



# Ash Grove Academy

## Behaviour Policy



Ratified	Signed	Renewal date
	Chair of Governors	(1 year cycle)

Last updated: **September 2022**

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## Statement of intent

**Ash Grove Academy** believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to:

- Promoting positive behaviour built around the core school values: *At Ash Grove, we are **RESPECTFUL, CARING, CURIOUS and CO-OPERATIVE.***
- Promoting positive behaviour built around the language of the **Convention on the Rights of the Child**, in particular Article 2 (No discrimination), Article 19 (Protection from violence), Article 28 (Access to education) and Article 29 (Aims of education).
- Promoting positive behaviour built around the principles of the five British values: ***respect, tolerance, democracy, individual liberties and the rule of law***
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect through established 'social norms' and a common culture across school.
- Ensuring equity and fair treatment for all.
- Promoting a culture of praise and encouragement in which all pupils can aspire and achieve.
- Challenging and disciplining unacceptable behaviour, thus creating a caring, safe and productive learning environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Swift intervention and support in any cases of child-on-child abuse, including verbal, physical or sexual in nature.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention by communicating clear and consistent expectations. Conversations with parents/carers may then take place to ensure bespoke systems of behaviour management can be put in place and lead to improved, positive changes in behaviour.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures - putting an emphasis on 'choice', by explaining the consequences of choices to pupils, supports positive behavioural outcomes.
- Supporting transition times when children enter, move around, and leave the school building, classrooms, and communal areas; we believe that monitoring and supporting transition times helps to maintain a calm environment and reduce disruptive or inappropriate behaviours.
- Providing a rich, stimulating curriculum to ensure that children are actively engaged in their learning, thereby reducing the risk of disruptive behaviours. This curriculum extends beyond the classroom, and all children have the opportunity to go on regular

trips/experiences and are encouraged to take part in a wide range of after school clubs.

- Implementing proactive, preventative measures - staff recognise that positive mental health and wellbeing is directly linked to positive behaviours. Pupil interventions targeting emotionally vulnerable children in KS1 and KS2 successfully develop children's emotional resilience and positive self-esteem. RAMPs (Reducing Anxiety Management Plans) are co-created with individual children who need additional strategies in place to support with emotional regulation and positive behaviour choices. The Designated Mental Health Lead oversees a Social, Emotional, Mental Health team within school, including a qualified Emotional Literacy Support Assistant (ELSA), the Pastoral team and the SENDCo team.
- Children experiencing a period of emotional upset or change receive regular 'check-ins' from their named trusted adult. These conversations take place in a calm, quiet space and give children the opportunity to talk privately and candidly about their worries and concerns, thereby building their coping strategies in the wider school environment.
- Provision of 'chill-out areas' for children who need a calm, quiet space when they become heightened or emotionally overwhelmed.
- Shortening the lunch break to 45 minutes with two members of teaching staff, including the SLT, on lunch duty every day. Orderly lining up in classes at the end of morning break and lunch time minimises potential flashpoints for negative behaviours and ensures children are in the right frame of mind to return to class and engage with their learning.

This policy works alongside and in conjunction with:

- Keeping children safe in education 2022 ([publishing.service.gov.uk](https://www.publishing.service.gov.uk))
- Statutory framework for the early years foundation stage 2021
- Behaviour in schools: advice for headteachers and staff DFE 2022
- Ash Grove Academy Child Protection and Safeguarding Policy
- Ash Grove Academy Extended Services including Breakfast Club Policy

## 1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of Ash Grove Academy.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The Principal will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, by implementing this policy and teaching positive behaviours for learning.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.

## 2. Definitions

- 2.1. For the purpose of this policy, the school defines "**serious unacceptable behaviour**" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
  - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
  - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
  - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, the school defines “**low level unacceptable behaviour**” as behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Failure to complete classwork in the given time
- Rudeness and disrespectful behaviour towards adults and peers
- Telling lies
- Not following classroom rules
- Graffiti and other damage to school property

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

### 3. Training of staff

- 3.1. At Ash Grove Academy, we recognise that early intervention can prevent unacceptable behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development. All staff, including support staff, receive regular training on Positive Handling techniques. This ensures the safety of children and staff should aggressive behaviours escalate and physical intervention be deemed necessary by staff.

