



Ash Grove Academy

Behaviour Policy

Ratified	Signed	Renewal Date (3 year cycle)
	<hr style="border-top: 1px dashed black;"/> Chair of Governors	

Last updated: **July 2020 – FULL REOPENING AMENDMENTS ADDED**

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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 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 equality 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.
- 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 procedure - putting an emphasis on choice by explaining the consequences of choices to pupils to support 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 termly trips/experiences and are encouraged to take part in a wide range of teacher-led 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.
- Children experiencing a period of emotional upset or change are given nurture sessions in six-week blocks. These 1-to-1 sessions in a calm, quiet space give children the opportunity to talk privately and candidly about their worries and concerns, and develop coping strategies to support them 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 and lunch breaks 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.

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, teaching positive behaviour for learning and implementing this policy.
- 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 Safer 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, and 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 in silence; sitting and waiting in silence.
- Using appropriate voice levels and language, including manners.
- Raising their hands when they wish to speak in class or assemblies; staff to focus on the children who are complying with this 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
 - The child's work on display in the classroom
 - Direct praise to parents at the end of the day
 - Awarding stars in Friday's 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, 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
- Report card 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 and out in the wider community, particularly if the pupil is dressed in school uniform.

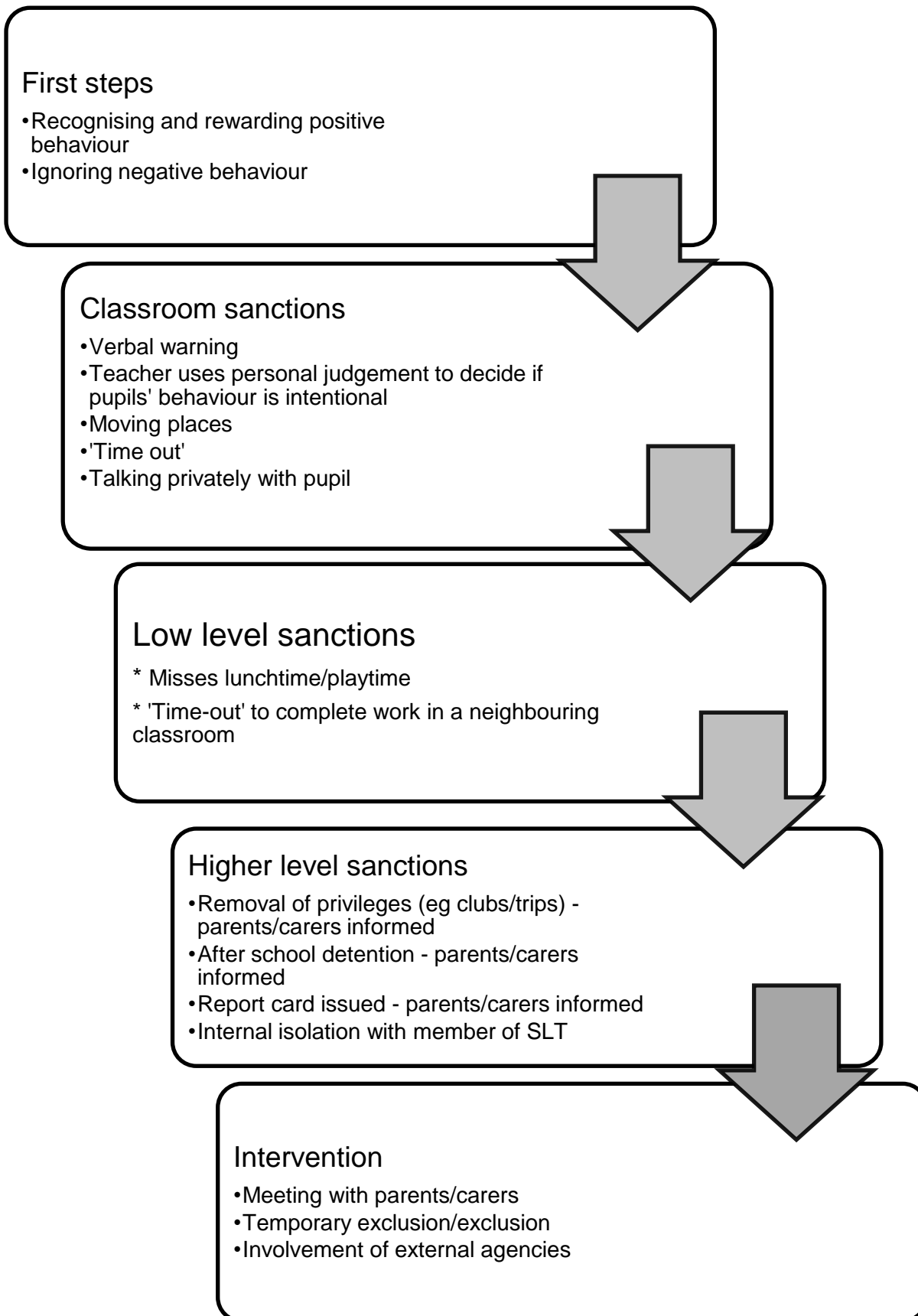
8.3. Complaints from members of the public about unacceptable behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

