



Ash Grove Academy

Behaviour Policy



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

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Statement of intent

Ash Grove Academy believes that, in order to facilitate effective teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We believe that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

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, no discrimination, protection from violence, and access to and 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***
- Providing a ***rich, stimulating curriculum*** to ensure 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.
- Encouraging self-esteem and increasing independence and self-discipline, proper regard for authority, and positive relationships based on mutual respect, so each child learns to accept responsibility for their own behaviour and choices.
- Providing a consistent approach to behaviour management through established 'social norms' and a common culture across school.
- Ensuring equity and fair treatment for all, by promoting a culture of praise and encouragement and fostering positive attitudes which recognise and value achievements at all levels.
- Making boundaries of acceptable behaviour clear, helping children to understand the relationship between actions and consequences.
- Challenging and disciplining unacceptable and serious unacceptable behaviour, thereby 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.

- 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.
- Implementing proactive, preventative measures. Staff recognise that positive mental health and wellbeing is directly linked to positive behaviours. We are committed to providing bespoke and targeted support for children displaying social, emotional and mental health (SEMH) difficulties.
- Provision of 'chill-out areas' for children who need a calm, quiet space when they become heightened or emotionally overwhelmed.
- Provision of an indoor lunch club, as well as lunch-time sports clubs, to support self-regulation, social skills and positive play.

Our school is invested in supporting the very best possible relational health between:

- > Parent and child
- > Child and child
- > Child and school staff
- > Parent and school staff
- > School staff
- > School staff and school leaders
- > School staff and external agencies

This policy will be shared with all pupils, families and staff, and will be published on our website.

Parental support for this policy, and the encouragement of children to adhere to it, is an important part of making positive changes in attitudes and behaviour. Parents and carers are encouraged to contact school directly with any concerns, and are encouraged to be proactive in sharing and solving problems as they arise.

This policy works alongside and in conjunction with:

- Equality Act 2010
- Keeping children safe in education 2023 (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
- Ash Grove Academy Home School Agreement

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 making sure the policy is implemented fairly and consistently, ensuring equity and dignity.
- 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 for modelling acceptable behaviour inside and outside of school.
- 1.9. **Pupils** are responsible for their own behaviour both inside school and out in the wider community.

2. Training of staff

- 2.1. 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 includes behavioural issues in the classroom or during playtime/lunchtime and extra-curricular activities.
- 2.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 2.3. 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.

3. Definitions

- 3.1. For the purpose of this policy, the school defines **“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
- 3.2. 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, humiliating or threatening nature.
 - Refusing to comply with disciplinary consequences.
 - Theft
 - Swearing, racist remarks or threatening language
 - Fighting or aggression (verbal or physical)
 - Spitting and biting
- 3.3. “Unacceptable behaviour” may be escalated to “serious unacceptable behaviour” depending on the behaviour breach.
- 3.4 Any display of unacceptable or serious unacceptable behaviour, in school or on school premises, will lead to consequences and disciplinary action (see Section 6).

4. Expectations

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

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

4.2. **The school** will establish social normalities across all year groups to support pupils to behave appropriately, 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.
- Staff will support children to line up appropriately at the end of break or lunch time by giving verbal reminders for children to be 'ready to learn'; children are expected to walk 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 quietly; sitting and waiting quietly.
- 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, ignoring 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 individual learning needs and complex lives of many of our children, we deal with each child as an individual and decide upon consequences 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
 - Superstar certificates (given daily)
 - House counters, working towards a House reward as well as 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. Consequences

- 6.1. There is no corporal punishment at the school.
- 6.2. Where pupils display serious aggressive and/or threatening behaviour (verbal or physical, as defined in Section 3 as "serious unacceptable behaviour"), the school will not hesitate to take appropriate action.
- 6.3. At Ash Grove Academy, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore it may be unintentional. Staff will therefore use their judgement and knowledge of individual children when issuing consequences, considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 6.4. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and why it must not reoccur.
- 6.5. The school will use a number of different consequences, depending on the behaviour displayed by the pupil, **including but not limited to the following:**
 - Verbal warning given to the child and consequences of the action explained; ongoing reminders and reinforcements when positive behaviours are demonstrated.
 - Playtimes missed.
 - Lunchtimes missed (parents/carers informed)
 - After school detention if appropriate (KS2 only).
 - Removal of privileges (i.e. after school clubs, visits, etc)

- Parents/carers informed – face to face or via a phone call if necessary.
 - Behaviour log issued and parents/carers informed.
 - Supervised internal isolation; appropriate and relevant work to be provided by the class teacher.
 - Temporary exclusion.
 - Exclusion.
- 6.6. 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 to request support from appropriate staff members (eg SLT, pastoral team, SEMH team).
- 6.7. Any member of staff who witnesses a display of unacceptable or serious unacceptable behaviour, or who issues any consequences to a pupil, must log this using the online CPOMs system, alerting all relevant adults including the Principal (DSL) and the Deputy Safeguarding Leads.
- 6.8. The Principal (DSL) and the Deputy Safeguarding Leads will monitor regular or repeated behaviours and action accordingly.

7. Outside of school and the wider community

- 6.8. Pupils at the school must agree to represent the school in a positive manner.
- 6.8. The guidance laid out in this Behaviour Policy applies to inside school, including at Breakfast Club and After School Club, and out in the wider community when the pupil is dressed in their school uniform.
- 6.8. 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 school's Complaints Policy.

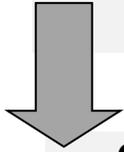
8. Monitoring and review

- 8.1. 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.
- 8.2. This policy will be made available for inspection and review by the chief inspector, upon request.

Appendix 1 – Managing incidents flowchart

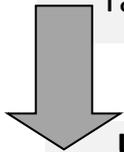
First steps

- Recognising positive behaviours of others.
- Rewarding positive behaviours of others.



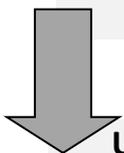
Classroom consequences

- Verbal warning.
- Staff to use personal judgement to decide if behaviour is knowing and intentional.
- Possible actions:
 - Moving places
 - Minutes off break time
 - 'Time out' to support self-regulation.
 - Talking privately with pupil



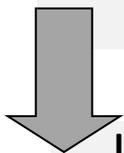
Unacceptable behaviour: possible consequences

- Miss all of playtime and/or lunchtime (lunch = parents/carers informed)
- Complete classwork in a neighbouring classroom.
- Parents/carers may be informed.



Unacceptable and serious unacceptable behaviour: possible consequences

- Parents/carers informed.
- Removal of privileges (eg clubs, trips, extra-curricular activities).
- After school detention (KS2 only)
- Behaviour log issued
- Internal isolation



Intervention

- Meeting with parents/carers.
- Temporary exclusion
- Exclusion
- Involvement of external agencies.

Appendix 2 – Behavioural reporting structure

