



**Ashbridge**

INDEPENDENT SCHOOL & NURSERY

# BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

Approved by: SLT

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Related policies: Physical Restraint, Anti-Bullying, Exclusion, Technology and Online Safety, Safeguarding and Child Protection

Scope: Ashbridge Independent School and Nursery, Ashbridge on Ribble, Ashbridge Nursery at Maxy Farm, The Fledglings Nursery

It is our aim for children to develop a positive self-image, respect for others, an awareness of their own personal needs and an understanding of the needs of others and our community. As they get older, they should take on responsibility for their words and actions more and more. We believe a nurturing, positive and ordered environment is essential for children to learn effectively and for the smooth running of our school and nursery. Children, parents and teachers need to work together to this effect, as set out in our Home/School Principles. Parents are involved at all stages of behaviour management to allow them to support the process and help work towards effective implementation of behaviour management strategies.

In order to achieve our aims we believe it necessary to create consistent and high 'expectations of behaviour'. Such expectations are based on a professional understanding of the developmental stage of the children concerned, any specific learning needs, disability or condition, and a commitment to fairness, equity and consistency. We promote

- Consistent and calm adult behaviour – positive role models upholding the four rights
- Sustainable routines with clear expectations.
- First attention to best conduct – praise the positive at all times.
- Constructive discussions/conversations - linked to our rights.
- Restorative approaches – empathy for others.

Children are encouraged to be aware of the effect that their behaviour has on others and this is done by positively reinforcing appropriate behaviour and giving children the chance to explain how the actions of a peer has made them feel rather than this coming from an adult. We feel that this approach helps children to develop their sense of 'right and wrong' and the understanding of acceptable and unacceptable behaviour. Unacceptable behaviour includes but is not limited to: non-compliance of school and nursery rules, physical violence, verbal abuse and malicious accusations against other pupils or staff. Under all these circumstances the behaviour management procedures should be followed. Staff should also be aware that a behaviour issue may also be a safeguarding concern as the child may be imitating behaviour seen at home or using inappropriate language for their age range heard outside of school or nursery.

Corporal punishment is not used or threatened, nor any punishment which may adversely affect a child's well-being be it physically or mentally. At all times it is the behaviour of the child and the consequences thereof that will be disapproved of, and not the child him/herself. Physical intervention will only be used to avert immediate danger of personal injury, injury to another person or an immediate danger of damage to the property of any person, including that of the child themselves, in line with the Physical Restraint policy.

We aim to develop a partnership between parents and ourselves, to ensure the implementation of this policy and therefore the wellbeing of the children in our care.

All team members are fully aware of the policy and play a key role in ensuring that both children and parents are informed and involved in any necessary decision making. We believe the policy is reasoned and fair and is based on behaviour modification through example and support rather than a punitive approach to behaviour management. At Ashbridge we have an expectation that every member of staff will be able to effectively manage and support improvements in children's behaviour, supporting this through staff development, supervision and training. **The named persons for behaviour management are the Headteacher and in the EYFS the Nursery Managers.**

## BEHAVIOUR MANAGEMENT PROCEDURES

The development of appropriate behaviour takes time, patience and perseverance from all concerned. The behaviour of individual children is monitored through daily observation and reviewed regularly. We manage behaviour by implementing the following procedures, which are applied in a manner appropriate to the age of the child.

The behaviour policy and procedures are centred on core rights that all children and staff can expect from their school and workplace. Alongside these rights are accompanying responsibilities and the concept of choices and consequences.

Everyone at Ashbridge, including children, staff, volunteers and other members of the community have:

**The right to learn**

**The right to be safe**

**The right to be happy**

**The right to be themselves**

We encourage children to be:

- \* Polite, respectful and friendly
- \* Nurturing and considerate
- \* Helpful and kind
- \* Focussed on their learning
- \* Able to play and have fun
- \* Able to resolve conflict in an increasingly independent way using self-regulation skills

We do this by:

- having high expectations which are consistently applied and clearly explained to children using the language of rights and responsibilities
- modelling appropriate behaviour in actions and words and through stories and discussion etc
- helping children to be responsible for their own behaviour by including them in decision making, forming positive playground/class rules
- Providing time and opportunity for children to talk things through, practice appropriate behaviour and reflect on their behaviour and any consequences through the Personal Development Programme and day-to-day life in school

The expectations of a child's behaviour varies depending on their age and developmental stage, and different guidance and procedures are in place for EYFS, Infants and Juniors, as detailed below. It is important to note that these procedures are modified when needed depending on a child's individual needs, including but not limited to SEND needs, being a victim of abuse or otherwise being more vulnerable.