9. Monitoring and review

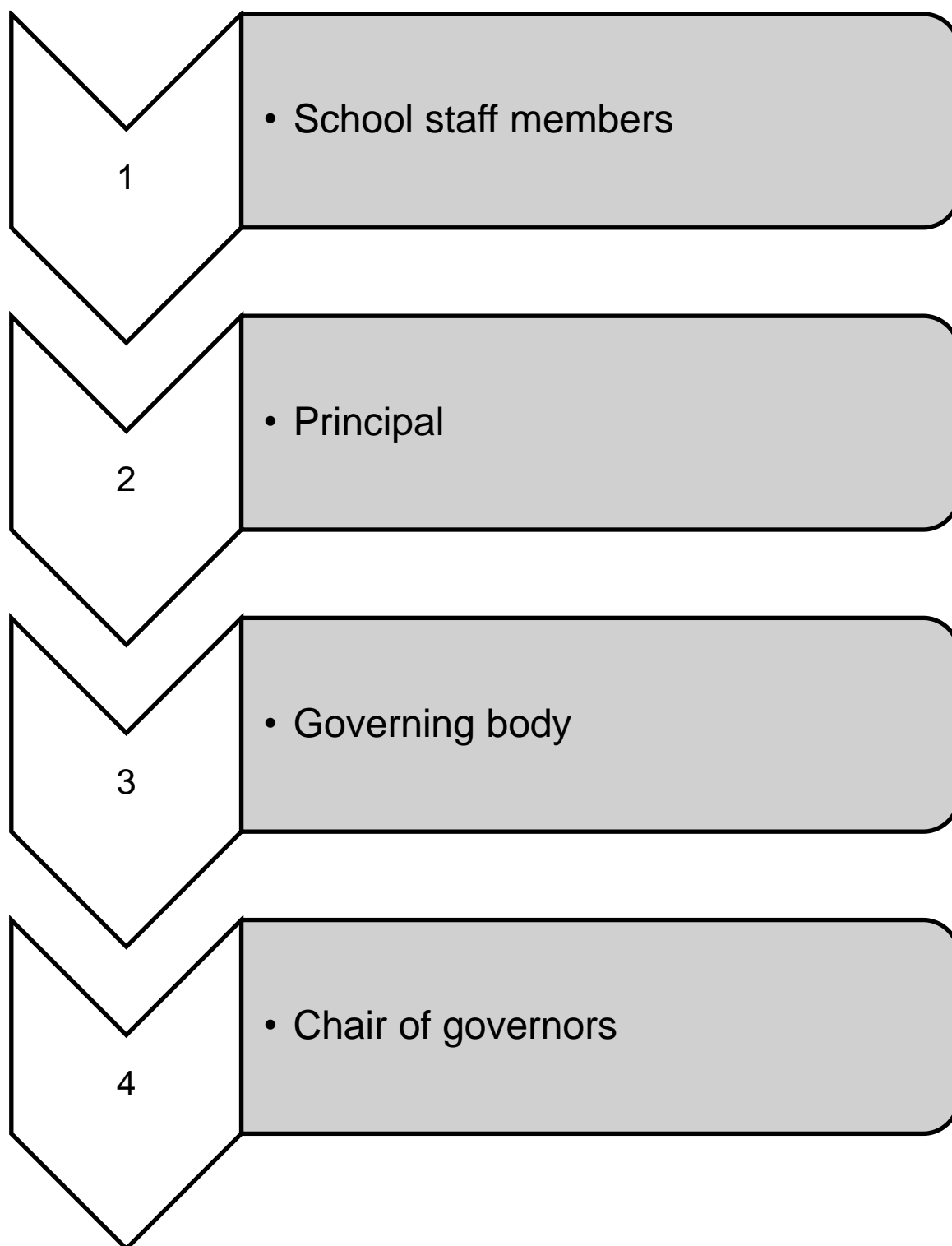
9.1. This policy will be reviewed by the Principal and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

