



Ashleigh Primary School and Nursery

All different. All equal. All learning.

Behaviour Policy

Date reviewed: September 2023

Due for review: September 2024

Chair of Governors: Sam Greenhalgh

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Ashleigh Primary School and Nursery Behaviour Policy 2023-2024

Ashleigh Primary School and Nursery is a nurturing school and this policy has been written by senior leaders and approved by the governors to support an effective, happy and safe school community where children understand and enjoy learning and understand the link between good behaviour and learning. In line with nurture principles, the school acknowledges that "All behaviour is communication".

The school will ensure that all children who start Ashleigh Primary School & Nursery are familiar with the relevant parts of this policy.

Our Three Reminders are:

1. Follow instructions straight away;
2. Look after yourself, everyone and everything;
3. Show respect and good manners at all times.

Aims

- To ensure that all of our children are safe and happy;
- To ensure our school community has a consistent, fair approach to managing and encouraging learning behaviours;
- To ensure our agreed system promotes positive strategies for eliciting good behaviour;
- To set and communicate high expectations of children's behaviour;
- To give children strategies and processes to manage their own feelings and behaviour;
- To encourage children to see themselves as in control of and taking responsibility for their behaviour.

"Lovingly Strict"

We know all of the children and have the highest expectations for them.

We expect our children to show respect and kindness for each other and each other's property, the adults, the school building and all associated with the school. We encourage this through our own good example, careful supervision and simple school reminders, which are to make our school a happy and safe place for everyone.

Our emphasis is very much one of encouraging self-discipline through positively reinforcing good behaviour, effort and achievement across the curriculum. Any problems with work or behaviour are dealt with immediately in school. Where appropriate, we involve parents/carers with behaviour incidences so that we can discuss how the child can be helped to overcome the problem.

Staff encourage good behaviour throughout the school at all times using positive reinforcement of exemplary behaviour so as to provide a model of conduct. Our 'Guiding Stars' provide examples of the qualities we expect. Staff praise children, thus motivating continual improvement. We 'catch them being good'. The Gold Book and House Points provide recognition of exemplary behaviour. We aim to make any consequences we use relevant to each child's behaviour and needs. We endeavour to make consequences educationally valuable, reinforcing our aims towards good behaviour.

It's Good to Be Green

All children start on green each day, green is expected behaviour. Every class has a chart which displays the children's names. We use the Silver and Gold parts of the behaviour bands to recognise excellent behaviour. This, along with Gold Books and House Points provide recognition of exemplary behaviour. Silver is for children who have consistently shown excellent behaviour all day. Gold is to recognise children who have consistently shown excellent behaviour all day and 'gone the extra mile' to do something amazing.

Rewards

We work hard to develop intrinsic motivation in our pupils. We believe that everything we do in school is worth doing in its own right – not because we get rewarded for doing it. An example of this is that reading is a pleasure and learning to read is a wonderful, life enhancing experience. We don't believe that children need rewards for reading. Reading is its own reward. The same is true of behaving well, doing homework, trying hard and making a positive contribution to school life.

Gold Book – This is read out in the Monday assembly to recognise children who have really excelled in their work or attitude this week.

House Points - These are given to year groups for their contribution to the whole school. This could be tidy corridors, quiet transitions, good lining up, good manners at lunch time or any aspect of good conduct which can be recognised on a year group level.

Golden Tickets – These are given out to celebrate children demonstrating our 'Guiding Stars' (appendix 2). They are placed in a tombola and 15 are drawn out in Friday assemblies. If a child's ticket is pulled out of the tombola they choose a prize from a selection of books.

Consequences

We use Good to Be Green to make the process of managing behaviour explicit to the children. We ensure that any physically inappropriate behaviour is dealt with robustly in order to keep children safe – this will involve a period of time-out, with time to talk through the consequences of this behaviour on others.

Consequences should be:

- Related – to the behaviour
- Reasonable – how serious was it?
- Respectful.

Whole class consequences are very likely to cause more problems than they solve because there will always be children for whom a whole class consequence doesn't pass the Three R test.

If a child is doing something inappropriate, talk calmly to the child and remind them of the expectation. If the child doesn't 'check and change' say to the child that this is a warning and that if that particular behaviour continues then they will be moved to Yellow and this is a chance to make a good choice and change their behaviour.

If the child does not moderate their behaviour their name is changed to Yellow at which time, they may need some time on a separate chair or walking beside an MSA to allow the child time and space to make a good choice.

