

BEHAVIOUR Management Policy and Procedure

This policy and procedures are implemented throughout the school and nursery and are reviewed annually by the Development Forum in order to assess its implementation, effectiveness and compliance with regulations.

This policy has been written using the 'Behaviour and Discipline in Schools 2016' guidance from the Department for Education and should be used in conjunction with the Safeguarding, Physical Restraint - Care and Control, Anti-Bullying, Exclusion and Technology and Online Safety Policies.

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. We believe a disciplined and ordered environment is essential for children to learn effectively and for the smooth running of our Nursery and School. 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 or condition, and a commitment to fairness and consistency.

Children are encouraged to be aware of the effect that their behaviour has on others and this is done by positively reinforcing appropriate behaviour. 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 and 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.

We aim to develop a partnership between parents and ourselves, which we feel is essential to ensure the implementation of this policy and therefore the wellbeing of the children in our care. Particular emphasis is placed on behaviour management at times of transition such as from EYFS to Infants and Infants to Juniors. This is done by 'moving up days', welcome meetings and a consistent approach by all staff to the implementation of school and nursery rules and expectations.

All staff 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. 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 Head of Nursery and 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 and we manage behaviour by implementing the following procedures, which are applied in a manner appropriate to the age of the child. See also the policy on Care and Control which refers to procedures for restraint and also the Anti-Bullying Strategy.

The policy and procedure are centred on core rights that all children and staff should be able to expect from their school/workplace. Alongside these rights are accompanying responsibilities and the concept of choices and consequences.

The right to learn
The right to be safe
The right to be happy
The right to be themselves

We encourage children to be:

- **Focussed on their learning**
- Polite, respectful and friendly
- careful and considerate
- helpful and kind
- conscientious and self motivated

We do this by:

- **having high expectations which are clearly explained to children through 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 (see Personal Development policy)
- Praising, encouraging and rewarding appropriate behaviour as it occurs - verbal praise, reward stickers, house points, certificates
- Regularly informing parents when children behave well both verbally and through daily dialogue, journals, parent's consultations and reports.

The expectations of a child's behaviour varies depending on their age and different guidance and procedures are in place for EYFS, Infants and Juniors, as detailed below.

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.

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 other child's 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. 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 behaviour modification plan.
- If a child's behaviour continues to be a concern then this would be referred to the Headteacher for further appropriate action. See also the following paragraphs.
- For children in the Reception class, the Infant procedures also apply.

Infants/Lower Juniors – Good to be GREEN

There is a green, yellow and red card system in place in Reception, Years 1, 2, 3 and 4

This is a 3 step system whereby all children start the week on green. Any instances of unacceptable behaviour (not upholding our core rights, making the wrong choices) and they move from green to yellow and then to red if unacceptable behaviour continues. Some children may also meet with the Deputy Head, if this is felt necessary, who will talk to them about their behaviour and how to improve for the following week. Should a child receive 5 red cards they will meet with the Headteacher to discuss their behaviour. Parents would be invited to this meeting. Parents are already fully aware of this system and encourage their children from home. 'It's Good to be Green.'

There are clear consequences for moving from green to yellow or red which are age appropriate and shared with the children at the beginning of the year.

In Reception and Year 1 children cannot move back up from yellow to green until the following week. In Years 2, 3 and 4 this is possible during the week for excellent behaviour at all times following the yellow card.

Pupils gaining 10 weeks of being green all week receive a special certificate to be presented in assembly. A further certificate and badge is awarded if they stay on green all year.

In the case of a more serious single incident, eg a fight in the playground, the child would be referred immediately to the Headteacher / SMT for further appropriate action.

Upper Juniors

It is expected that the older children can use a more flexible system of behaviour management as their maturity develops and they take more responsibility for the choices they make.

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

1. Remind child of acceptable behaviour - point 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 and further rules are broken 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.
3. Send the child to a Deputy Head for a short amount of time (agreed by teachers) If this doesn't work, move to Step 4.
4. Refer child to the Head teacher / SMT for further appropriate action.

DETENTION is used occasionally in Upper Juniors only. The Deputy Head runs the detention which is during lunchtime. Parents are always informed that their child has been placed in detention and the reasons why. The Deputy Head in the Junior School keeps the log up to date.

If a child's behaviour, in the EYFS, Infants or Juniors continues to be a concern and they are regularly at the stage of being referred to the Headteacher/SMT then we would:

- In consultation with parents, devise, implement and monitor an individual behaviour programme which would include: - observations over a period of time/ liaison with other staff / setting and reviewing targets with the child and family.
- 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;

- Is harmful to the child or others
- Causes disruption to the learning of the child or others :

Then the Head Teacher in consultation with the Development Forum, reserves the right to consider excluding a child, following procedure set out in the company Exclusion policy.

Recording Information

If a child's behaviour is referred to the Headteacher/SMT, 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 if their child's behaviour is entered onto these logs.

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 SYSTEM and PROCEDURES

In line with the school behaviour policy the following procedures and systems are in place.

Praise and rewards can be for effort, progress, good work, and **excellent behaviour**, being helpful or kind and considerate deeds – 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
- **Celebrate positive behaviour** with other children, staff, parents, Headteacher
- **Stickers** – awarded specifically for good behaviour
- **House points** – totalled and celebrated in whole school assembly
- **Spirit of Ashbridge Award** - celebrated through Merit Assembly each week – one per class per week.
- **Wall of Fame** – children receiving the green award for 10 weeks of consistently good behaviour get their photograph displayed on the wall of fame in Reception.
- **Super Stars** – each teacher will be given a star to award each week to the pupil 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 or have a seat at the special table set up for Friday Roast Dinners.

At times, and in order to motivate individual children staff may also use other appropriate methods whilst ensuring fairness and consistency is applied within this framework.

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 classroom 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 playing or if necessary they will stand by the Hall to reflect on the incident and the choices they made
3. If they break any further rules during that play time they will need to see the relevant Deputy Head and their names will be entered in the Behaviour Log.
4. If they have 5 entries in the Behaviour Log for playground behaviour they will be referred to the Headteacher and parents will be informed.

For wet playtime – Reception children in Reception Class, Year 1 and Year 2 together, Year 3 and Year 4 together and Year 5 and Year 6 together – teachers take turns to supervise – normal rota suspended.

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.

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

Rights/Responsibilities

Choices/Consequences

Values

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