



# Ashwell School

## Behaviour Policy

We value every child as an individual and aim to ensure that every child achieves their potential academically, socially and morally. We will do our best to provide a place where each child can develop in a safe, caring and stimulating environment using the support of the local community.

All children, irrespective of social background, culture, religion, race, gender, differences of ability or disabilities have an entitlement to a high quality education.

### AIMS

- To give children a sense of personal worth.
- To help children to understand the importance of good behaviour and set high standards for the future, including the emphasis on British values.
- To help children understand the effect of their actions upon others.
- To help children develop self discipline.
- To give children a sense of security and ensure they feel safe in school.
- To help children demonstrate sensitivity for other people's feelings.
- To help children respect the differences and similarities between each other.
- To demonstrate mutual respect and understanding of those of different faiths and beliefs.

### OBJECTIVES

- To recognise and reward achievement in any area of school life.
- To reward good behaviour.
- To ensure that classroom organisation gives every child a sense of security and the opportunity to achieve.
- To use 'Circle Time', assemblies and Personal Social and Health Education lessons as a means of developing or improving good individual and class behaviour.
- To encourage children to 'tell an adult' if they have a problem that they feel unable to resolve themselves.
- To ensure that children know that adults listen to children and will follow up any complaint fairly.
- To ensure that adults are good role models of acceptable behaviour.
- To ensure that the appropriate action will be taken and support given to ensure that an effective learning environment is maintained.
- To ensure that all adults will follow the guidelines as laid out in this policy.

## IMPLEMENTATION

- A Code of Conduct (our school rules) will be drawn up by the children and staff at the beginning of each year and will be displayed around the school. This will give the children a framework of good behaviour, of which they have ownership, and will be referred to through the year. Our school rules will be reviewed annually.
- A School Council will be elected consisting of two children from each year group from Year 1 - Year 6.
- Children's achievements will be recognised within the classroom during the teaching session wherever possible. Targets will also be set to give children a greater sense of satisfaction and to enable them to know what they need to work on next. Achievements will be recognised by the school in Sharing Assembly on Fridays e.g. showing work and talking about their learning.

## CODE OF CONDUCT

- Look after school property - inside and out
- Play carefully on the playground and the meadow
- Respect everyone and listen to what others say
- Be gentle and kind to everyone
- Be sensible and walk inside school
- Be polite - say please and thank you
- Work hard and always try your best
- Treat the school as you would like to be treated

## PROMOTING GOOD BEHAVIOUR

- Use of verbal praise by all adults.
- Achievements will be rewarded by praise or by stickers in school.
- Good results in recorded work will be shared with parents by making a photocopy to take home or shown to parents. Notes are also written in the class link books for special achievements.
- Show work to other classes or adults.
- Send to Headteacher and Headteacher Award stickers.
- Responsibility or monitor role.
- Use of circle time and assemblies.
- Golden Time.

For Useful Strategies see **Appendix 1**

## WAYS IN WHICH WE WILL DEAL WITH INAPPROPRIATE BEHAVIOUR

- Distraction.
- Praise those getting it right and making the right behaviour choices.
- Reminder of class/school/playground code of conduct.
- Time out from favourite activity (depends on age of child and activity).
- In particular circumstances with particular children, it may be more appropriate to ignore attention seeking behaviour.

- Loss of Golden Minutes (these can be earned back and 10 minutes are protected).
- Task to resolve the inappropriate behaviour e.g. clearing up a mess/completing work/apologising.
- Loss of playtime through standing with an adult or time out in the playground.
- Discussing children's behaviour with parents/carers and working together to ensure a consistent approach between school and home.
- Monitor behaviour.
- Use of reflection sheets to encourage the children to think about their behaviour choices and to consider the impact of their behaviour on others.
- Set Behaviour Targets using an SEN support record (refer to Special Educational Policy). Use other individual classroom strategies that are felt appropriate.

There will always be an emphasis on improving behaviour. However, if the behaviour continues to have a detrimental impact on other children's right to learn we will seek advice from other agencies and may set a Pastoral Support Programme (PSP).

All the children and adults in this school have the right to be safe and if the behaviour of a child seriously impacts on this then it may be necessary for a fixed term exclusion to be made. It may be necessary to carry out a Risk Assessment -Management Plan in conjunction with the Child Protection team. In very exceptional cases this could lead to a permanent exclusion. However County Guidelines would always be followed. All possible measures will be put in place to avoid this happening.

## RESPONSIBILITIES

### Responsibilities of Children

- To follow the rules to the best of their ability.
- To treat adults and other children with respect and politeness.
- To help make the school a clean and pleasant place to be.
- To do as they are asked by all adults in the school.
- To take increasing responsibility for their own learning and behaviour.