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



Appendix 3 – Full Reopening ‘COVID-19 Secure’ Compliance

This addendum applies from the start of the full reopening of school in September 2020, following closure due to COVID-19, and reflects updated advice from the Department for Education.

The information in this addendum is under constant review and it will be updated to reflect changes to government guidance as it is released.

10. Drop Off and Collection Routines

- 10.1. In order to avoid large numbers of children and parents gathering at the start and end of the school day, the drop off and collection times have been extended:

Children can be dropped off at **any time between 8:40am and 9:05am**.

Children can be collected at **any time between 3:10pm and 3:30pm**.

Normal school procedures will be followed for children who arrive late or are late being collected at home time.

- 10.2. In addition to the regular access points to the school grounds, the gate on Stamford Road will also be open every morning for drop off and every afternoon for collection to ensure a smooth flow of parents onto the school premises. Parents/carers are asked to arrive and leave the premises in a timely fashion to avoid large gatherings either at the gates or on the school grounds.
- 10.3. Only one parent/carer to drop off and collect children per day to minimise the number of people on site at any one time.
- 10.4. It is the parents'/carers' responsibility to ensure their child maintains the recommended social distance until they are handed over to school staff in the morning or once they have been collected at the end of the day. This is particularly important with regard to children who are in different year groups but are not siblings.
- 10.5. Parents/carers are also requested to uphold the recommended social distancing measures at all times whilst on the school premises; staff will give polite reminders to parents/carers' if they feel this is being breached. In the unlikely event that anyone fails to adhere to these requests, the school will have no choice but to ask the parent/carer to leave the premises. The school withholds the right to ban any parent/carer from the premises for repeated failure to adhere to this policy.
- 10.6. There will be no entry to school via the main doors at the front office, except for members of staff.
- 10.7. There will be no breakfast club, after school club or walking bus provision for at least the first two weeks of the autumn term. This will be continually reviewed with a view to reinstating this additional provision once all children are settled back into the new school routines.

11. Sanitation, handwashing and hygiene

- 11.1. Children will be taught to wash their hands in line with DfE guidance. Regular reminders about hygiene and sanitation will be given throughout the school day.
- 11.2. Handwashing will take place regularly throughout the school day, and especially on arrival and before departure, when returning to the classroom after being outside, before eating food and after using the toilet.
- 11.3. Children will be expected to comply with requests to wash hands correctly, following the DfE handwashing guidance; young children will be supervised in this activity. Refusal to wash hands may lead to staff sanctioning children in line with school policy (see section 13 below).
- 11.4. Children will regularly be reminded to avoid touching their face, eyes, nose and mouth with their hands whilst in school.
- 11.5. Children will be provided with their own school equipment, including pens, pencils and whiteboards to avoid shared use.
- 11.6. Children will be encouraged to bring their own water bottle from home and to use only this bottle for drinks during the school day. Disposable, single-use cups will be provided for occasions when children do not have their own water bottle in school.
- 11.7. Children will be taught about the expectations around 'catch it, bin it, kill it' when using tissues to catch and dispose of coughs and sneezes. Bins will be emptied regularly throughout the day, and binbags will be taken straight to the main refuse bins outside.
- 11.8. Children will be taught clear rules and expectations around coughing and spitting, particularly at other people, whether intentional or otherwise. The emphasis on these behaviours within the updated behaviour policy appendix will be clearly explained to all children. Any coughing or spitting at other people that is considered deliberate, or that the child admits to being deliberate, will lead to staff sanctioning the child in line with school policy (see section 13 below).
- 11.9. Shared classroom resources will be kept to a minimum and will be selected based on the ability to clean them thoroughly. All shared resources across the curriculum subjects will be cleaned during and at the end of each day to reduce the risk of transmission.
- 11.10. A daily deep clean will be completed by the cleaning staff in all areas of the school. Cleaning of shared areas and surfaces in classrooms will also take place throughout the day.
- 11.11. Seating arrangements have been carefully considered, avoiding face-to-face positioning wherever possible.
- 11.12. All children will be told to inform an adult if they are feeling unwell or experiencing [coronavirus \(COVID-19\) symptoms](#). The child will be taken to the ventilated quarantine area (training room) and will be supervised until collected by a parent/carer. Temperature checks will not be used at school.
- 11.13. Parent/carers are expected to collect their child as soon as possible if it is reported that their child is displaying symptoms of COVID-19. Parents/carers will collect via the

training room side door and quad gate, removing the need for the child to move through the main body of the school.