## EYFS

Within the EYFS we aim to set boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Within the Early Years we are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting classroom guidelines to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child. We encourage the children to self-regulate their behaviour.

We know that young children who are learning to express their preferences and wants can become overwhelmed easily. We aim to provide a nurturing and secure environment in which children can learn how to recognise and manage their emotions, and subsequently self-regulate their behaviours appropriately. We also provide structure and routine to the Nursery and Reception days so that the environment feels safe and predictable.

Children who behave inappropriately, for example by physically hurting another child or adult e.g. biting, or through inappropriate verbal interaction, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

- We involve parents if their child's behaviour is inappropriate towards others, or if their child has been upset by another child's behaviour. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery.
- We support children in developing non-aggressive strategies to enable them to express their feelings
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we may implement an individual positive behavioural support plan.
- If a child's behaviour continues to be a concern, then this would be referred to a member of the Senior Leadership Team for further appropriate action as detailed in the section below titled 'Behaviour Plans and Exclusions'.
- For children in the Reception class, the Infant procedures also apply.

#### **Infants/Lower Juniors – Good to be Green works alongside the 4 rights.**

There is a green, yellow and red card system in place in Reception, Years 1, 2, 3 and 4 and its use is consistent throughout the year groups. The 'Good to be Green' is a 3 step system whereby all children start the week on a green card. Any instances of unacceptable behaviour (not upholding our core rights, making the wrong choices) can lead to the card being moved from green to yellow and then to red if unacceptable behaviour continues.

'Stop and Think' cards are used to give an extra chance before a yellow card is issued if felt necessary. A yellow or red card may be followed up with an appropriate sanction, which may include talking to the Deputy Headteacher. Parents are fully aware of this system and encourage their children from home. Children can go back up from yellow to green in acknowledgement of their improved behaviour following a sanction. This is important to show that responding to a poor choice with positive action has positive results. Occasionally, for individual children this process will be adapted as part of a Targeted Learning Plan if the usual system does not meet their individual needs.

#### **Upper Juniors**

It is expected that the older children can use a more autonomous system of behaviour management as their maturity develops and they take more ownership of and responsibility for the choices they make with less need for constant external rewards over their own pride in their conduct.

Year 5 and 6 still follow a step system – following an incident of unacceptable behaviour a teacher or member of staff would...

1. Remind the child of acceptable behaviour by pointing out the right that had been infringed and the consequences of their choices in a calm and positive way. The expectation is they will respond positively to this initial discussion. However, if unacceptable behaviour continues the teachers would move to Step 2.
2. Withdraw the child from the situation by asking them to move and work in a designated quiet area in the classroom. If this does not work, move to Step 3. Step 3 is rarely needed.
3. Send the child to another class for a short amount of time as agreed by both teachers. If this doesn't work, move to Step 4.
4. Refer child to the Deputy Headteacher or Headteacher for further appropriate action. In the event of the Deputy or Headteacher being unavailable, the child should be referred to another member of the Senior Leadership Team on site at the time.

*Serious one-off behaviour incidents such as intentionally hurting another child or adult would result in an instant red-card and a meeting with the Headteacher or member of the SLT to decide if further sanctions are required.*

#### Behaviour Plans and Exclusion

If a child's behaviour, in the EYFS, Infants or Juniors continues to be a concern and they are regularly receiving red cards or being referred to the Headteacher or Deputy Head we would:

- In consultation with parents, devise, implement and monitor an individual behaviour programme which would include relevant actions such as observations over a period of time, liaison with other staff, setting and reviewing targets with the child and family, and any other appropriate actions.
- Offer support activities such as social skills programmes to help children and their families where appropriate.
- Co-ordinate with outside agencies such as educational psychologists or counsellors when appropriate.

If, after the implementation of this policy and a sufficient period of time has elapsed, the behaviour of an individual child continues to be

- harmful to the child or others
- disruptive to the learning of the child or others

Then the Headteacher, in consultation with the Senior Leadership Team, reserves the right to consider excluding a child, following the procedures set out in the Exclusion policy.

#### Recording Information

If a child's behaviour is referred to the Headteacher/SLT, a record is entered onto the BEHAVIOUR LOG. In the case of serious misbehaviour (physical violence, verbal abuse or malicious accusations which result in harm to others); a record is made of the incident and sanctions on the log. Parents/carers are formally informed and involved at this stage.

