion

Through this policy we aim to prevent any barriers to learning and participation for any pupil. As far as possible, resources and adult support are delegated to meet SEND and Inclusion needs, to encourage independent learning and to improve the classroom experience for all pupils. Individual SEND Support Plans are implemented, as appropriate, after discussions involving parents, pupils, staff and external agencies.

Unacceptable Behaviour

Stage 1

Disobedience	Often out of seat	
	Refusal to cooperate with normal class routines	
	Verbal refusal to cooperate with adults requests	
Homework	Failure to complete/hand in homework	
Unkind remarks	One off/occasional unkind remarks	
	Telling tales	
Inattentive behaviour	Daydreaming	
	Continuing with an activity when asked to stop	
Disruption 1	Calling out	
	Talking at an inappropriate time	
Stage 2	5 x above incidents in a short space of time	
Stage 3		
Disruption 2	Throwing things	
	Shouting	
	Interfering with other people's belongings	
Verbal abuse – pupil	Making verbal threats	
	Inappropriate language directed a pupil	
	Making personal comments designed to upset	
Excluding others	At playtime, lunchtime or in group work	
Damaging property	Stealing	
	Damaging personal belongings	
Verbal abuse – adult	Answering back	
	Rudeness	
	Verbal aggression	
	Inappropriate language directed an adult	
Dishonesty	Lying to get someone else in trouble	
	Not admitting to own misdemeanours	
Leaving school site	Without permission	
	Before or during school	
Challenging authority	Refusal to comply with instructions or requests	
	Ignoring adult direction	
Socially unacceptable behaviour	Spitting/licking (not food!)	
	Deliberately revealing underwear etc. for a reaction	
	Deliberately invading personal body space	

Stage 4	5 x above incidents in a short space of time	
Stage 5		
Truancy	See Attendance Policy	
Bullying	See separate drop down box for Bullying Types (intimidation, physical, emotional, name calling, teasing, threat, written derogatory comments/graffiti, electronic e.g. text, Facebook, Twitter, other)	
Dangerous behaviour	Physical assault - pupil	
	Physical assault - adult	
	Damage to property	
	Physical intimidation & aggression	
Racist Incident	Verbal or discriminatory comments about race or religion	
Gender Incident	Verbal or discriminatory comments about gender or homophobia	
Cyberbullying	Verbal or discriminatory comments	

Physical restraint would only be utilized when absolutely necessary and in accordance with County Guidelines.

Consequences for Pupils

Outlined below are the consequences the school will apply to those who forget about others' rights, their responsibilities and the school rules.

Examples of child's behaviour:	Action school will follow:
As Stage 1 and 2 above	<ul style="list-style-type: none"> (i) "Time out" in classroom. This will be in a part of the room which is separate from the rest of the class. (ii) Removal to another classroom with appropriate work e.g. time out packs. (iii) Loss of Golden Time minutes. (iv) Circle Time. (v) Writing or drawing relevant to misbehaviour. (vi) Letter of apology. (vii) Seek advice from other members of staff.
Stage 3 as above	<p>Actions above have been carried out, but disruption continues:</p> <ul style="list-style-type: none"> (i) Child spoken to by another member of staff. Foundation Stage & KS1 children referred to Foundation/KS1 Phase Leaders and ultimately Headteacher. KS2 children referred to KS2 Phase Leaders/Deputy Head and ultimately Headteacher and appropriate behaviour plan put in to place. (ii) Parents/carers must be contacted and asked to come to school to attend a meeting to discuss their

	<p>child's behaviour.</p> <p>(iii) A Personal Support Plan or risk assessment will be drawn up in consultation with all parties concerned.</p> <p>(iv) Consultation with external agencies.</p> <p>(v) Temporary exclusion available as a sanction.</p>
Stage 4 as above	<p>(i) Personal Support Plan or risk assessment to support/record behaviour. Parents/carers contacted immediately and asked to come to school to attend a meeting to discuss their child's behaviour.</p> <p>(ii) Educational Psychologist, or other support agencies, may be contacted for further support and advice.</p> <p>(iii) Temporary exclusion for a longer period available as a sanction.</p> <p>(iv) Permanent exclusion.</p>
Stage 5 as above. Seriously violates the rights of others and shows no sign of wanting to change. Dangerous, uncontrollable or unco-operative behaviour.	<p>(i) Temporary or permanent exclusion will be employed.</p> <p>(ii) Managed move.</p>

Outlined below are the consequences the school will apply in the case of a child found to be in possession of or using unauthorised drugs. (See Drug Policy.)

