



# How we promote good behaviour at Ashwell School

Behaviour in the school is generally good.

Ofsted 2011 '..behaviour is consistently good..(pupils) develop their social skills particularly well and play an outstanding role in helping others in school and the local community'.

Our Herts adviser who visited in January this year reported 'Outstanding behaviour noted in all classrooms throughout visit (including wet playtime). Pupils consistently focused and willing to engage in learning, contribute and listen to others. A very positive attitude to learning throughout the school'.

Not perfect – some problems – will talk about later on...



# What works?

**High expectations – parents, staff, pupils**

**Stimulating lessons – children enjoy school**

**Consistent approach...**



# Consistent approach...

# Golden Rules

- Be kind and considerate to everyone at school
- Always tell the truth
- Always listen carefully and work hard in class
- Take care and be sensible as you move around the school
- Arrive on time to lessons and sit calmly and quietly
- Put up your hand for attention
- Look after the school and take a pride in yourself
- Take care of possessions – yours and other people's



# Consistent approach...

When your teacher says

## Give me Five!

We must have:

1. eyes looking
2. ears listening
3. lips closed
4. hands still
5. brain ready



## Consistent approach...

# Behaviour for Learning

‘A good learner...

listens to others, waits for their turn to speak and speaks politely.’

‘Good learners...

work collaboratively and sensibly in a group.’

# Positive Attitude

- Catch children being good – praise behaviour we want > influences others
- Separate child from behaviours
- Rewards e.g.
  - merits (linked to Golden Rules etc)
  - Sticker charts
  - Golden Time for classes



# Education

Promoting good behaviour part of social and moral education – focus on consideration for others, recognising and managing own feelings, awareness of consequences of own actions and impact on others.

- ❖ PSHCE lessons including SEAL (social and emotional aspects of learning)
- ❖ Circle time
- ❖ Assemblies
- ❖ Protective Behaviours.....



# Protective Behaviours

Two themes:

## Theme 1

We all have the right to feel safe all the time.

So.....

We are all responsible for making sure other people feel safe.

## Theme 2

We can talk with someone about anything even if it's awful or small.



# Playtimes and lunchtimes

## Challenges:

- Unstructured time
- Lack of space on playground
- Problems can occur if children are bored

## **What we do to overcome challenges:**

- FS have own playground
- Climbing frames etc 'absorb' children
- Playleader training for midday supervisors
  - bought new play equipment & storage shed
- 10 lunchtime clubs
- Limits on football games
- Rough play banned, including play fighting
- Separate morning playtimes for FS/KS1 & KS2
- Use meadow as much as possible

# Supervision

- 8.45 – 9am - supervisor on duty
- Short playtimes – teacher and teaching assistant
- Lunchtimes – 7 midday supervisors, positioned so can supervise all areas
- Teacher or MSA on duty in dining hall
- Me or other senior staff as back up
- Areas of school out of bounds –white lines

# Involvement of children

- Children trained to tell an adult if have problems
- ‘Stop. I don’t like it!’
- Dinner servers
- Year 6 Peer Mediators – Peace Squad
- Year 5 Playleaders
- Circle times
- School Council



# What happens when children misbehave?

Despite all these measures, sometimes children are rude or unkind or careless. Like all schools, have some degree of bullying – defined as unkind behaviour, emotional or physical, repeated over time, involving an imbalance (actual or perceived) of power.

So, need to have sanctions....

# Sanctions for children who misbehave

- Step by step system, but flexible, not mechanistic e.g. '3 strikes & you're out'.
  1. Talk with class teacher / MSA / TA
  2. 'Time out' to calm down -against wall of school
  3. Missed playtimes – boredom - or Golden Time
  4. Written notes of serious incidents
  5. Serious or repeated > talk with headteacher
  6. Parents may be involved at this stage or earlier
  7. Persistent behaviour problems – children put on report
  8. External agencies may be involved

# Summary

- Behaviour generally good
- Lots of measures in place to keep it that way
- Range of sanctions in place for individuals who misbehave.

## Questions?

**(general – not specific cases)**