If a child carries on with the same behaviour after their name is moved to Yellow and they have had some time and space, their name will be changed to Red and there will be a consequence. The consequence is usually missing some of their free-time, but in extreme cases may involve going to the Headteacher/Deputy Headteacher's office during learning time. If a child does have their name changed to Red then their parent will be informed.

If a child needs to miss some of their playtime – this is done in class. If they need to miss the whole of playtime, they may be taken to the Head's or Deputy Head's office.

If they need to miss lunchtime play – they are sent to a member of the Senior Leadership Team who will ensure they are supervised during lunchtime.

All teaching staff inform all relevant parties (e.g. parents, MSAs) of consequences used to ensure that discipline is consistent throughout the school. If a teacher feels that she/he is having discipline problems with a particular pupil that are not improving, the matter should be referred to the

Headteacher/Deputy Headteacher/SENDCo, and a meeting held with parents/carers to discuss strategies. This could be caused by being moved to Red more than once or twice in a week.

If children have Special Educational Needs that affect behaviour, the class teacher will work with the SENDCo in order to tailor an appropriate and effective behaviour plan in line with the SEN Code of practice which may work without use of the normal consequences.

We believe that we are an inclusive school and our behaviour policy should be flexible enough to meet the needs of all of the children within our mainstream educational setting. We also believe that all children benefit from clear boundaries and a school environment which is safe and predictable.

If children need time out of their classroom then they need to go to another classroom or to sit outside of the classroom with an adult.

Our staff are NORFOLK STEPS trained and understand the importance of safeguarding themselves as well as the children. Staff have learned the appropriate way to positively praise children. Staff are also taught 'Moving Mittens' to divert children displaying negative behaviour towards safety. These measures are only used in appropriate circumstances.

Where behaviour is dangerous, a Red card summons support from the Senior Leadership Team who will use trained members of staff to de-escalate the situation and if necessary use positive handling to keep everyone safe. All other children and adults may be moved to a place of safety. If a child has needed to be held, a Risk Reduction Plan (agreed by parents/carers) is put in place before or after the first incident and all incidents are reviewed, recorded and parents informed.

Sometimes behaviour incidents are so extreme they warrant the child's name being changed straight to Red and a Red card being sent to the Senior Leadership Team.

Break time Behaviour

Playtimes should be safe times which everyone can enjoy. We want children to continue to develop their social and emotional skills during break times and this means that adults must continue to provide high quality supervision and guidance at break and lunch. Supervising other people's breaks requires skill, because you are working while others are relaxing.

All members of staff are responsible for ensuring that our agreed behavioural expectations are upheld. This means that low level infringements must be picked up on meticulously and effectively by whoever observes them, ensuring that low level incidents do not escalate into more serious ones. If the question is "what's going on over there?", the next action should be – go and find out.

We want children to be able to take ownership of their behaviour at playtime. We want children to relax at playtime, but we don't want incidents. How can we ensure that playtime is enjoyable and safe? We all need to be active.

1. Being aware of what is going on and getting involved early. An accident, a fight, a bullying incident, a falling out...all of them are unwelcome because of the distress they cause for the children but doubly so because they generate work for the adults in the school which reduces our capacity to focus on high quality teaching and learning. That's why we all need to constantly work hard to find the goings on that are about to cause problems. "That looks rough, make sure you're being safe" "Is everything ok round this corner?" "Stand up Dorothy, thank you." "Which reminder does that effect?" "How do we use the stilts?" "That isn't kind hands, Dorothy?" "Where are you supposed to be?" "What are you supposed to be doing now?"
2. Talking to the children. Constantly increasing the children's awareness of their behaviour and encouraging them to take ownership. "What is the reason we don't pick each other up on the

playground?” “Dorothy, come here please...always look in the direction you are running. Do you know why?” “Are we allowed to play fight? Which reminder does that affect?” “Which way round should your coat be? Which reminder does that affect?” “Make a safe choice, Dorothy” “Thank you for checking and changing, Dorothy”.

3. **Confidence.** Everyone needs to be clear – the adults are in school to get involved with the children. Adults should have no concern that the children will not respond in a co-operative and respectful way and should therefore feel confident to guide their behaviour. All adults should expect all children to follow instructions straight away. If children don't meet this expectation, it is a matter for the leadership team. The expectation of staff is that they uphold high expectations by having the confidence to insist on very high standards of behaviour.
4. **Child focus.** We have lots of staff on duty so that they can all focus on the children and role model what we expect. Every time two adults talk to each other, we have two less sets of eyes on the children. While good communication between staff is essential to a well organised playground, the expectation is that staff are talking with children – not each other - for as much time as possible. It is embarrassing for everyone concerned when members of staff have to speak to other members of staff about the fact that they are not supervising the children when they are catching up with colleagues, this is what is meant when we say that supervising other peoples breaks is a skill. The children's break time is when they need the most supervision, not a chance for us to relax, unwind or switch off. It is unwinding, relaxing and switching off which allows molehills to become mountains. Staff on duty should spend break times searching for the molehills.

