

Ashover Primary School

POSITIVE BEHAVIOUR POLICY 2024-26

	Date	Minute No.	Review date
Approved by Governors (V1)	01/06/15	1/6/15.14.5	June 2017
Reviewed & Approved (v2) by Governors 2019	04/10/17	04/10/17.22	September
Reviewed &			
Approved (v3) by Governors	30/6/2021	30/6/2021.8	March 2023
Reviewed & Approved (v2) by Governors	01/03/2023	01/03/23.5	March 2025
Reviewed & Approved by Governors (V4)	24/01/2024	24/01/2024.11	January 2026

Principles

In considering all matters relating to behaviour and discipline, the following principles have been agreed:

1. All children have a right to learn and all staff have a right to teach.
2. Children can choose how to behave and must learn to exercise that choice responsibly.
3. All children should be encouraged to be honest about their behaviour, with themselves and other people, and help to learn from their experience.
4. All children should know that they are liked and listened to and will be treated with respect, consideration, politeness and concern.
5. All children should learn that good behaviour has consequences, which may include rewards, and that good behaviour is appreciated and encouraged.
6. All children should learn that inappropriate behaviour has consequences, which may include appropriate punishment, and that following these consequences, a fresh start is available.
7. All children should know that inappropriate behaviour will not be ignored or overlooked and that in rejecting the behaviour, the child is not rejected.
8. All children should see that staff have high expectations of behaviour, apply the behaviour code consistently and share the responsibility for maintaining high standards throughout the school and grounds.

At Ashover Primary School we will not tolerate:

- ❖ Bullying, whether verbal, physical or emotional
- ❖ Racism, whether by word, action or attitude
- ❖ Fighting or deliberately hurting others
- ❖ Swearing, gesticulation or bad language
- ❖ Disobedience and refusal to co-operate

It is recognised that inappropriate behaviour often results from disputes among friends and disagreements at playtime. These require sensitive intervention by staff on duty and by classroom teachers in order to promote resolution of conflict and reconciliation. They must not be dismissed as unimportant.

The school does not:

- ❖ Use any form of physical punishment
- ❖ Use blanket punishment of whole groups for the activities of individuals
- ❖ Punish individuals as scapegoats for a group
- ❖ Use punishments that are humiliating and degrading

Responsibilities

The **Governing Body** is responsible for providing a written statement of general principles (as shown in this document) and may offer guidance to the Head Teacher in relation to particular matters.

The **Governing Body** accept that it has a key role in influencing the ethos of the school – its general atmosphere and philosophy, and hence its standing in the local community.

The **Head Teacher** is responsible for regulating the conduct of pupils, agreeing with rules and guidelines with staff and keeping them under review. The Head Teacher is also responsible for ensuring the Behaviour Policy is known within the school and applied reasonably.

Class Teachers are responsible for their pupils' pastoral welfare and the particular needs of the children in their class.

All members of staff are responsible for applying the Behaviour Code fairly and consistently within their own area of responsibility and throughout the school.

The Behaviour Code in Practice

As a member of Ashover Primary School you have a RESPONSIBILITY

- ❖ To let others get on with their work and play
- ❖ To work to the best of your ability
- ❖ To respect and care for others
- ❖ To listen and respond thoughtfully when being spoken to
- ❖ To be honest and truthful at all times
- ❖ To show care and consideration for the school environment
- ❖ To tell a member of staff if you see someone being treated unkindly

As a member of Ashover Primary School you have a RIGHT

- ❖ To get on with your work and play
- ❖ To be yourself and proud of your achievements
- ❖ To be treated fairly and with consideration
- ❖ To express your views in an appropriate manner and know that you will be listened to.
- ❖ To feel happy, safe and confident
- ❖ To tell a member of staff if someone or something is causing you problems

**As a member of Ashover Primary School you are expected to follow our
RULES**

Achieve	1. Always try your best
Safe	2. Walk inside the school building-no running
Positive	3. Show pride in your achievements
Independent	4. Have a go at things yourself before asking for help
Respect	5. Listen to staff and follow their instructions 6. Show respect to others and the school environment
Enjoy	7. Be kind-don't use hurtful words or actions

They apply in lessons, at playtimes and at going home time.

They apply with teachers, support staff, midday staff and all other members of the school community.

They underline our desire for children:

- ❖ To be happy and confident in school
- ❖ To choose good behaviour at all times
- ❖ To be assertive rather than aggressive.

In addition to the Behaviour Code class teachers devise their own specific instructions and guidelines for classroom procedure and management. Children should play a part in devising these instructions which should then be displayed prominently in the classroom.

Playground Behaviour

During morning break and afternoon break and lunch time break all children share the one large playground. The playground is given over to games and activities during these times. The Adventure, Outside Gym and Football area is used on a rota basis. There is a variety of playground equipment, which is used on a daily basis and this is collected in at the end of the session. Abuse of this equipment will result in the child being prevented from using it for the remainder of the session. If the abuse persists then the child will not be allowed to use any of the equipment for the remainder of the week. Where the abuse is widespread then no equipment will be made available for a fixed period of time.

Children may sit at the picnic tables for conversational periods, they are not to be used for climbing on.

Children who persistently misbehave or whose behaviour is deemed significant during playtimes will be sent to the 'time out' area to cool down (this is in the corridor outside the staffroom). This sanction should only normally last for five minutes at the most.

Children are encouraged to play in the area that is most suited to their needs.

