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

Empowering Young Minds Through Respect and Nurture.

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 children 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. 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.

Our behaviour strategy is underpinned by the four key rights enjoyed by all the pupils and the accompanying responsibilities to not do or say anything that might impinge on the rights of another pupil or adult.

The right to LEARN
The right to be SAFE
The right to be HAPPY
The right to be MYSELF

In order to achieve our aims we believe it necessary to create consistent culture of 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 believe in

- Consistent, nurturing 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 with pupils and parents- linked to our words and actions and our rights.
- Restorative approaches – developing empathy for others and taking responsibility for our actions and words.

Children are encouraged to be aware of the effect that their behaviour can have on others and this is done by positively reinforcing appropriate behaviour and, when inappropriate behaviour occurs, giving children the chance to explain how the actions of a peer has made them feel. We believe that this approach helps children to develop their own 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 rules, physical violence, verbal abuse and malicious accusations against other pupils or staff. Under all these circumstances the behaviour management procedures set out below will 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 strong partnership between parents and ourselves, to ensure the implementation of this policy and therefore the wellbeing, safety and happiness 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 the Deputy Headteacher.

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 the 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.

At all times, we encourage/expect 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, responsibilities and choices
- 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
- Creating a culture where excellent behaviour comes naturally to the children, there is an 'Ashbridge' way

Whilst we are concerned with safety, care and respect for each other, restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.
We also 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 'rules' 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 and act 'in the moment'. 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 school days so that the environment feels safe and predictable.

We involve parents if their child's behaviour is inappropriate towards others, or if their child has been upset or hurt by another child's behaviour. 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 home and school. We support children in developing non-aggressive strategies to enable them to express their feelings Through partnership with parents, we make every effort to identify any behavioural concerns and the causes of that behaviour. From observations and discussions, we may implement an individual positive behavioural support plan.

A step-by-step approach is used by all teachers when incidents of inappropriate behaviour take place. Every child gets a fresh start every day.

Step 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 and apologise for their actions/words. However, if inappropriate behaviour continues the teachers would move to Step 2.

Step 2 - Withdraw the child from the situation by asking them to move and work in a designated quiet area if in a classroom. If this does not work, move to Step 3. Step 3 is rarely needed. At this point the pupil is reminded that a move to Step 3 would involve contact with home regarding this continued behaviour.

Step 3 - It may be necessary to send the child to another class for a short amount of time as agreed by both teachers and inform parents by moment or email. This would be logged on CPOMs. At this point a child may also be asked to speak to their House Leader to give them another opportunity to modify their behaviour before Step 4.

Step 4 - If a child is continuing to misbehave and reaching Stage 3 consistently, at this point the Head or Deputy Head would be involved and parents would be invited in to discuss the ongoing concern. This meeting would be logged, recording strategies agreed and a review date set. 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 who will then inform the Head or Deputy Head.

Serious one-off behaviour incidents such as intentionally hurting another child or adult would result in an immediate meeting with the Headteacher/Deputy Headteacher to decide which sanctions are required and to contact all parents involved parents to inform them of what happened and our actions.

<u>Behaviour Plans and Exclusion</u>

If a child's behaviour continues to be a concern and they are regularly reaching Stages 3 and 4 without noticeable improvement.

- 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 at Stage 4

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

Appendix; 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, showing good manners, being a great role model. We will actively look for opportunities to recognise and praise those children who always live up to our expectations and are wonderful role models for their peers.

- **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
- **House points (max of 2) can be awarded for excellent behaviour**– totalled and celebrated in whole school assemblies on a Friday. These can be awarded by any of the adults working with the children, teachers, clubs' coaches, TAs, BSC/ASC Team.
- **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 has 2 'golden stars' to award each week to the pupils who they think have 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 whole classes for excellent behaviour when lining up, in assemblies or situations where the whole class is represented. 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 particularly in relation to low level disruption and/or incompletion of the expected amount of work for that child.

- Missed playtimes – to catch up on unfinished work in lessons or as a result of inappropriate behaviour in lessons – at the teacher's discretion and children will rarely miss a whole playtime.
- Discussions with the Deputy Head or Headteacher and parents for Step 4

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 with the child's class teacher and parents if needed 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 and apologise. 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 will be informed at this stage.
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.

ROUGH PLAY

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.

LOW LEVEL DISRUPTION

Low level disruptive behaviour is behaviour that doesn't cause huge disruptions but can still disrupt the class or parts of the class and thus have an impact on learning.

Examples of low-level disruption include

- talking unnecessarily
- shouting out without permission or interrupting people
- not starting work when told to
- showing a lack of respect for teachers and/or peers
- not having the correct equipment, i.e., PE kit
- answering back
- Moving around school in an unsafe manner – e.g. running in areas where this is not safe.

The use of the step-by-step process is designed to minimise and ultimately remove any incidences of low level disruption taking place in school.

Other procedures

For wet playtime – Infants will be in their classroom, Juniors in the Junior rooms upstairs – teachers on duty 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 expectation of behaviour will apply. The Deputy Head is often present in Before and After School Care.

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

Respect and Nurture
Rights/Responsibilities
Choices/Consequences
Impact on others peers and adults – of their words and actions – positive and negative - restorative approach/empathy