

# West Ashtead Primary School



## Policy for Behaviour

<b>Governors' committee responsible</b>	FGB
<b>Person responsible for updating policy</b>	Headteacher
<b>Reviewed</b>	Autumn 21
<b>Next Review</b>	Autumn 22

West Ashtead Primary School is committed to providing a happy, stimulating and supportive learning environment underpinned by our values of respect, equality, aspiration and perseverance.  
This policy uses these principles to support its aims, objectives and procedures.

At West Ashtead we have 11 classes at present, one class in each infant year and two in each junior year. Our children are representative of the area in which they live and each class contains a diverse community each with unique skills and abilities.

### **School Behaviour Policy Statement.**

At West Ashtead we strive for high standards of behaviour. We aim to provide a happy, secure and purposeful learning environment. We encourage our students to understand the need for good manners, respect for others and themselves, resilience and self-discipline, and to take responsibility for their own learning and actions. Therefore, the purpose of this policy is to promote respectful, responsible and resilient learners.

### **Aims and Objectives of the Policy**

Our Behaviour Policy embeds our school values of respect, equality, aspiration and perseverance.

We believe these values are essential in developing each child in the best possible way and for them to reach their full potential. The aim of the policy is to outline for all members of our school community a range of strategies to enable our students to behave well, and strategies to employ when students make poor choices with behaviour.

Our aims are-

- To promote self-discipline and respect for oneself and others.
- To take responsibility for our own behaviour and learning.
- To encourage resilience in all areas of learning.
- To provide a framework for students, staff and parents in order to clarify expectations.
- To provide guidelines and procedures for staff to follow in order to ensure consistency of approach.

At West Ashtead we are committed to protecting the welfare of all pupils, and ensuring that there is no bullying or discrimination. We are especially aware of the needs of some children who may require special support for behaviour. All children will receive behavioural support according to their need.

### **Governors**

The demonstration of positive behaviours is a key attribute within West Ashtead Primary School.

The Governors fully support the school's drive to uphold the fundamental behaviours of Responsibility, Resilience, Equality, Consideration and Respect to others, not only within the school, but also within the wider community in which it so proudly involves itself.

This Policy provides the framework in which these behaviours can and should be conducted, further enhancing the high standards expected.

### **The Governors commit to support the principles and aims of this Policy**

### **Code of Conduct**

In order to support the Behaviour Policy, West Ashtead Primary School has a Code of Conduct, 3 Golden Rules for Behaviour, displayed around the school and in each classroom. This is a set of guidelines for our community to live and work together in harmony. It is important that everyone understands the Code of Conduct and why behaviour needs to be consistent around it. The Code of Conduct is based upon moral and safety issues.

## **Promoting and Rewarding Good Behaviour**

At West Ashted we aim to use positive reinforcement as a way of encouraging the best behaviour from our students. Staff should identify and explicitly praise the behaviour they wish to see, specifying what is good about it.

### **Principles of Rewarding Good Behaviour**

- Relevance of reward for the child- it needs to motivate them.
- Consistency-children need to understand how and when rewards are given by all staff.
- Rewards should promote the demonstration of our values of respect, equality, aspiration and perseverance.
- Rewards need to be flexible in order to reflect the needs of individual children.
- Rewards need to be achievable for all children.
- Rewards should encourage peer support and cooperation.
- Reward systems need to be understood and administered by all staff, children and parents in order that achievements are celebrated.

### **Whole school and class systems**

We use a whole school system of House points for good work, behaviour and effort. Additionally, each class teacher and member of staff can employ additional strategies and incentives within their class, including Table of the Week, raffle tickets, marbles in a jar, stickers which are awarded for improvement in work or behaviour, achieving specific targets or continued high standard of work or behaviour. There can be whole-class, table or individual rewards.

***Every day every member of staff looks for positive behaviour to reward and praise.***

'Star of the Week' is part of a whole-school approach; certificates are awarded to children in special assemblies for outstanding behaviour, improvement, hard work or effort. 'Thank you' acknowledgements are made during 'Star of the Week' assemblies.

### **Unacceptable Behaviour and Sanctioning**

At West Ashted, children are expected to adhere to three rules, which are clearly displayed in all classrooms, or embedded within the Class Charter, which will also be signed and displayed in all classrooms. The three rules are:

1. To follow instructions
2. To respect other people's space and belongings
3. To be tolerant of others

Below is a sample of the type of negative behaviours that the school addresses through appropriate sanctioning/action. An incident that is frequently repeated is regarded as more serious on its second or subsequent occurrence and consequently could attract a more severe sanction. These behaviours are recorded through our online system CPOMS, senior staff are informed and address any issues which do arise promptly.