- 11.14. The parent/carer **will need to get their child tested** in line with government recommendations if they are displaying [coronavirus \(COVID-19\) symptoms](#)
- 11.15. Parents/carers and pupils **DO NOT** come into school if they have COVID-19 symptoms, or have tested positive in the last 7 days. Anyone developing symptoms during the school day will be sent home (see 11.12 & 11.13).
- 11.16. A child displaying symptoms must self-isolate for at least 7 days. Other members of the household (including siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.
- 11.17. All children and staff in the infected child's bubble will be sent home and advised to follow government guidelines and self-isolate for 14 days. The other household members of that wider class or group **do not** need to self-isolate unless the child or young person they live with in that group subsequently develops symptoms.
- 11.18. Any children who are unable to attend school due to a diagnosis of COVID-19 will have access to home learning throughout the time that they are absent. Any children who are unable to attend school due to self-isolation as a result of a sibling being diagnosed with COVID-19 will also have access to home learning throughout the time that they are absent.
- 11.19. If a child tests negative, they can return to their setting and end the self-isolation of their household.

12. Transition and break times

- 12.1. Children will be kept within their class 'bubble' group as much as possible during the course of the school day.
- 12.2. Each bubble will use a designated set of toilets/handwashing area and an area of the playground which will be cordoned off specifically for their use. Each area will be supervised by staff within the required ratios for the allocated number of children.
- 12.3. A maximum of two children will be allowed to use their allocated toilet facilities at any one time. Reminders will be given about social distancing when using the sink area to wash hands.
- 12.4. Children will eat their lunch in their own classroom. Before lunch is served, the tables will be cleaned, and all children will wash their hands. School lunches will be provided as usual, with serving times staggered; one adult from each bubble will collect the lunches for their class at the allocated time and bring them back to the classroom. This will avoid any need to queue, or any large gathering of children at any one time.
- 12.5. Children will not be allowed inside the school building by themselves during break or lunch times, unless they need to use the toilet. Numbers of children entering the building will be monitored to ensure no more than 2 children are in any one toilet facility at the same time.

13. Rewards and Sanctions

- 13.1. Class or group rewards for good behaviour and positive attitudes to work will be adapted by class teachers/lead adults, considering the need for social distancing and the risk of transmission through shared resources.
- 13.2. The 'house point' counters reward system will be suspended until further notice. 'Virtual' reward systems, such as Dojo points or individual sticker charts, may be set up as alternative methods. Any alternative system devised by the class teacher/lead adults will meet the DfE COVID-safe guidelines, whilst also following the key principles set out in the main body of the Ash Grove Academy Behaviour Policy.
- 13.3. Children will be reminded regularly and clearly about the expectations for social distancing, sanitation and hygiene, as set out in section 10, section 11 and section 12 above. Children who **do not** follow these rules will be given **two warnings**. If they continue to disobey the strict rules on social distancing and/or hygiene routines, then the leadership team may ring parents/carers and that pupil may be sent home. In this unlikely event, parents are expected to support school in their decision and collect their child promptly.
- 13.4. Additional resources will be provided for children who may need further support with understanding the new rules and routines, for example: visual support cards, social stories, cartoon strips, 'now and next' cards etc. Routines and expectations will be repeated for all children throughout the school day.
- 13.5. The safety of children and adults remains paramount. However, in the event that staff need to keep a child, other children, or adults safe, including incidents of deliberate coughing or spitting at other children or adults, the need for positive handling will temporarily override social distancing rules.
- 13.6. In the unlikely event that positive handling becomes necessary, the leadership team will reserve the right to contact parents/carers and ask that they collect their child promptly from school.
- 13.7. Following such an incident, staff will comply with hygiene and sanitation routines after close contact with a child, and all social distancing measures will resume as soon as possible.