Appendix 1; SCHOOL RIGHTS– these have been devised in consultation with the children of Ashbridge School who sign a contract every year agreeing to uphold them

### **AT ASHBRIDGE SCHOOL WE HAVE THE RIGHT TO**

**LEARN – both inside and outside the classroom**

**BE SAFE – everywhere we go**

**BE HAPPY – learning is more effective when children are happy**

**BE OURSELVES – we value all individuals and understand that not everyone is the same and that is a great thing.**

### **Appendix 2; Rewards and Sanctions**

The following reward and sanction methods are used across the school.

**Praise and rewards** can be given for many different reasons; effort, progress, academic work, or **excellent behaviour**, being helpful or kind and considerate – these are in addition to the Good to be Green system.

- **Timely, verbal and enthusiastic praise!** Active acknowledgement that the choices the child made were positive with respect to their own behaviour and its impact on others
- **Stickers – awarded specifically for good behaviour - ??? -do we have these??**
- **House points (max of 2) awarded for good behaviour–** totalled and celebrated in whole school assemblies on a Friday
- **Spirit of Ashbridge Award** - celebrated through Merit Assembly each week – one per class per week. These can be awarded for particularly noteworthy examples of excellent behaviour or role modelling
- **GOLDEN Stars** – each teacher will be given 2 golden stars to award each week to the pupils who they think has set a particularly good example and these children will be able to use their star to gain 5 minutes extra playtime on a Friday morning. They are allowed to bring a friend with them.
- **Class of the Week** – points awarded to classes for excellent behaviour when lining up, in assemblies or situations where the whole class is involved. A trophy is presented to the winning class on a Friday, and they can choose a reward to enjoy the following week.

### **Sanctions**

For situations where children’s behaviour falls below our expectations

- Stop and Think Card issued with discussion to help the child realise the impact of their actions or words
- Yellow or Red cards issued – parents always informed if red and informed if needed for a yellow card.
- Missed playtimes – to catch up on unfinished work/Homework or as a result of inappropriate behaviour in lessons – at the teacher’s discretion and children will rarely miss a whole playtime. Children will walk around with the teacher on duty if possible, to ensure they get some fresh air.
- Discussions with the Deputy Head or Headteacher for serious breaches of our expectations such as deliberately hurting others.

## Playground Behaviour

The same rights apply to all children and adults in the playground and any infringement of these rights will result in a discussion with the appropriate member of staff, communication to the child's class teacher and possible time out during playtimes to reflect on the choices made. Serious playground incidents will be referred immediately to the Headteacher or Deputy Head.

As in the classrooms the following steps apply during playtimes.

1. Remind child of acceptable behaviour - point out the consequences of unacceptable behaviour in a calm and positive way. The expectation is they will respond to this initial discussion. However, if unacceptable behaviour continues move to Step 2.
2. Children to walk with staff member on duty for a few minutes before being allowed to return to play.
3. If children continue to behave inappropriately during that play time they will need to see the Deputy Head to talk about what happened. Parents may be informed if needed.
4. Some children may be placed on an individual Playground Behaviour Plan which is drawn up in consultation with parents and the pupil involved. The Deputy Head oversees the implementation of the plans.

So called **rough play** is a natural and important part of healthy child development and is a feature of playgrounds everywhere.

### **Rough play helps young children:**

- understand the limits of their strength.
- explore their changing positions in space.
- find out what other children will and won't let them do.
- work out social relationships as they play roles, take turns and sort out personal boundaries.
- burn off energy and let go of tension.

When we see children taking part in this type of play the temptation can be step in to stop it as it can look like fighting. Teachers on duty will be vigilant in observing and evaluating this type of play. When we see signs that the rough and tumble has gone beyond what is acceptable and necessary, teachers will step in at this point to bring things to a halt, allowing the children to reset or play apart for a while if needed.

For wet playtime – Infants will be in their classroom, Juniors in the Junior rooms – teachers to supervise. Indoor behaviour expectations will apply.

Before and After School Care and Holiday Care – this may be indoors or out in the school grounds – the same rights apply, accompanied by the same rewards and sanctions apply here too.

### Key Language for staff to use when talking to children about behaviour

Respect and Nurture  
Rights/Responsibilities  
Choices/Consequences

Impact on others – of their words and actions – positive and negative