



## Ashmole Primary School

# BEHAVIOUR POLICY

We expect pupils to:

- Be kind, helpful, respectful and polite
- Always try your best
- Be proud to be yourself
- Treat others as you would like to be treated
- Have fun!

### The Ashmole Primary School Vision

At Ashmole Primary School we want all children to *enjoy* school and have a love of learning. We encourage them to *persevere*, to have *self-belief* and the *determination* to succeed in all they do in order to be the best that they can be.

### Introduction

Ashmole promotes values based learning and our school values are at the core of our school culture and vision. Through the Values Education Programme we aim to create a culture where children are encouraged to 'live the values' in all aspects of their lives. By developing strong values within the pupils at the school we strive to improve behaviour, conduct and self-confidence.

### Aims

This behaviour policy outlines procedures relating to the rewards and positive behaviour management in order to ensure that the Ashmole ethos and values can be achieved by everyone. We aim to address the behaviour or inappropriate choices that children can make.

### Objectives

- To ensure all members of the school community feel valued and respected and that everyone is treated fairly.
- To show we are a caring community whose values are built on mutual trust and respect for all.
- To promote an environment in which everyone feels happy, safe and secure.
- To promote good relationships so that people can work together with the common purpose of helping everyone to learn.
- To work together in an effective and considerate way.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- To show good behaviour that promotes a positive attitude to their own and others' learning at all times.

# **POLICY**

## **Rewards**

### **Class Rules/Code of Conduct – Class Charter and Playground Charter**

It is good practice to establish an agreed code of conduct within each class where we also offer class rewards systems agreed by all the children with their teachers. These systems will be shared with parents/carers during the 'meet the teacher' at the beginning of the year.

At Ashmole we praise and reward children in a variety of ways. These include:

- Positive verbal praise
- Superstar of the week
- Certificates of Merit and Head Teacher/Deputy Head Teacher Awards
- KS Leader Awards
- House points
- Thank you certificates and assemblies
- Stickers and reward charts
- Responsibility roles (e.g. monitors)
- Lining up stars
- Golden time

## **Sanctions**

### **Stepped approach for 'low-level' behaviours**

At Ashmole, we have a 'stepped approach' for managing 'low-level' behaviours in the classroom or on the playground.

#### **1. Reminder**

Anyone who is causing disruption to work or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour for learning as a result of this reminder.

#### **2. Warning**

If a reminder is not enough, the child will be given a warning. The class teacher will keep a record of all such incidents and deal with them through the class behaviour monitoring system.

#### **3. Time out**

If a child acts in anger or irresponsibly, they are given time out in an agreed space or in another classroom to consider their actions calmly. It is acceptable to ask that child to miss their playtime. Reflection on actions means that adults are more likely to find out exactly what has happened and to be able to discuss the matter more effectively and fairly with the children involved. After some thinking time, the child will be welcome to return to the lesson or playtime. At the end of the lesson the teacher or a member of support staff will discuss the events with the child.

#### **4. Behaviour for Learning slips**

Behaviour that disrupts learning will lead to the class teacher completing a Behaviour for Learning slip and the child will be accompanied by an adult, where possible, to the Early Years Leader/Key Stage Leader/Deputy Head Teacher/Head Teacher. If a pupil is removed from the classroom with a Behaviour for Learning slip, they will be encouraged to reflect on their behaviour and continue with the work set, if more than a five minute reflection time is needed. Reflecting on behaviour is paramount and children are encouraged to think about how they can change this behaviour. If pupils receive 3 Behaviour for Learning slips then parents/carers will be notified.

#### **5. Monitor Cards**

If inappropriate behaviour persists, a student or pupil can be given a Monitor Card where their behaviour will be monitored by the class teacher throughout the week and overseen by the Phase Leader at the end of the week. Parents/carers will be informed if their child is given a Monitor Card so reflection on behaviour can be supported at school and at home.

#### **6. Report Cards**

Children can be given a Report Card if all the above sanctions have been ineffective. A meeting with parents/carers will be held to communicate the nature of the report and weekly comments/evaluations of behaviour will be recorded. The school, parents/carers and the child will work together to improve the behaviour. Once the behaviour has consistently improved the child will no longer be on report.

#### **Yellow Cards**

Yellow cards are given for serious offences, not minor class management behaviour issues. They should only be given for:

- Purposely hurting another child/fighting
- Purposely damaging other people's property or school property
- Being verbally abusive to others/disrespectful to an adult
- Persistent classroom disruption over a period of time

If a child is injured by another child, then the parents of both children will be telephoned or spoken to at the end of the school day. The child responsible for the injury will be given a Yellow Card. Whoever is the most senior member of staff in the school at that time must be told.

All Yellow Cards will be sent immediately to the Head Teacher or Deputy Head Teacher. A letter will be sent home to the parents/carers of the child telling them their child has received a Yellow Card, giving the reason and who issued it. Every child receiving a Yellow Card will have a lunchtime detention on a Friday with the Head Teacher and/or Deputy Head Teacher. The Yellow Card is recorded in the behaviour book.

#### **Individual Behaviour Plans and Support**

Occasionally the above sanctions will not be effective in ensuring that the behaviour of all pupils is appropriate and adheres to the school rules. In these cases it is necessary to develop an individual Behaviour Improvement Plan (BIP) to document rewards and sanctions set for

individual pupils with behavioural needs. If behaviour does not improve, the child may become at risk of exclusion. The support on the BIP is intensified involving the parent/carers and, where appropriate, external agencies to improve behaviour. Where exclusion is a risk, the BIP is reviewed every eight weeks. The behaviour will be monitored closely and targets will be set according to the individual needs of the child. Home/school communication is crucial to the success of these programmes.

