

Aspire Learning Trust



Behaviour Policy

Policy Reference: Behaviour Policy

To be reviewed: Annually

Policy Owner: Local Governing Body (New Road Primary School and Park Lane Primary School and Nursery)

Policy Progression Revisions		
Date	Reviewed	Description of changes
		New Policy

Date Approved	
Date Reviewed by	
Signature of Chair	
Print Name	

Behaviour Policy

Philosophy

We believe that every member of the school community should feel valued and respected, and that each person should be treated fairly and well. The school values are built on mutual trust and respect for all. We believe in rewarding good behaviour, as we believe that this will develop an ethos of kindness and co-operation. We believe all children have the right to feel safe, to be respected and be ready to learn. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Purposes

- To promote good relationships, so that people can work together with the common purpose of helping everyone feel safe, respected and ready to learn.
- To treat all children fairly and apply this behaviour policy in a consistent way.
- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To support our most vulnerable pupils by fully understanding and meeting their needs so that any form of exclusion truly is a last resort.

Rewards

Good behaviour is recognised and rewarded in a number of ways:

- Teachers and other school staff congratulate and praise children.
- Teachers and other school staff give team points(20 team points results in an certificate from the headteacher; 60 team points results in a Gold Award from the headteacher).
- Teachers and other school staff give children stickers and stars.
- Children receive Certificates of Achievement and other certificates in the school assembly for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

Expectations of Pupils

The school expects all pupils to be Ready, Safe and Respectful at all times. These expectations are frequently referred to in class and assemblies by all staff. They also displayed in classrooms and printed on the lanyards worn by all staff.

Expectations of Staff

All members of staff are expected to adhere to the school's code of conduct and be highly professional and calm at all times, especially when working with a pupil whose behaviour is difficult or dangerous.

Supporting Pupils to Meet the School's Expectations

All staff have been trained to use the Cambridgeshire Steps Approach to managing behaviour. Accordingly, minor incidents will be dealt with within the classroom or playground, by reminding the child of expectation that has not been met. A suitable consequence will be put in place that encourages the child to behave positively and to understand the impact their actions have on other people. For example, apologising to a fellow pupil because they pushed in front them or taking the time to be calm after an argument with another pupil.

Playground incidents are logged by the lead teaching assistant on duty; lunchtime incidents are logged by lunchtime supervisors and passed on to a senior leader.

The overwhelming majority of pupils are able to meet the school's expectations and respond positively to a reminder and the opportunity to reflect and apologise.

Supporting Pupils who find it Difficult to Meet the School's Expectations

From time to time a very small number of pupils may find it difficult to meet the school's expectations. The school uses a supportive approach that aims to help each child change their behaviour for the better. Educational and protective consequences will be planned on a case by case basis (see below, table 1 Educational and Protective Consequences).

A support plan will be written in conjunction with the pupil and their parents/carers. The plan is informed by a number of analytical tools: Root and Fruits, Anxiety Mapping, Subconscious and Conscious Behaviour Analysis. The detailed analysis phase may take a couple of weeks to complete but the resulting support plan will be highly effective.

In the event that the support plan fails, it will be revised and amended until it successfully meets the needs of the pupils or the risk of harm becomes unacceptably high. In addition, external agencies such as educational psychologists may well be invited to provide advice and support.

Supporting Pupils who Present Dangerous Behaviour

If a pupil behaves in a way that harms themselves or another person, a risk management plan will be written and implemented; this may involve the planned use of physical intervention. All physical intervention by staff will meet the guidelines of the Cambridgeshire Steps approach.

In the event of an unexpected incidence of dangerous behaviour staff will intervene as appropriate to prevent harm (see the school's physical intervention policy).

Serious and Persistently Dangerous and Difficult Behaviour

In the event that the school is unable to effectively support a pupil and their behaviour it may be necessary for the headteacher to issue a fixed term or permanent exclusion (please see the most recent version of the Department for Education's Exclusion Guidance and Cambridgeshire County Council's Exclusion Guidance).

The governing body has a discipline committee which can consider any exclusion appeals on behalf of a parent/carer.

This policy will support the school in being pro-active in promoting equality, inclusion and diversity for all its stakeholders.

Table 1: Educational and Protective Consequences

	Level of Behaviour	Examples	Potential Consequences
1	<p>Low level difficult behaviour in a lesson</p> <p>Low level difficult behaviour at lunch or playtime</p>	<p>Talking when teacher is talking</p> <p>Shouting at a friend about the rules of a game</p>	<p>Using the school's script - remind pupil verbally about being Ready, Safe and Respectful.</p> <p><i>I've noticed that.....You know the school rules ready, respectful, safe.</i></p> <p><i>Can you remember when I phoned home when you.....and how that made you f feel? I expect you to.....Thank you for listening</i></p> <p>Pupil given opportunity to apologise/ make a mends.</p>
2	<p>Continued low level difficult behaviour in a lesson</p> <p>Continued low level difficult behaviour at lunch or playtime</p>	<p>Above behaviours frequently continue despite use of a scripted reminder.</p>	<p>Informal support discussion involving parents and a senior leader to explore why and how best to support the pupil with agreed consequences.</p> <p>Before parents and leaders are involved it may be necessary for a member of staff to apply an immediate protective or educational consequence such as completing work in an adjacent classroom or missing part playtime/lunchtime.</p>
3	Refusal to cooperate	<p>Refusing to follow instructions, resulting in a lesson being disrupted.</p>	<p>De-escalate the situation if 'making a choice' doesn't work.</p> <p>Parents and school leaders informed.</p> <p>When pupil is calm –debrief to understand why – decide if a plan is required to avoid future occurrences. Parents/carers informed.</p>
4	Verbal or physical abuse directed at child or staff member	<p>Hitting, swearing etc</p>	<p>Analyse – is it a one off or an emerging pattern of behaviour. What actual harm has been done?</p> <p>Why did it happen? Consider what a fitting consequence is, so that the victim feels supported and the perpetrator can learn to behave differently.</p> <p>If there is an emerging pattern of behaviour then roots and fruits, subconscious / conscious analysis and anxiety mapping will need to be completed and protective consequences put into place - separate play times for example. Support plan written by Steps Tutor.</p>
5	Frequent difficult/ dangerous behaviour resulting in a high level or risk and /or significant disruption to the smooth running of the school.	<p>Repeatedly hitting pupils/staff at the school.</p>	<p>Support plan and protective consequences to be constantly reviewed and updated by a Steps Tutor with parents and staff . Local Authority and Trust CEO to be informed. Exclusion to be considered if the school does not have the capacity to lower the risk of harm to pupils/staff or themselves.</p>