If a child is failing to display the necessary levels of self-management on the playground, the leadership team will provide access to alternative provision. This includes:

The Sanctuary room. The Sanctuary room provides opportunities to play indoors with toys and games, with close supervision and a focus on building relationships in a safe way. Some children may need to watch this in action before taking part.

Internal exclusion spaces. This is likely to be inside or outside an office. This would be a short term measure, used while capacity to include the child in other provision is assessed.

Any member of staff can suggest alternative provision for a child to a member of the leadership team, who will discuss the issues and ensure the child is receiving the right support.

Teachers should have a procedure for checking that any break/lunch issues are known about and dealt with. Children should have an easy way to make sure that their teacher knows of any unkind behaviour that may have occurred outside of the classroom. This may be as simple as asking children at registration or lining up times, “how was lunchtime, was everything ok?”

Eating

Dining spaces should be calm and quiet. All adults can play a part in insisting that children do not blur the lines between play and eating. They can do this by ensuring that low level infringements are picked up on meticulously and effectively by whoever observes them. Shouting, running, mess-making and inconsiderate behaviour must be challenged.

Wet break times

Each teacher should agree with the class the routines, daily procedures and duties that are necessary so that everyone knows who does what, when and perhaps most importantly HOW. Children should be in their own classroom, doing something safe and sensible. Wet breaks are unfortunately not an opportunity to 'let off steam' but they can be an opportunity to relax.

Transitions

We never run. We hold doors for people. We line up without talking. We don't need to touch each other when we're lining up. We don't need to dance when we're lining up. We tuck our chairs under quietly. If these things don't happen we practice them at break times.

All staff

All adults should endeavour to: Model good social language and behaviour at all times. We're calm and kind with everyone.

We should avoid: Inconsistency, negative comments – especially about the person or the group, punishing a whole group, imposing excessive sanctions, aggressive shouting, put downs and sarcasm, ridicule or humiliation, causing intentional embarrassment, labelling the child instead of challenging their action(s) and behaviour. Using nicknames or addressing children or groups of children in ways that blur the boundaries of school e.g. love, lovelies, honey. Folks is a nice, general way of addressing a group of children.

We have a bank of strategies which we use to manage children and we are constantly learning about effective behaviour management through training which supplements thorough behaviour induction.

What does a restorative approach look like?

We PIP and RIP (Praise in Public and Repair in Private).

We use a restorative approach which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

So the prompts we use to sort out issues are attached as appendix 1.

This doesn't mean that we don't have consequences, the restorative approach should always be used although sometimes a consequence may be appropriate too, e.g. after a fight.

The Leadership Team

The whole staff is a team. When it comes to behaviour, the leadership of the school play their part by supporting the whole staff to manage behaviour. An effective leadership team knows that they are doing the right things which mean that teachers are in effective charge of the behaviour of their pupils. This is a two-way deal. Teachers need to be trusted and empowered by the leadership. School leaders need to know that teachers are prepared to take responsibility for behaviour management.

When this is the case and working well, teachers use the SLT as a form of back-up.

If a child has disrupted a lesson, it's really beneficial for a teacher to keep the child behind and do the work which will reduce the likelihood that it will happen again. If a child disrupts a lesson and is sent to the SLT the teacher is handing over a bit of their responsibility. The teacher is sending the message "This child's behaviour in class is going to need more intervention than I can give on my own". Of course, this is very necessary with some children and it is a strength to be able to ask for help but the teacher needs to be reflective about when this decision is made.

To put it another way, what do teachers and TAs need an SLT member for? Is there anything SLT can do that teachers can't? If a teacher/TA can do it for themselves then they will benefit from doing so. If the teacher/TA needs support, then they should enlist it and will benefit from that.

Behaviour management is less effective when:

People who don't need support pass an issue on because they'd rather not spend time on it.

People who do need support try to deal with an issue that they should be getting support with.

Teamwork and communication are really important to address these pitfalls. Never worry about talking a situation through or receiving feedback. Knowing when to ask for support is a skill.

