



Ash Grove Academy

Behaviour Policy

A summary document



This document is a shortened version of our school's Behaviour Policy, last updated September 2024. It is designed to allow children and parents/carers to quickly see the intent, expectations, rewards and consequences in place to support positive behaviour choices and successful teaching and learning.

The full version of the Ash Grove Academy Behaviour Policy can be found on our school website (Our School – Virtual Office – Policies) or by [clicking here](#).

If you have any questions about this policy, or any aspect of school life, please do not hesitate to get in touch with the school office admin@ashgrove.cheshire.sch.uk 01625 919610

INTENT

Ash Grove Academy believes that appropriate behaviour in all aspects of school life is necessary if effective teaching and learning is to take place, and if all children are to feel safe and happy in school.

> We are committed to promoting the school values of being **RESPECTFUL, CARING, CURIOUS and CO-OPERATIVE**.

> We are committed to promoting the United Nations Convention on the Rights of the Child, recognising that **all children have the right to be safe, to be respected, and to learn**.

> We are committed to promoting positive behaviours built on the British Values of **respect, tolerance, democracy, individual liberties and the rule of law**.

Some of the key principles underpinning this policy are: **consistency, equity and fairness, mutual respect, personal choice and responsibility, and swift and appropriate intervention**.

Our rich, engaging curriculum, as well as our bespoke support for children with social, emotional and mental health difficulties, helps to minimise inappropriate or disruptive behaviours.

RELATIONSHIPS

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

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

The Principal, staff and governors are responsible for writing, overseeing and consistently implementing this policy, actively teaching positive and appropriate behaviours.

EXPECTATIONS

Parental understanding of and support for this policy, and the encouragement of children to follow it, is an important part of making positive changes in attitudes and behaviour. We believe in an **'open door' policy**; parents and carers are actively encouraged to contact school with any concerns directly, to be proactive in sharing and solving problems as they arise, and avoid taking issues or concerns onto social media platforms. Parents and carers will be expected to **take responsibility for the behaviour of their child(ren) inside and outside of school**, as well as taking responsibility for **promoting positive behaviour for learning**. They are also expected to **behave in an appropriate and respectful manner** when on school property and when interacting with pupils and staff.

Pupils are responsible for their own behaviour both inside school and out in the wider community, including but not limited to:

- > conducting themselves around the premises in a safe and appropriate manner
- > behaving in a reasonable and polite manner towards all staff and pupils
- > following rules and routines
- > following reasonable instructions given by staff

- > completing classwork
- > reporting any unacceptable behaviour of others

The school will support pupils to behave appropriately by, including but not limited to:

- > Greeting pupils and families on arrival.
- > Supporting children to sit, line up and move around school quietly and safely.
- > Supporting children to use appropriate voice levels and language across school, including manners, and including in the dining room and corridors.
- > Supporting children to raise their hands when they wish to speak in class or assemblies.
- > Supporting children to be good role models to other pupils.
- > Supporting children to work as a team, 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.

REWARDS

Rewards for good behaviour will include, but are not limited to:

- Descriptive praise for effort or for work, and for perseverance, resilience and independence
- 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
- Awarded a star in the weekly Celebration Assembly
- Individual class reward systems
- Progress Cup awarded to one pupil from each class at the end of each term – these may be awarded for academic achievement, but also for progress with life skills such as behaviour, social skills or resilience

LOW-LEVEL UNACCEPTABLE BEHAVIOURS

Any behaviour which may disrupt the education of the perpetrator and/or other pupils, **including, but not limited to:**

- Lateness
- Low level disruption and talking/shouting out in class
- Failure to complete classwork
- Lack of correct equipment, eg a full PE kit
- Rudeness or disrespectful behaviour towards adults or peers
- Inappropriate body language/contact with others, such as not keeping hands or feet to oneself
- Telling lies
- Not following class or school rules/values
- Use of mobile phones without permission
- Graffiti or other damage to school property

CONSEQUENCES FOR LOW-LEVEL UNACCEPTABLE BEHAVIOUR

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.

The school will use a number of different consequences for low-level unacceptable behaviour, depending on the behaviour displayed by the pupil, **including but not limited to the following, and not necessarily in this order:**

- 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)
- Removal of privileges (i.e. after school clubs, visits, special events)
- Parents/carers informed – face to face or via a phone call if necessary.
- Behaviour log issued and parents/carers informed.
- Removal from the classroom/supervised internal isolation; appropriate and relevant work to be provided by the class teacher.

SERIOUS UNACCEPTABLE BEHAVIOURS

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 personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression, including spitting and biting
- Threatening or intimidating behaviour towards adults or peers
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

CONSEQUENCES FOR SERIOUS UNACCEPTABLE BEHAVIOUR

Where a pupil's behaviour is causing significant disruption, or is deemed serious enough by a staff member to fall into the category of **serious unacceptable behaviour**, the Principal will consider whether the pupil should receive a suspension, in line with the school's Suspension and Exclusion Policy, and will determine the length of this suspension. If further incidents of serious unacceptable behaviour continue, after all appropriate de-escalation and support strategies have been implemented, including advice from external agencies, the Principal will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

PHYSICAL INTERVENTION

Trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in all areas of the school and its grounds. Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The Principal will contact the pupil's parent or carer. Any violent or threatening behaviour will not be tolerated by the school and may result in the Principal taking the decision to temporarily remove the pupil from the school via a suspension.

SEXUAL ABUSE AND HARASSMENT

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

EFFECTIVE PUPIL SUPPORT

The school recognises that the core purpose of providing targeted intervention for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. This targeted provision may also be required for pupils with additional needs. The Social Emotional Mental Health (SEMH) team, which includes the Designated Mental Health Lead, our Emotional Literacy Support Assistant (ELSA), the SENCO and pastoral staff, will work together to ensure pupils receive the most effective support. The team will also have an accurate view of the needs of identified pupils. They will engage with external partners and specialist agencies to access further appropriate support when required.

OUTSIDE OF SCHOOL AND IN THE WIDER COMMUNITY

Pupils at the school must agree to represent the school in a positive manner.

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, including online if they are identifiable as being a member of our school.

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

The complete, more detailed version of the Ash Grove Academy Behaviour Policy can be found on our school website (Our School – Virtual Office – Policies) or by [clicking here](#). **The policy is fully endorsed by the Aspire Educational Trust.** A written statement of agreed AET Behaviour Principles can be found below:



The Aspire Educational Trust Behaviour Principles:

Written Statement

The Aspire Educational Trust is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the Principal, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour. Actual, practical applications of these principles are the responsibility of the Principal, who will view each case in light of these principles and any relevant policies.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND. Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves

properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the Principal, and is clearly set out within the school's Behaviour Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

General expectations

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.