### **Emergencies**

In the unlikely event of an incident in the classroom, the class teacher will immediately send the Red Card that is kept in each classroom with a child to alert the nearest other member of staff available.

### **Walking not Talking**

Children are expected to walk silently around school and adhere to our 'Walking not Talking' rule. Any child who is not adhering to the rule will have their name written on the 'Walking not Talking' slips which can be found in all corridors. These slips should be given to class teachers. These children will then miss their playtime by going to indoor detention. The class with no slips at the end of the week will receive a certificate and will be rewarded with extra play to reward the positive behaviour.

### **Assembly Books**

Assembly is a time when children must be silent. If children talk or are disruptive during Assembly, their name is entered into the Assembly Book and they must attend Friday lunchtime detention to explain and discuss their behaviour with the Head Teacher/Deputy Head Teacher.

### **Lunchtime Behaviour**

Children's behaviour at lunchtimes is monitored by Play Leaders. A senior member of staff is on duty in every lunch time. Children are expected to behave in an orderly and polite manner whilst waiting for, and eating, their lunch.

All classes have lunchtime books. Play Leaders should write down any incidents on post it notes with the date, child's name and nature of the incident and give these to the class teacher to put in the book. Play Leaders also have Reward Cards which can be awarded to pupils for good behaviour. These should be given to pupils who will then show them to their teacher.

### **Bullying/Racial incidents**

All incidents of bullying and harassment will be taken very seriously. A Bullying Concern Form or a Racial Incident Form will be completed including actions taken when incidents arise. Parents/carers will be informed and a meeting will take place to discuss actions to be taken. Detailed confidential records are kept by the Head Teacher of all racial incidents. Please see Anti Bullying Policy.

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, and at times external agencies to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis.

When a pupil breaches a school rule, the systems designed in the school require pupils to reflect on their behaviour and through the support of the staff, the pupil recognises how they could have managed the situation differently. Pupils who have been suspended/internally/externally excluded will have a Behaviour Intervention Plan, which contains all the support provided to the pupil.

### **The Head Teacher and Senior Management Team**

The Head Teacher has the responsibility for issuing suspensions for individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child.

The Senior Leadership Team keeps a log of all behavioural incidents, all racial incidents, incidents of bullying, Behaviour for Learning slips, Monitor Cards, Report Cards and Walking not Talking slips. These are recorded in the Behaviour File and reported to Governors as appropriate.

Members of the Senior Management Team support class teachers with incidents of behaviour where time out, reflection time or Behaviour for Learning slips are necessary.

### **Exclusions/Suspensions**

Only the Head Teacher can exclude/suspend a pupil from school. A decision to permanently exclude will only be taken as a last resort and only:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil and others

Prior to deciding whether to suspend/exclude a pupil, either for a fixed-term suspension or permanently, the Head Teacher will:

- Ensure that an appropriate, thorough investigation has been carried out.
- Give the pupil the opportunity to provide their version of events.
- Consider all the evidence available to support the allegations.
- Take into account the school's Behaviour Policy.

- Ensure that actions are lawful, reasonable and fair.
- Ensure that actions do not discriminate against pupils on the basis of protected characteristics such as disability or race.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.
- Consider if the pupil has Special Educational Needs and if so, ensure that reasonable adjustments have been made, as appropriate.

Before deciding to permanently exclude a pupil the Head Teacher will ensure a range of interventions have been employed, as outlined in the school's Behaviour Policy, including fixed-term suspensions.

Only when such strategies have proved unsuccessful will permanent exclusion be considered.

The only exception to this is in response to a one-off incident of sufficient gravity. On such occasions the severity of the offence may warrant a permanent exclusion even when there has been no previous history of poor behaviour.

The Head Teacher may suspend a pupil for up to 45 school days in any academic year. Should it be necessary to suspend/exclude a pupil beyond 45 school days, then the exclusion will be permanent.

However, before this point is reached the school will have considered a range of options, including engaging with external support agencies, possible placement in a new class or attempting to organise a Managed Move to another local school.

### **Following a Decision to Suspend/Exclude**

When a decision to exclude/suspend a pupil has been made, the Head Teacher will provide the following information to parent/carers in writing:

- The reason for the exclusion/fixed term suspension
- The length of a fixed-term suspension or, confirmation that it is permanent
- Information about the parents'/carers' right to make representations about the exclusion/suspension to the Local Governing Committee.

### **Returning from a Fixed-Term Suspension**

If a pupil is returning from a fixed term suspension, the school will arrange a re-integration meeting with the parent/carer and pupil. This is usually carried out with the Head Teacher or Deputy and a member of the teaching staff.

A number of possible measures may be implemented when a pupil returns from a fixed term suspension. These will be discussed in the meeting and followed up in writing with the parent/carer.

### **Parents/Carers**

Parents are crucial in shaping attitudes and promoting values which produce good behaviour. The school collaborates actively with parents/carers so that children receive consistent messages about how to behave at home and at school.

We ask parents/carers to support us in the principle that treating pupils fairly means sometimes creating tailored behaviour sanctions and rewards that suit the individual needs of children.

If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should request a meeting with the Phase Leader. If these discussions cannot resolve the problem, the parents/carers should then contact the School Office to request a meeting with the Head Teacher. The Trust has a formal complaint procedure should the parent/carer need to use the formal procedure. Details are on the Trust website and in the school prospectus.

September 2023

Next review due: September 2024