If children wish to go to the toilet during break, doors are open for them to access facilities.

Rewards

Our policy seeks to promote and supportive positive behaviour.

To encourage this, the following system of rewards is in place:

Rewards include:

- ❖ Plenty of praise for individuals and groups, quietly or in front of the class.
- ❖ Stickers.
- ❖ Written comments on work.
- ❖ Sharing achievements and work with the class, other teachers or the Head Teacher.
- ❖ Mentions in school assemblies – eg Golden Book, end of term awards.
- ❖ Class Dojos

This list is not exhaustive and class teachers have the right to implement class rewards according to specific cohorts.

Golden Time

KS 1: pupils will earn minutes for Golden time through whole class dojos, teachers will set a whole class target. Golden time will take place every Friday afternoon for 40 minutes.

KS 2: pupils will earn a Golden activity once per term.

Dojo Points

Dojo points are awarded to celebrate positive behaviours. It was agreed that there should be some standard and consistent dojo awards across the school and some which should cover specifics within each class.

The agreed awards:

- o Great manners (smiley face)
- o Helping others (shake hands)
- o On task (square with tick)
- o Super listening (thumbs up)
- o Teamwork (three bodies)
- o Homework (back pack)
- o Work in books (exercise book)
- o Resilience (crossed plasters)
- o Moving around the school (boot)
- o Active Learner (lightbulb)
- o Respecting property (heart/art palette)

Pupils can save up their dojo points to spend in the dojo shop which is open every three weeks.

Golden Book Award

Every Friday, one child is chosen from each class to receive The Golden Award Certificate. The theme of each week's certificate is linked to ASPIRE (Achieve, safe, positive, independent, respect and enjoy). Children are given a certificate in assembly and a message is sent to parents

Strategies for Classroom Misbehaviour

If behaviour is inappropriate and children persist in their behaviour after being spoken to then the following sanctions will be put into place:

- ❖ A verbal warning
- ❖ Name on board and stay behind to discuss behaviour with teacher
- ❖ Name on board with 1 sad face- Miss 5 minutes playtime (if pupil demonstrates that behaviour has improved, name can be removed from board)
- ❖ Go to another class to work
- ❖ Sent to the Head Teacher/Assistant Headteacher
- ❖ Withdrawal of privileges including breaktime isolation
- ❖ If behaviour persists, see SENCO re individual behaviour plan

During this time the child may be asked to do work within class or sit and watch other children who are following the school rules and reflect on their own behaviour.

With children who persistently misbehave, parents should be included at an early stage and care should be taken to keep all exchanges positive, with an emphasis on sharing the problem and solving it together.

If the behaviour of a pupil is part of a Learning Support Plan, then the targets should be small and manageable and agreed with pupil and parents. Behaviour procedures for children with such needs as ADHD or autism for example, should be adapted to meet the needs of the child.

If the behaviour of a pupil continues to be an issue, advice and support should be sought, through the SENCo and/or Local Authority.

It is recognised that the Midday Supervisors play an important role in the promotion of playground harmony. The way they speak to and interact with the children will largely determine the response of the children. The Midday Supervisors are encouraged to give out House Points for good behaviour and manners. The Midday Supervisors should immediately inform the Senior Midday Supervisor of any concerns, worries or problems they may have. These will then be passed on to the Class Teacher or Head Teacher.

Suspensions, Alternative Provision and Exclusions

If, in the opinion of the Head Teacher, the child's misbehaviour is serious enough then the child may receive a suspension; the length of the suspension would be set by the Headteacher and would be proportionate to the unwanted behaviour that occurred. The Headteacher may also consider an internal suspension from class or the playground, a temporary part time timetable, an alternative provision or a managed move to another education setting that may be in the best interest of the child and wider school community. As an absolute last resort, the Headteacher may issue a permanent exclusion from the school. This should be carried out in line with government procedures.

Bullying and Racism

This school does not tolerate or condone any form of bullying. Staff should refer to the school's Anti-Bullying Policy. All instances of bullying and racism will be dealt with in accordance with this policy.

Monitoring Behaviour

In order to maintain high standards of behaviour, the school monitors performance using a variety of indicators.

- ❖ ARBOR – significant or repeated concerning behaviour will be recorded by staff on Arbor. Members of the Senior Leadership Team will act on this information. Where incidents have not been witnessed by staff, staff will try to investigate what occurred by asking other pupils that may have witnessed the incident.

- Staff record on Arbor if a child has missed break time or been sent to another class. The Senior Leadership Team and class teachers monitor this record and will consider next steps if a pupil's behaviour is a cause for concern.

The Head also records parental contacts, concerns and requests and aims to follow them up within two working days. This task may be delegated to the class teacher.

- ❖ RACIST LOG – Staff record racist incidents on Arbor. Trends are identified on a termly basis and an annual report is made to the Full Governing Body.
- ❖ Lunchtime behaviour is monitored by the Play Leader and significant or persistent poor behaviour is reported to class teachers. Class teachers will record on Arbor any behaviour incidents where a consequence has been issued.
- ❖ Exclusion data is noted and monitored by the Full Governing Body. Figures are formally reported on an termly basis.

Success Criteria

The Behaviour Policy will be operating well when:

- ❖ There is a happy atmosphere in which everyone has the opportunity to do their best.
- ❖ Everyone shows respect for themselves, each other, property and the environment.
- ❖ Everyone co-operates with everyone else in a polite, considerate and helpful manner.
- ❖ There are equal opportunities for all.