

# West Ashton Church of England Primary School



## Behaviour policy

Dated: Sept 2023

Review Date: Sept 2024

‘You will shine among them like stars in the sky.’

Philippians 2:15

**This policy is written in conjunction with other policies and agreements including:**

- Equality Policy
- Acorn Education Trust SEND Policy
- SEND Code of Practice
- Safeguarding Policy
- Anti-bullying Policy
- Home-school agreement

At West Ashton CE Primary School it is important that every member of the school community feels valued, respected and understood. Every individual in school should be able to live out our vision so that 'you will shine among them like stars in the sky'. We value all members of our school community as unique individuals and as a community promote our values of agape, hope, wisdom, koinonia, friendship and thankfulness. Through these we provide an environment where we all aspire, believe and celebrate.

Every day is a new start. The children will be reminded throughout the day that any poor behaviour can be turned around. We consistently encourage and reward good behaviour.

We value each and every individual within our school community and encourage their contribution in shaping a welcoming, safe and fair learning community for all.

Good behaviour in school will enable our children to:

- stay safe
- enjoy their learning
- achieve their potential
- make a positive contribution to the school, and wider community
- access the full range of learning opportunities in a calm, positive environment
- reach high
- behave appropriately in a wide range of social and educational situations
- value the rights of the individual

**At West Ashton CE Primary School we have:**

A consistent approach to behaviour management using a THRIVE approach

Behaviour is addressed as a whole school issue with clear and explicit boundaries through the THRIVE approach. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. It reinforces our understanding that learning happens across the whole day, especially at times where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Thrive underpins how we develop relationships, emotional regulation and literacy and how we respond to incidences of poor behaviour. Learning to be skilful in relationships and ready for challenges, requires descriptive feedback, reflection, modelling and teaching from adults and peers. When we talk children through these emotional feelings and challenging times, we use **W.I.N** – labelling and modelling thinking for the **W.I.N**, It stands for:  
I **w**onder... I **i**magine... I **n**otice...

**PLACE** is a way of thinking, feeling, communicating and behaving that aims to make children and young people feel safe. We aim to be:

**P** = Playful

**L** = Loving

**A** = Accepting

**C** = Curious

**E** = Empathic

Using PLACE helps to slow down reactions, stay calm and tune into what the child is experiencing in the moment. When children experience adults doing the best they can to understand them and trying to work out together more effective ways for the child to understand, make sense of and manage their emotions, thoughts and behaviour they start to believe that adults really will keep on trying until things get better for all of them. It helps children be more secure with adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can and avoids labelling themselves negatively.

#### Clear and defined leadership

Senior staff take a lead role in supporting the maintenance of expected behaviour standards and are effective at sharing their expertise to improve behaviour. They are skilled at communicating with a range of adults and pupils; monitoring and identifying training needs; and responding to higher level/frequency of behaviour. The SENCO works with class teachers to determine additional individual support and needs.

#### Quality classroom management, learning and teaching

Teachers will plan and prepare lessons which are lively and challenging to engage and motivate pupils to learn. Quality first teaching and learning is an intrinsic part of positive behaviour management. Teachers have key responsibility in lessons to provide a quality learning environment and a curriculum which is matched to need. They will operate the agreed behaviour management system, using a rising hierarchy of responses. School recognises that effective teaching and learning and consistent classroom management are critical to promoting good behaviour and limiting opportunities for misbehaviour among pupils.

This policy will enable us:

- to raise pupils' self-esteem
- to develop self-discipline in the children and a sense of responsibility for their own actions
- to develop empathy and respect for others
- to ensure regular attendance
- to ensure that good behaviour is recognised, and rewarded
- to encourage pupils to value the school environment and take care of equipment
- to encourage the children to respect the school's routines
- to ensure that pupils are confident of their right to be treated fairly
- to empower all staff to expect and request appropriate behaviour from all pupils
- to acknowledge that all members of the school community are responsible for maintaining good order and a pleasant learning environment
- to work within a positive, proactive approach to behaviour
- to reflect on our behaviour management and aim to be constantly improving
- to ensure that the rights and responsibilities of all members of the school community are recognised

