

# WEST ASHTON CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

## **Behaviour Policy**

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*‘Discovering, achieving and praying together’*

## Introduction

This policy was developed from consultation with members of the school community. The policy follows the recommendations and principles set out by the Department of Education: <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> and complies with section 89 of the Education and Inspection Act 2006. The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff e.g. in relation to a bullying incident (please see our Anti-bullying policy). To ensure we maximise the learning potential in our school, it is important that every member of our school community understands and agrees to abide by our behaviour management policy including parents, pupils, staff and volunteers.

At West Ashton we respect every individual's right to be different but we also acknowledge that in order for us all to succeed we must be able to interact in a positive and intelligent way. We strive to ensure that everybody is happy, valued and respected and that each person is treated fairly in line with our Christian principles. We encourage independent thought and challenge in a respectful way.

We have 3 golden rules that apply across all areas of school life. They are

- Respect people and property**
- Always do our best**
- Be safe**

The behaviour management policy is designed to support good choice and the understanding of the consequence of every choice. We feel this will promote positive healthy, effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and poor choices (which will lead to negative consequences). There are two key reasons for using the language of 'choice': it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't

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accept / expect that some children will always behave in such a way) and it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour. If we become complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Refer to Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings for important safeguarding procedures to which we all adhere.

## Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to **avoid** poor choices:

Always do our best\*



Be safe



Respect people and property



*\*Always doing our best includes following instructions like clapping; in our school, this means three things:*

silent voices,



empty hands



and eyes on the speaker



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## Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships - 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:



praise children on individual / group basis (public praise is very powerful), **making explicit why**: what rule they have followed, or what choice they have made



follow our poor choice system, **making explicit why**: always state what rule they have broken, and always record the incidents



display in the classroom the consequences of their choices (both positive and negative; see consequences, below) - this can help when you explain why you are praising / warning



**be consistent** with all consequences



treat each child fairly and with respect and understanding

apply these principles, roles and responsibilities with their own class and around school



be a positive role model by demonstrating positive relationships with everyone in school



keep a record and any relevant notes if a child misbehaves and / or receives a warning

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having followed regular procedures and consequences, seek help and advice from a colleague (e.g. member of Leadership Team)



liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the LA behaviour support service



report to parents about the child's social and emotional aspects of school life, including behaviour and relationships (see appendix 1 for example of how to implement language of choice).

### Support Staff



It is the responsibility of teaching assistants, office staff and all other adults in school to support the headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved (see appendix 1 for example of how to implement language of choice).

### Headteacher



In addition to the above, it is the responsibility of the headteacher to: support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour. implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998).



Ensure the health, safety and welfare of all children in the school, maintain a record of all reported serious incidents of misbehaviour, issue fixed-term suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour: the headteacher may

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permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **Parents / Carers**

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour - this includes if a child has a pattern of regularly making poor choices so we can work together to help the child learn to make good choices. Good parents recognise the need to guide their child to lead a positive life.

We expect parents / carers to:



be aware that we have school rules (often communicated to parents) and that we expect everybody who chooses to be part of our school to support them



co-operate with the school



support their child's learning



support the school's decision when applying consequences to deal with any specific incident / issue

- If parents / carers have any concern about the way that their child/en has been treated, they should initially contact the class teacher.
- If the concern remains, they should contact the headteacher,
- If still unresolved, parents should contact the school governors in writing; the process for which is reported under our complaints procedure, which can be found on our website.
- If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Governors**

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The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## Consequences

### Positive consequences

Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. This will include at least individual and class rewards and typically, especially with older children, group rewards to promote inter-personal relationships.

Some of the positive consequences for the good learning, good choices and good behaviour that children show are:

- non-verbal positive gestures (smiles, thumbs-up etc...)
- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated
- stickers are awarded
- good learning /role model certificates awarded each week in achievement assembly
- team points are given to children for good choices, good relationships, politeness, co-operation or acts of kindness in school
- Positive notes are sent home for consistently good choices / role modelling
- Head teachers awards are given for excellence

Our Friday Achievement Assembly is an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. We also encourage the children to share with us their outside achievements as it is important for us to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook. We award a kindness cup termly for KS1 and 2. Yearly, 100% attendance is rewarded. At end of the year we also award cups for excellence in music, learning, attitude and sport to year six pupils. We award a team cup to the team

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that has achieved the most team points and we award a Role Model Cup (for which teachers can nominate one child from each class) to the child who has set the best example of good learning and role model across the school.

