

Ashton under Hill First School

“Expect only the best”



BEHAVIOUR POLICY

Policy Reference	<ul style="list-style-type: none"> • AUH 606 & 607 combined
Cycle of Review	<ul style="list-style-type: none"> • Annual as per timetable
Made Available to	<ul style="list-style-type: none"> • All via School website • Staff via Shared area on the Server and Staff Handbook;
Policy in Brief: “In a Nutshell”	<ul style="list-style-type: none"> • It is a primary aim of our school that every member of the school community should feel valued and respected, and that each person shall be treated fairly and well • We aim to promote and model good behaviour • Our School rules aim to make people smile • We aim to work in partnership with parents • Our parents are required to sign a Home School Agreement to support the school and their child • Appendices A: School Rules, B: Our Mission Statement and C: Home School Agreement

Introduction

It is a primary aim of our school that every member of the school community should feel valued and respected, and that each person shall be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. This policy aims to promote an environment where everyone feels happy, safe and secure.

The school has five school rules to promote good relationships, so that people can work and play together in a supportive manner (see Appendix A). These rules were developed by the whole school. Staff and pupils worked together to discuss helpful and hurtful behaviours and how we could avoid the latter. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. At the beginning of each academic year, each individual class reviews their own class rules to establish how best to behave to support learning in their own classroom.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. See Appendix B for our Mission Statement which reiterates this aim.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. **This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.**

Rewards and Sanctions

We praise and reward children in a variety of ways, such as:

- Teachers verbally congratulate and praise children for good behaviour and work
- Pupils may also receive stickers or house-points for good behaviour, effort or kindness. These stickers are awarded by **all** adults in the school and pupils may also make appropriate nominations to staff.
- Staff and pupils are encouraged to show and discuss examples of best work in our Friday Family celebratory assembly
- At this Assembly we also acknowledge the efforts and achievements of children, both in and out of school. We also present certificates to our “Star Learners” of the week (their parents are specifically invited). These certificates are then displayed in our central foyer for the following week and the children are invited to have “Squash and Biscuits” with the Headteacher that afternoon as a treat.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We use our professional judgement and knowledge of each individual child to resolve situations.

- First and foremost we talk to the child/ren to help them understand what they have done wrong and how best to resolve the situation. This might involve apologising to someone either verbally or in writing, missing a break time, working away from the rest of the class, clearing up a mess created, repeating a task etc.
- If a pattern of poor behaviour is emerging, or the school considers the matter to be more serious, then parents will be informed and we shall endeavour to work together to improve the child's poor pattern of behaviour, e.g. a behaviour timetable may be introduced with rewards and sanctions built in
- In exceptional circumstances where there is continuation of bad behaviour or lack of co-operation in improvement the school may exclude the pupil. Exclusions can be short term or permanent.

The class teacher discusses the school rules with each class at an age appropriate level. Every child in the school knows the standard of behaviour that we expect in our school. Every child is also aware of our school motto "expect only the best" which underpins all that we do at Ashton. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or they may be brought to the attention of the Headteacher and addressed during a whole school assembly.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and we endeavour to equip our pupils with the knowledge and skills necessary to deal with bullying (see our Anti-bullying policy).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. If a child is behaving aggressively (verbal and/or physical) towards others or abuse of property*, the child will be asked to remove themselves from the situation (e.g. leave the classroom/go inside off the playground) in order to calm down. If the child refuses to leave calmly, reasonable force will be used to remove the child from the situation and parents will be informed. The actions that we take are in line with government guidelines on the restraint of children. (See Positive Handling Policy).

*In the event of damage to school or another child's property, parents will be expected to make a contribution towards replacement.

The role of the class teacher and teaching assistants

It is the responsibility of the class teacher and teaching assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Staff treat each child fairly and enforce the classroom code consistently. All children are treated with respect and understanding in all areas of the school, including classrooms and on the playground.

If a child misbehaves repeatedly in class, the class teacher will keep a brief record of significant incidents and looks to ascertain whether there are any patterns/triggers emerging. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher. At lunchtimes behaviour incidents are dealt with immediately by our Teaching Assistants who may liaise with the Class Teacher at the end of the session if appropriate.

The class teacher reports to parents about the progress of each child in their class at formal Parents Meetings, but s/he may also contact a parent if there are concerns about the behaviour or welfare of a child at any point in time.

If appropriate (in more extreme cases) the needs of the child may be discussed with other agencies, such as our Family Support Worker, Learning Support Adviser.

The role of the Headteacher

It is the responsibility of the Headteacher, as per section 89 of the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents with the intention that our children should receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have real concerns about their child's welfare or behaviour. However, parents must appreciate that minor misdemeanours are not reported but dealt with in class.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher who will then inform the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal.

The Headteacher will inform the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they will consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher will monitor the effectiveness of this policy on a regular basis and report to the governing body on its effectiveness. Behaviour is discussed at Staff briefing every Friday lunchtime as a regular agenda item.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix A

The School Rules set within the context of our school motto "Expect only the best"

We aim to make people smile so:

- We listen carefully to others, taking turns without interruption, respecting their opinions and responding politely
- We work and play without hurting or disturbing others, treating others as we would like to be treated ourselves
- We follow instructions the first time of asking
- We always move safely around school and stay in safe places
- We help our school to be a beautiful place by taking care of the buildings, grounds and equipment.

Appendix B
Our Mission Statement

At Ashton-under-Hill First School, we work in partnership with parents and community, to encourage participation, creativity, problem-solving and enthusiasm for learning. We work as a team within a caring environment to achieve a standard of excellence appropriate to each individual, enriching, encouraging and equipping each child for the challenges of today and tomorrow.