Challenging behaviour can also be tackled with use of other colleagues before going to a senior leader.

There are effective ways that staff can use the SLT:

- Advice. The SLT all have a wealth of experience when it comes to working with challenging behaviour. Enlisting a senior colleague to visit and observe can support more effective behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.
- Emergencies. Dangerous behaviour.
- Racist incidents and bullying. SLT need to know about any of these things.
- Removing the audience and providing thinking time (the teacher should follow up with the repair).
- Moving on to a behaviour plan.

SLT shouldn't be there to give counselling, jobs or play games with children who are displaying challenging behaviour.

When Good to Be Green isn't working for the child:

In the cases where persistent unacceptable behaviours are reoccurring despite use of the Good to Be Green, and the pupil's behaviour goes to Red for the second time in a week, or third time in a half term, the parent/carer is required to meet with the class teacher to discuss strategies to resolve behaviour.

If the strategies agreed upon in this meeting aren't successful and the child's name is moved to Red again during the half term, a meeting with the child's parents, the teacher and a member of the SLT will be held to draw up a behaviour plan. This will then be discussed with the child, as appropriate.

The child will be set one, two or three weekly targets and these will be reviewed and adapted if necessary with the behaviour plan in a fortnightly meeting with the teacher, the parents and the SLT member. This will then be discussed with the child, as appropriate.

The parent will be sent an email every day to share the child's progress against her/his targets.

The aim of this process is to ensure that we all work together to support the child to be able to make increasingly positive choices.

Transition

To ensure the correct support is in place for all children, staff will discuss and share information around children who require behaviour support whenever there is a change of regular classroom staff.

What happens if the behaviour plans don't help?

Our aim is to prepare children for the next stage of their education. If a child's behaviour continues to get worse, despite support, the school may support the parents to explore options such as a change of class, a multi-agency assessment for issues such as undiagnosed SEN, a managed move (offering a fresh start in a new setting), specialist provision (a school more set up to help children who exhibit highly challenging behaviours) or any options which may help the child to be able to succeed in education in the long term. It is not in anyone's interest to just contain

challenging behaviour in our school – we must be focussed on preparing children for high school and beyond.

Child on child abuse

In order to prevent child on child abuse the school will have an open safeguarding culture, in which children are clear about their own rights and boundaries and how they can talk to if they have worries. This will be embedded in our curriculum and practice.

The school will ensure all incidents of harmful sexual behaviour are met with a suitable response and never ignored. Children are encouraged to report anything that makes them feel uncomfortable to a member of staff. The school's response will be:

Proportionate; considered; supportive and decided on a case by case basis.

Exclusions

For some pupils where behaviour is deemed to be unsafe, violent or aggressive towards either pupils, adults or themselves, or safety is being compromised, this may lead to a fixed term exclusion. It is expected that a parent will attend a meeting prior to the pupil returning to school and a plan being agreed by the school, parents and pupil. Any such exclusion must follow the statutory guidance on exclusions from the Department for Education.