## 4. Pupil expectations

4.1. Pupils and parents/carers will be expected to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

4.2. The school will establish social normalities across all year groups to teach pupils how to behave sensibly, such as:

- Staff to greet pupils on entry to the classroom to promote positive social interactions and to reduce the number of external issues being brought into the classroom.
- Staff will provide activities for children to complete on entry to the classroom, focusing their attention and minimising the opportunity for disruptive behaviours.
- Staff will use non-verbal cues, and phrases such as, 'What should you be doing?' to support positive behaviour choices from pupils.
- Lining up appropriately at the end of break or lunch time, verbal reminders for children to be 'ready to learn', and walking quietly in one line when entering or leaving the classroom or school premises.
- Sitting appropriately on school chairs, carpets, hall floors, etc.
- Walking into assembly in silence; sitting and waiting in silence.
- Using appropriate voice levels and language across school, including manners and including in the dining room and corridors.
- Raising their hands when they wish to speak in class or assemblies; staff to focus on the children who are complying with this by providing positive descriptive praise and, where possible, ignore shouting out to encourage positive behaviours from all.
- Modelling good behaviour to other pupils; staff will reinforce this by thanking pupils for positive behaviours eg, 'Thank you for waiting until I asked you' or 'Thank you for getting on with the task straight away.'
- Working as a team and respecting others' views, beliefs and faiths when engaging in tasks.

Due to the complex lives many of our children lead, and to individual learning needs, we deal with each child as an individual and decide upon sanctions and rewards accordingly.

## **5. Rewarding good behaviour**

- 5.1. The school recognises that pupils should be rewarded for their display of good behaviour.
- 5.2. The school will use rewards for good behaviour, including but not limited to:
  - Positive look/non-verbal communication and/or descriptive verbal praise
  - Sharing work with the class
  - Sharing work with another teacher or the Principal
  - Stickers and certificates
  - House counters, working towards a whole class reward
  - The child's work on display in the classroom
  - Direct praise to parents at the end of the day
  - Awarding stars in the weekly Celebration Assembly
  - Individual class reward systems
  - Progress Cup awarded to one pupil from each class at the end of each term

## **6. Unacceptable behaviour**

- 6.1. Unacceptable behaviour will not be tolerated at the school.
- 6.2. Breaking any of the rules laid out in our Behaviour Policy will lead to sanctions and disciplinary action.

## **7. Sanctions**

- 7.1. There is no corporal punishment at the school.
- 7.2. Where pupils display serious aggressive and/or threatening behaviour (outlined above as "serious and unacceptable behaviour"), the school will not hesitate to take appropriate action.
- 7.3. At Ash Grove Academy, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore it may be unintentional.
- 7.4. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 7.5. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- 7.6. The school will use a number of different sanctions, depending on the behaviour displayed by the pupil, including the following:



- Verbal warning given to the child and consequences of the action explained; ongoing reminders and reinforcements when positive behaviours are demonstrated.
- Playtimes and lunchtimes missed; after school detention if appropriate (KS2 only).
- Removal of privileges (i.e. after school clubs, visits, etc) and parents informed – face to face or via a phone call if necessary.
- Behaviour log issued and parents informed, with possible after-school detention.
- Internal isolation – with SLT supervision in the Principal's office. Appropriate and relevant work to be provided by the class teacher.
- Temporary exclusions.
- Exclusion.

- 7.7. If a child leaves the classroom then, where safe to do so, a member of staff will follow them. A 'runner' will be sent to a neighbouring class and to the Principal/Safeguarding Leads to request support.
- 7.8. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must log this using the online CPOMs system, alerting all relevant adults including the Principal, the Safeguarding Lead and the Deputy Safeguarding Leads.
- 7.9. The Principal, the Safeguarding Lead and the Deputy Safeguarding Leads will monitor regular or repeated behaviours and action accordingly.