Our priority is to promote positive behaviour by:

- clearly outlining our expectations so that the children understand what is meant by good behaviour

- quality first teaching and the provision of a stimulating, challenging and relevant curriculum matched to needs
- developing a sense of discipline and helping pupils take responsibility for their actions and develop their emotional skills
- helping pupils develop social skills
- dealing with unacceptable behaviour promptly, fairly and in a structured way.
- working cooperatively and collaboratively with parents/carers and other professionals
- ensuring that all staff are effective role models and constantly reinforce the behaviours we are striving to achieve
- living and demonstrating our values of agape, wisdom, hope, thankfulness, friendship and koinonia

Adults in school will promote good discipline by using:

- a personal greeting to welcome children
- a calm, assertive, non-confrontational approach
- PLACE to model kind, caring and nurturing approaches
- their THRIVE awareness when interacting with pupils
- clarity and consistency of request / instruction
- a positive approach to classroom management with high expectations and appropriate rewards
- a positive approach to using sanctions if/when needed, taking time to help pupils understand why they have been used
- a positive approach to playground management with the same high expectations and appropriate rewards and sanctions as in class
- their awareness of vulnerable pupils who may find it harder to meet behaviour expectations to provide warm and supportive care

Rewards for good behaviour include:

- verbal praise or stickers
- receiving class dojo/house points
- being sent to the headteacher to share good behaviour news including excellent learning, superb effort, great answers
- receiving certificates and awards in worship
- public recognition e.g. school newsletter

Certain behaviours will be rewarded and recorded on Class Dojo to celebrate at home. These are listed in Appendix 1.

Negative behaviour is monitored and logged electronically. This enables us to monitor where children are developing patterns of behaviour in order to target support. Whilst we recognise that negative behaviour is usually communicating an unmet need, we have considered behaviour sanctions for a range of behaviours and they will be used to ascertain the appropriate level of response. The use of sanctions will be characterised by the following features:

- it must be clear why the sanction is being applied
- it must be made clear what changes in behaviour are required to avoid future sanctions
- group sanctions will be avoided as this breeds resentment
- there should be a clear distinction between major and minor offences
- it should be the behaviour rather than the person that is sanctioned

Support for negative behaviour choices:

- restorative justice - this is particularly helpful when the children have fallen out with one another and is centred around the following questions:
  1. What happened?
  2. What was it like before?

3. What has it been like since?
4. What would you like to happen?
5. Are you happy with the outcome?

The school will provide help for children who require extra support to meet the school's behaviour expectations. This could be temporary, eg. in response to a situation in the child's home life, or longer term, eg. for children with additional needs. This support ensures that all pupils can achieve and learn as well as possible. Such support is determined in a bespoke manner, in response to an individual child's needs and situation. Examples of strategies used by the school, include:

- preventative approaches, such as avoiding known triggers
- wellbeing support, given by class teacher, TA or ELSA
- individual reward system
- adjustment to classroom routines
- adjustment to playground routines
- calming strategies and opportunities
- referral to external agencies for support

Children requiring long-term and/or significant support will have this detailed in an Individual Behaviour Plan. This will be drawn up by the school in partnership with the child and parents/carers.

#### Persistent/Serious acts of misconduct

##### Internal exclusion

Any form of exclusion or separation from peers will be for the least possible amount of time. Pupils will be supported at this time to co-regulate with a member of staff.

##### Fixed and permanent exclusions

The school adopts and follows [DFE's Guidance on Exclusions](#) and the Acorn Trust Exclusions Policy, which may be applied for pupils who consistently breach the schools behaviour policy or seriously breach the behaviour policy.

Behaviours which may be considered serious include but are not limited to:

- intentional aggressive physical contact, which includes but is not limited to pushing, hitting, biting, kicking and slapping
- use of offensive/racist language, including swearing
- behaviour which persistently breaches the behaviour policy or which is a serious breach of the behaviour policy may result in suspension or exclusion from school

##### Use of racist/ offensive language

If such behaviour occurs we will support children to understand what it is they have done wrong and help them to explain what they should have done or said [or not said]. If the behaviour is repeated, we will follow the procedures outlined above. We believe that behaviour is a form of communication and will make our best endeavours to explore the reasons behind a behaviour.