### **Negative consequences**

Staff at West Ashton Primary School employ consistently and clearly, a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have three school rules:

**Respect people and property**

**Always do our best**

**Be safe**

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour and choices
2. Five minutes off break and / or away from their group
3. Missed break or 15 minutes off lunch
4. 30 minutes (lunch play missed)
5. Pupil sees Headteacher and parents could be informed

**Low-level, on-going disruptive or un-cooperative behaviour** (e.g. not following instructions straight away, talking in class or interrupting) are small issues but over time may stop a child and others from learning or feeling settled. We aim to keep this to a minimum and aim to spot patterns occurring. The following stages are followed to reduce such disruptive behaviour:

**Stage 1:** a letter to parents to inform of high number of warnings caused by low-level disruptive / un-cooperative behaviour incidents requesting that parent talk to their child to ensure there are no concerns or problems that school are unaware of and to reinforce expected behaviour at school; this stage would typically begin in the first half of a term that a problem is noticed. The expectation from this action being that together we can work as a team to support the child in making good choices and understanding the consequences of poor choices for both the class and the child.

**Stage 2:** a letter to parents to advise the poor choice making has continued and therefore we need to see an improvement within a fixed period of time; a behaviour chart at school will be used to track incidents (in addition to any other SEAL or behaviour interventions that may be used and any exploration

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into whether there may be any emotional /social issues that may be influencing the child's behaviour); this stage would typically begin in the second half of a term that a problem is noticed. The reasons for this are that the sooner an issue is acted on the less long term damage will occur to the child's learning.

**Stage 3:** a meeting will take place between parent, pupil, teacher and if needed a member of the SLT to discuss the issues and decide whether or not our school is the right place for the child. We always try to listen and accommodate individuals but we cannot achieve anything if we cannot work as a team.

**Serious misbehaviour** (e.g. disrespect to staff, property or cultures, swearing, fighting) is very rare at West Ashton. Such behaviour would mean warnings are automatically by-passed to stage four or more usually stage five. Similarly, any pattern in warnings or consistent use of stages means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. A serious incident form is completed in such cases.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the stage system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules.

We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils. We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The class teacher discusses the school rules with each class, and also creates a Classroom Charter as part of their New Beginnings SEAL work. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. The school does not tolerate bullying of any kind. If we discover that an

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act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (See our separate Anti-bullying policy).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in use of reasonable force (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>) in relation to Education Act 1996 and Education and Inspections Act 2006: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children. We follow the comprehensive recommendations set out by the Department for Education (see website referred to at start of policy) for clarification of any specific matter e.g. confiscation of an item.

### **Monitoring**

The headteacher and the SLT monitor the effectiveness of this policy on a regular basis. The headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the stages system; we also keep a record of serious incidents that occur at break or lunchtimes.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial or homophobic incidents are also recorded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Equal opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Chair of Governors (Print Name) \_\_\_\_\_

(Sign) \_\_\_\_\_

Date \_\_\_\_\_

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## Appendix 1: The Language of Choice - 3 Steps to Success

### Step 1 - Statement of reality (tell them what you see)

*Ricky, you're climbing over the fence.*

**Never** ask a child **why** they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it - they just need to **stop** it! After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

### Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

*Ricky, you need to collect the ball by using the gate - thank you.*

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

*Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.*

### Step 3 - Statement of choice

If they still not do as you have requested, you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

*Ricky, if you choose to continue to climb over the fence then you'll lose five minutes off your lunchtime. It's your choice.*

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the

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child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

*Well done Ricky, you made the right choice.*

Ignore them stomping around or grumbling as they do the right thing - the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated**. Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say e.g. 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

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