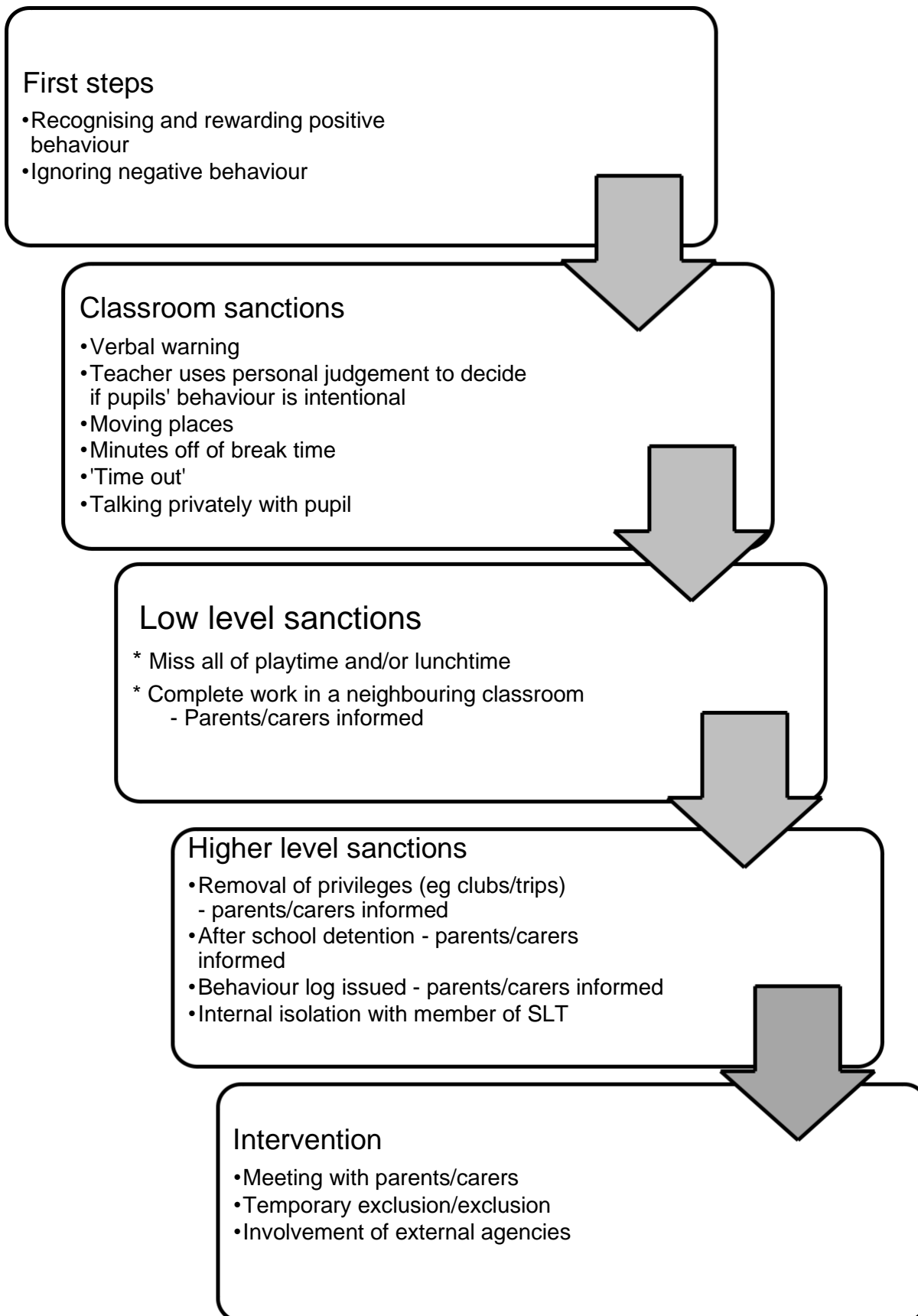
## **8. Outside of school and the wider community**

- 8.1. Pupils at the school must agree to represent the school in a positive manner.
- 8.2. The guidance laid out in the Behaviour Policy applies both inside school, including at Breakfast Club and After School Club, and out in the wider community, particularly if the pupil is dressed in school uniform.
- 8.3. Complaints from members of the public about unacceptable behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed by the Principal and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 9.2. This policy will be made available for inspection and review by the chief inspector, upon request.

## Appendix 1 – Managing in-class incidents flowchart



## Appendix 2 – Behavioural reporting structure