#### Recording

Incidents of inappropriate behaviour or bullying incidents are recorded electronically for review by the Headteacher and Safeguarding Team. Any necessary action will be taken by the Head.

#### Support systems for individual pupil need

We acknowledge that some children may have Special Educational Needs and/or Disabilities and that this may impact on their ability to manage their behaviour consistently. In that case, the reasonable expectations of that child may need to be slightly amended. If there is a persistent problem the class teacher and the SENCO will draw up an Individual Behaviour Programme, or add targets to their SEND passport, to support the pupil in partnership with

parents. All staff working with the pupil will be informed of this, including the mid-day staff. This will give a consistent approach throughout the day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil.

For pupils who are experiencing these difficulties, the school will provide targeted pastoral support or mentoring by adults or peers ie. Circle of Friends or peer mentors/buddies. It may be appropriate to involve external support such as the Local Authority SEND team. This support will be graduated and designed to support the needs of the child.

#### Support systems for staff

The School's Senior Leadership Team will support all adults working with the children. Behavioural issues and concerns will be discussed so that staff are working together to provide a cohesive approach towards meeting individual needs and individuals feel supported. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group, should speak to a senior member of staff and seek support. Guidance and support for staff will be given during induction, staff meetings and through feedback on regular lesson observations.

#### The responsibilities of parents are:

- to behave in a calm and respectful manner when on the school site
- to encourage their children to follow the school's behaviour policy
- to celebrate their child's successes and encourage him/her to do their best
- to recognise that regular attendance and punctuality are part of ensuring that your child is able to maximise their learning and to get the best out of their school life
- to acknowledge that wearing the correct school uniform is a sign of respect for the school and its rules
- to sign and respect the school's home/school agreement

#### The use of 'reasonable force' in school

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Acorn Education Trust follows DfE advice for schools is available at Use of Reasonable Force in Schools. All staff will follow their school's behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

### Appendix 1

We have established different levels of reward for behaviour and listed examples below. The list is not exhaustive, and there will always need to be an element of discretion in dealing with behaviour, particularly bearing in mind the age and level of understanding of the individual(s) involved.

Points	Positive/Action
1	Great contribution to a lesson Excellent effort in literacy or numeracy Excellent effort in retrieval lesson Attending an after-school club Being kind and helpful Superb effort in group work Showing independence Being well-organised Improved effort and/or behaviour Asking for and accepting help
3	Consistently behaving well 100% attendance for the week Excellent effort in homework and/or reading at home Showing agape, wisdom, friendship, hope, thankfulness or koinonia Excellent effort in an assessment Being a great role-model to others Contribution to a positive environment in school
5	Excellent effort at student leadership Contributing to the community/volunteering Representing the school Consistently excellent effort over a period of time 100% attendance for the term Being on-time all term Consistently well-organised and equipped Consistent attendance and effort at an after-school club Mentoring another learner Effort on a presentation to others/public speaking

## **Appendix 2**

Teachers will keep a record of misbehaviour to establish whether this is a pattern of behaviour for an individual and so that we are able to monitor whether their behaviour is improving or deteriorating. The list is not exhaustive, and there will always need to be an element of discretion in dealing with behaviour, particularly bearing in mind the age and level of understanding of the individual(s) involved.

Level	Behaviour/Action Examples
1	Non-cooperation or not following instructions Low-level disruption Unkind to others Inadequate effort on learning
2	Repetition of –1 in the same session Lower-level physical incident Lower-level damage Lack of politeness
3	Persistent low-level disruption - removed from lesson Persistent non-cooperation Damage Rudeness Inappropriate behaviour
4	Verbal abuse Fighting Inappropriate discriminatory language Physically aggressive to another person Persistent disruptive behaviour Dangerous behaviour Bullying
5	Behaviour warranting a suspension.