### Responsibilities of Staff

- To treat all children fairly and respectfully.
- To create a safe and pleasant environment.
- To provide a challenging and interesting curriculum.
- To recognise that each child is an individual.
- To enable each child to do their best.
- To make reasonable adjustments, as appropriate, to meet the needs of any child with a disability or with special educational needs.
- To be good role models for behaviour.

### Responsibilities of Parents/Carers

- To ensure that children arrive on time for school and ready to work.
- To encourage children to sort out difficulties without hitting, fighting or using inappropriate language, at home or in school.
- To encourage respect for other people.

- To help children realise the importance of education and to praise them for their efforts and achievements.
- To encourage children to talk about school and listen to what they have to say each day.
- To work in partnership with school to provide a consistent approach to behaviour management.

### Children with Disabilities and Special Needs

We expect all children at Ashwell to follow the rules. However, we accept that this will be more difficult for some children at certain times and that reasonable adjustments may need to be made. Therefore we will follow this policy alongside our Special Needs Policy and the Disability Discrimination Act 2005.

### Bullying

We have a legal duty to take measures to prevent all forms of bullying among pupils. We believe that bullying is intolerable. We aim to create an ethos that protects individuals and helps children to work together.

***PLEASE SEE OUR SEPARATE ANTI-BULLYING POLICY.***

### Playground and Lunchtime Behaviour

Playtime is an important part of the school day for all our children. We provide outdoor games to develop skills of play, sharing and co-operation with each other. Our older Year 5 pupils act as buddies and play leaders during break times. Our Code of Conduct applies to playtimes too. Fighting, including 'play' or 'pretend' fighting, is not allowed at this school. Children who are kind and helpful on the playground are praised by the mid-day supervisors and this is reported to the teachers. It is important to note, that during playtime, some children enjoy having a quiet space away from active games and the quiet area is used for this purpose. This is a choice made by the children.

### Monitoring and Review

The effectiveness of this policy is monitored continually by all staff and governors. This policy is the governors' responsibility and they review its effectiveness annually. They do this through consultation with the Headteacher.

All incidents of bullying are reported according to County Guidelines (see separate Anti-Bullying Policy).

This policy should also be read in conjunction with the school's statement on behaviour principles.

Signed: **Mrs Lisa Hall**  
Headteacher

Date: 11 January 2016

Review date: January 2017

## THINGS TO 'CATCH THEM BEING GOOD' AT:

- Coming into the classroom quickly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked
- Starting work quickly
- Following an instruction the first time asked
- Keeping books and possessions tidy
- Keeping physical appearance tidy
- Being polite
- Moving from one task to another without teacher reminders
- Tidying and cleaning up
- Getting all equipment needed for a task without being told
- Working hard on a piece of work
- Telling the truth
- Holding the door open for someone
- Listening quietly, looking at the speaker, paying attention
- Handing homework in on time
- Lining up quickly and quietly
- Catching up with unfinished work as appropriate
- Being a good friend
- Saying please and thank you
- Willing to answer questions and make a contribution to group discussions
- Asking for help when they need it
- Remaining calm in a difficult situation
- Walking quietly around the school
- Sharing equipment or activity with a classmate
- Listening well in assembly
- Taking a lot of care or putting a lot of thought into a piece of work
- Working well with a group of classmates
- Finding something appropriate to do when they have finished work early
- Listening to another's point of view
- Speaking well in front of a large group
- Telling an adult of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Letting an adult know if someone is bullying another pupil
- Asking before they borrow something
- Carrying out a classroom job willingly and doing it well
- Taking a visitor to their destination rather than just directing them
- Offering to help without being asked
- Bringing appropriate books and equipment to the lesson
- Taking turns and waiting for others

## APPENDIX 1

### **Public praise**

Public acknowledgement of good behaviour can be very powerful in a positive way. Some children find direct praise hard to handle so praise should be as discreet as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done.

Praise can also be non-verbal; a smile, a thumbs up or a sticker. Expand your vocabulary for praise.

### **Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help for them.

Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### **Give them a choice**

Give children a choice as soon as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of self-esteem.

### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

### **Scan the classroom**

Teachers who seem to know what is going on before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation that might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

### **Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings.....'You seem cross, did something happen?'

Follow up concerns and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

### **Maintain frequent contact**

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

### **Pre-empt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

### **Be aware of yourself**

When dealing with disruptive incidents, consider the following;

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- Your eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

### **Catch them being good**

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.