### **Unsatisfactory behaviour**

- Ignoring instructions
- Child off task and/or engaged in non-work oriented talk
- Lack of cooperation and poor work attitude
- Interrupting or interfering
- Shouting out or rudeness
- Wandering around class
- Ignoring health and safety, security or clothing rules

### **Misconduct**

- Absenteeism without permission
- Harassment or discriminatory behaviour towards other children
- Harassment, discriminatory behaviour or malicious accusations towards staff
- Dangerous or rowdy physical play
- Neglect causing damage to, or loss of, other children's, staff or school property
- Unsatisfactory attitude towards staff
- Insubordination
- Knowingly and repeatedly behaving in a manner which stops others learning

### **Serious Misconduct**

Where a child's behaviour falls into, or potentially could fall into, one of the following categories, the Headteacher/member of the Leadership Team must be informed as soon as possible.

- Bullying through deliberate hurtful behaviour, repeatedly over a period of time
- Verbal name-calling/racist remarks
- Theft/stealing
- Physical and violent behaviour including fighting
- Leaving school without permission
- Wilfully damaging, breaking or destroying other children's, staff or school property

### **Property**

The staff have the right to search pupils for prohibited items as set out in the Education Act 1996, and to confiscate, retain or dispose of a pupil's property provided it is reasonable in the circumstances. The school will follow applicable guidance from the Department for Education. Possession of illegal substances and objects may be reported to the police.

### **Sanctioning Procedures**

The class teacher will discuss the school and any classroom rules at the start of the academic year; these are designed to help and encourage children to achieve and maintain standards of good behaviour. They apply to all children with the aim of ensuring fair and consistent treatment. However, due regard will be given to individual needs including special educational needs and disability in accordance with the school's public sector equality duty under the Equality Act 2010. The behaviour of children with SEND or suspected SEND will be proactively investigated and sanctioned in line with their needs and our SEND policy.

### **When sanctioning, staff will consider:**

- Avoid whole group sanctions that punish the innocent as well as guilty
- Wherever possible use sanctions that are logical consequences of the pupil's inappropriate behaviour
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve behaviour
- Where appropriate use sanctions to put right the harm caused
- Never use sanctioning that is humiliating or degrading
- Always use sanctions in a calm and controlled manner
- Ensure that sanctions are carried through
- Attempt to link the concept of sanction with choice so that pupils see the connection between their own behaviour and its impact on themselves and others, and therefore take increased responsibility for their own behaviour.

**At West Ashted, we believe all staff must take responsibility for the behaviour of the children.**

## **Dealing with Unsatisfactory Behaviour**

When dealing with incidents of unsatisfactory behaviour the following points of guidance need to be considered:

- Incidents need to be resolved, not smoothed over
- Responsibility may not be one-sided
- What happened may never be proved
- Expectations may be unrealistic
- Be mindful of entering into “arguments” with children
- Avoid early escalation to severe sanctions, reserving them for more serious misconduct
- Avoid sanctions becoming cumulative and automatic or delayed
- Take account of individual needs, including consideration of whether the unsatisfactory behaviour gives rise to a cause for concern regarding a child’s safety (in which case the school’s safeguarding policy will be followed). The school will also consider whether continuing disruptive behaviour may be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.
- Clearly deal with the behaviour rather than stigmatising the pupil
- Surrey County Council does not advocate the routine use of restrictive physical intervention. All staff working with children are trained in positive behaviour support techniques, designed to reduce anxiety and challenging behaviour

## **Some strategies for dealing with unsatisfactory behaviour in the classroom/playground:**

- Doing the unexpected – stay calm and tactically ignore the behaviour. When the pupil is calm, discuss and resolve the situation.
- Head off trouble- anticipate and distract
- Reinforce expectation and give clear instructions. Discreetly, at eye level, give the pupil choices as to where the situation can go. Always give the pupil the opportunity to correct the behaviour.
- Reinforce good behaviour with specific praise (remember the 3:1 ratio of praise to criticism)
- Model good behaviour
- Discuss school and any additional class rules with pupils
- Ignore the disruptive behaviour where possible and praise the rest of the group
- Encourage the class to ignore the disruptive child
- Give the child a look of enquiry or concern
- Tell the child their behaviour is unacceptable
- Ask them “What’s the school rule about?”
- Explain the consequences of further poor behaviour
- Use the Restorative Approaches model and discuss the behaviour with the child.
- After the event, reflect on what happened and why
- Time out in another class or year group
- Missing playtimes as a sanction (must be supervised)
- Completing unfinished work at playtimes and lunchtimes (must be supervised)
- Send home unfinished work with a note of explanation to parents
- Use of non-verbal messages including proximity strategies

**Staff should recognise that shouting or using intimidating gestures or comments are not appropriate and are not supported as effective methods of pupil management. This often leads to more confrontation where a pupil may feel they have no way of backing down and the situation can only escalate.**

## **Acknowledging Behaviour – General Principles**

- Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to behave quickly and effectively.

- Recognise when children are making good choices.
- We do not have bad children; rather we see good children making poor choices.
- Always focus on whatever is going well.
- Give plenty of praise where appropriate whilst maintaining a sense of proportion.
- Make it clear that it is the unacceptable behaviour we don't want – not the child.
- Draw attention to good behaviour.
- Give clear and regular reminders of what is expected.
- 'Teach' good behaviour calmly.
- All staff should set an example in dress, manner, courtesy etc.