Child found in possession of or using a patent medicine.	Medicine removed and returned to parent/carer.
Child found in possession of or using a prescribed medicine.	Medicine removed, CP concerns registered as appropriate, parent contacted to complete medicine in school form.
Child found in possession of or using an illegal drug.	Drug removed, CP concerns registered, Police contacted, parents/carers contacted.

Consequences For Other Staff

Appropriate action, as detailed in the County's Personnel Guide, would be taken. Support will be offered.

Consequences For Adults

Appropriate action, as advised by the County's Legal Department or Police would be taken. Support will be offered.

Rewards for pupils to include:

- praise from staff
- showing good work to Headteacher/SLT member/Key Stage Phase Leaders
- showing good work in school assembly
- effort certificate awarded in assembly
- individual class reward system
- Star of the Week in EYFS
- displayed work

- attendance cups
- golden time activities
- weekly lunchtime behaviour cups.

Merit system

- Merits can be awarded to individual children for effort, outstanding achievement (including sustained effort or achievement), good behaviour (e.g. helpfulness, consideration, kindness to another, politeness, etc.) and individual improvement (which could include the achievement of a specific target).
- Merits can be awarded by any member of the school staff - teachers, teaching assistants, MSAs, admin staff, caretaker.

The Nursery operates their own merit system with stickers as the reward.

In Reception children collect merits on a display chart and receive a pin-on merit badge on achieving 10 merits. KS1 children will receive a pin-on badge on achieving fifteen merits; the badges will be in a rainbow-colour sequence, i.e. red, orange, yellow, green, blue, indigo, violet, gold ending with a rainbow badge.

In KS2, this will take the form of a certificate of achievement. With each subsequent achievement of fifteen merits a different certificate will be presented (working through special achievement, bronze, silver, gold, platinum, pearl, opal, emerald, ruby and diamond ending with blue topaz.) Merit certificates will be awarded on a yearly basis - that is to say, a child may achieve a gold certificate in Year 3, but will start again with special achievement as his/her first award in Year 4. Up to 14 merits may, however, be carried over from one year to the next.

- Merits will take the form of a stamp issued by the child's teacher in a booklet specially prepared for the purpose.
- When a child has achieved fifteen merits, s/he will be publicly presented with a special achievement award.
- All children should have the opportunity to experience success, and merit-books should be monitored regularly to ensure that individual children are not being overlooked. It is important, however, that the system is not degraded, and that all merits are fully justified.
- The system will be reviewed regularly, by staff, children, parents/carers and governors.

Parents/Carers

Parents/Carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school has a right to expect that parents/carers will give their full support in dealing with their child's behaviour and honour the Home School Agreement.

We expect Parents/Carers:

- to liaise with school with regards to any home behaviour concerns

- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family
- inform us about their child's ill health and any absences connected with it.

Parent/Carers can expect the school to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents/carers regular constructive and positive comments on their child's work and behaviour
- encouraging parents/carers to come into school on occasions other than parents'/carers' evenings
- involving parents/carers at an early stage in any behaviour concerns
- honouring the Home School Agreement.

Other Agencies

Full use will be made of such agencies as the Education Support Centre, School Family Worker, Children's Services, Health Services and the Educational Psychologist when appropriate and the Police.

Movement around the school premises and sites

- children and adults are expected to walk at all times when moving from place to place within the school and to "keep left" on stairs and in corridors
- when entering or leaving the school premises, children and adults are expected to keep to the paths provided, and not to walk on the driveway or the grassed area
- children are expected to enter and leave the school site in an orderly manner, showing respect for each other and for other users of the site.

The following policies should be read in conjunction with this policy: Anti – Bullying, Drugs, Harassment, Supervision of Pupils and Complaints.

This policy is published annually on the school's website.