Confiscation

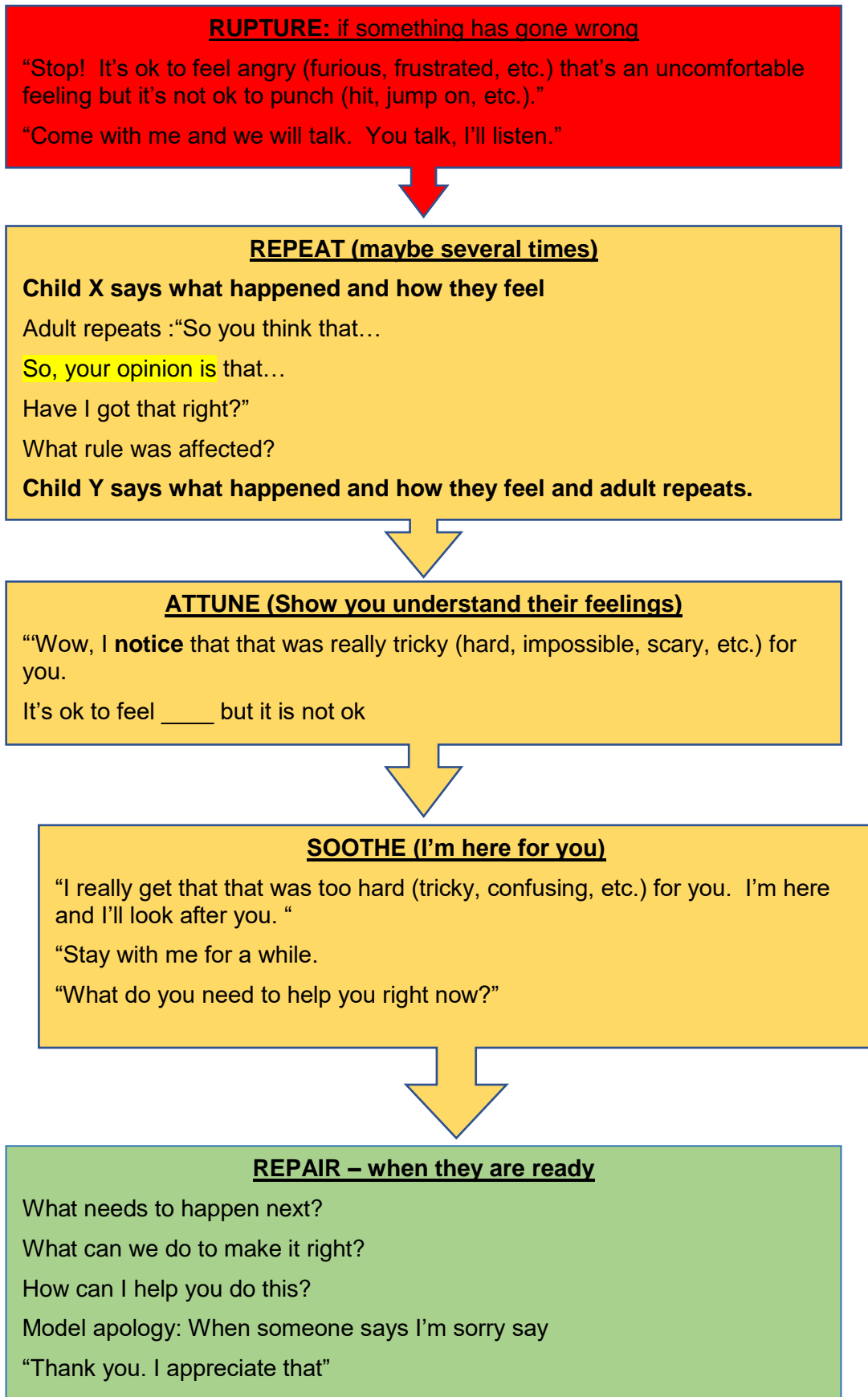
This policy is in accord with all other school policies around the confiscation of digital devices. The school reserves the right to confiscate items that could cause harm.

Monitoring of behaviour

Behaviour is logged on CPOMS. This enables the school to track and monitor the behaviour of groups and individuals and provide appropriate intervention as required.

Incidents where a consequence is given should be added to CPOMS providing an accurate account of events so that teaching staff/SLT are able to fully discuss the matter with parents/carers.

Appendix 1



Appendix 2



Ashleigh Guiding Stars



Appendix 3

Lunchtime Behaviour Procedures

What is a serious incident?

Low level disruption	Serious incident
<ul style="list-style-type: none">• Friendship difficulties + arguments• Ignoring an instruction• Rough play (pushing and shoving)	<ul style="list-style-type: none">• Racist incident or other protected characteristic.• Punching, hitting, biting, spitting.• Swearing• Vandalism

Duty SMT responsibilities

- Complete 2 tours of the field and playground during the session and speak to Cathy and monitor the stop and think area.
- Recording Behaviour incidents on CPOMS.
- Report to class teachers.

PSA responsibilities

- When a child has 3 behaviour incidents on CPOMS PSA will direct class teachers to make initial phone call to parents. If incidents persist, SLT to follow up parent contact.
- Consider therapeutic interventions for children with persistent behaviour incidents on CPOMS.

Lunchtime Behaviour Plan

Low level disruption



MSA intervention-
gentle reminder of
behaviour contract.



Repetition = Use of
stop and think
reflection area



MSA to monitor the
reflection area and
model restorative
approach.



Repetition after
reflection=duty SMT
contacted for
restorative
intervention.

SMT to record
as a behaviour
incident on
CPOMS

Serious incident



MSA to report to duty
SMT



Consequence+
restorative approach
the next day



Repeated serious
incidents= SEMH team
consider therapeutic
intervention

SMT to record
as a behaviour
incident on
CPOMS

SMT to
consider
immediate
parent contact.

Friendship issues



Friendship Stop



PATHS ambassadors



MSA/TA to
respond



Redirect
to play
lead/
sports
activities