**Consistency, consistency, consistency.**

It is important to remember the corporate responsibility of the whole staff in the maintenance of the values and discipline in school.

**Appearance**

At West Ashted, we want our children to take care and have pride in their appearance. A uniform is worn to create a sense of community and to demonstrate the difference between home and school. We expect all children to wear the uniform correctly at all times. While it is the responsibility of all children to ensure they are doing this, all members of staff must enforce the expectation consistently.

**Respect**

Respect for self and others is at the heart of our school. In everything they do, we want our children to behave in a polite, courteous and respectful way to each other and to all adults. In addition, we want our children to have respect for their school; its facilities and equipment.

<b>Escalation ladder</b>
<b>Regular discussions with children and parents identifying areas which need to improve.</b>
<b>Home/ school message books- detailing good and poor behaviours.</b>
<b>Behaviour charts- look for patterns of behaviour and consider any additional needs.</b>
<b>Structured break times eg. Adult support on the playground, time limits and time spent off the playground.</b>
<b>Individual Behaviour Plan or targets on an Individual Education Plan may include: Structured learning time Adult support team. Consequences tailored to the individual. Internal exclusion- time in school but isolated from peers and class.</b>
<b>Advice from outside agencies sought</b>

**Investigating Misconduct**

If after investigation a member of staff believes a child has committed an act of misconduct which warrants more than a consequence, the head teacher will be informed and will speak directly with the child. The head teacher may decide a meeting should be arranged with the parents. The meeting will include the class teacher and the Head Teacher or a member of the Leadership team. The child may also be invited to attend to give their explanation. The school will have due regard to their duties under the Equality Act 2010. The Head Teacher or member of the Leadership team would normally give a decision about whether further sanctioning action, if any, needs to be taken.

### **Sanctioning and Monitoring Action**

In more serious cases a formal written letter, making it clear that further misconduct will be likely to lead to further sanctioning action involving more serious consequences, will be sent to the parents.

### **Exclusion**

If a child is causing further concern, and is at risk of exclusion, then a Pupil Support Plan (PSP) will become active, and a meeting held with school, parents and outside agencies to formulate appropriate targets for behaviour.

If none of the targets and sanctions are effective, and the child's behaviour meets the criteria for exclusion, and continues to compromise the education and safety of others within the school, the Head teacher could decide to issue either:

- (1) **FIXED TERM EXCLUSION** - a period of time when the child will not be permitted to be on the school premises (the governing body will be responsible for arranging suitable full time educational provision for day six onwards of a period of fixed term exclusion in accordance with its statutory obligations); or
- (2) **PERMANENT EXCLUSION**- the child will no longer attend the school (and the local authority will be responsible for arranging suitable full time educational provision from day six onwards) .

After a fixed-term exclusion, a meeting with the child's parents, Head teacher and other relevant school staff and involved outside agencies will be held to discuss reintegration to school and/or other possible courses of action.

<b>Sanction</b>	<b>Behaviour</b>
Fixed Term Exclusion	Violence towards others Damage to property Verbal abuse Bullying Severe disruption
Permanent Exclusion	Serious violence towards others Severe or sustained verbal abuse Racism or other grounds of victimisation of a person who has a protected characteristic under the Equality Act 2010 Serious damage to property Actions threatening the health and safety of children and staff in the school.

Additionally, very serious incidents of violence, verbal abuse, racism, or behaviour threatening the health and safety of others or damage to property outside of school may be considered grounds for an exclusion.

In deciding to exclude a child, the Headteacher will have regard to the school's public sector equality duty and will follow the guidance on school exclusions published by the Department for Education.

### **Online Safety Behaviour**

The school has separate Online Safety policies which should be read in conjunction with the Behaviour Policy.

### **Out of School**

Pupils are expected to uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code. Teaching staff reinforce expectations before any visit, day or residential, to provide clarity to pupils, group leaders and volunteer helpers. Any incident which is deemed serious by the visit leader will be reported to the parents/carers as soon as realistically possible and relevant sanctions implemented.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child inside and outside the school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of desired behaviour.

### **This Behaviour Policy is to be read in conjunction with the following school policies:**

**Anti bullying Policy**

**SEND policy**

**Attendance Policy**

**Safeguarding Policy**

**Use of Force Policy**

**Acceptable Touch Policy**

**Online Safety Policy**

**Acceptable Use Policy (for Early Years, KS1, KS2 )**

**Acceptable use Agreement for Pupils bringing Mobile Phones to school**

**[https://www.surreycc.gov.uk/\\_\\_data/assets/pdf\\_file/0019/101854/Touch-and-the-use-of-restrictive-physical-intervention-when-working-with-children-and-young-people.pdf](https://www.surreycc.gov.uk/__data/assets/pdf_file/0019/101854/Touch-and-the-use-of-restrictive-physical-intervention-when-working-with-children-and-young-people.pdf)**