

ASHBROOK SCHOOL
WHOLE SCHOOL BEHAVIOUR POLICY

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1 WHOLE SCHOOL BEHAVIOUR POLICY

"The central purpose of a behaviour policy is to promote and encourage positive attitudes towards good behaviour."

We see positive behaviour as a key feature of our school life. We aim for a clear, shared understanding between Headteacher, teaching and non-teaching staff, children, parents and Governors.

A well-defined behaviour policy is essential for all members of staff and provides clear guidance for children so that there can be consistency throughout the school. An established standard of good behaviour will serve as the example for new entrants.

The curricular objectives of the school will only succeed if there is a strong and clearly understood behaviour policy that will have a positive effect on the children's behaviour.

The opinions of parents and the wider community about the effectiveness of the school are strongly influenced by how the children behave.

The school will help the children, teaching and non-teaching staff, parents and all others connected with the school, to develop a corporate sense of responsibility by fostering correct attitudes and behaviour.

2 AIM

"Everyone matters; everyone is important"

3 OBJECTIVES

In order to achieve our aim we will:

- ensure all children should have maximum access to the mainstream curriculum and children should be educated, as far as possible, with their mainstream peer group
- promote high standards of behaviour and academic achievement by encouraging positive attitudes and a pleasure in learning
- create a positive ethos in the school where the children feel happy and secure within their environment
- have respect for others
- develop caring attitudes and a respect for other peoples' opinions
- develop a positive self-image in our children in order that they have a sense of pride in their achievements
- encourage children to show respect for other peoples' belongings
- promote good behaviour throughout the school and encourage the children to take responsibility for their own behaviour in school
- develop the children's sense of responsibility for their surroundings
- encourage children to behave in a positive manner at all times

4 CLASSROOM ORGANISATION AND MANAGEMENT SKILLS

The Home Bases/Shared Areas are the most important places where the 'right' atmosphere can be established for effective teaching and learning to take place.

The teacher's general competence and organisation of classroom activities has a very strong influence on the children's attitudes and behaviour. Children, as well as being intellectually challenged, should have opportunities for taking initiatives and for accepting responsibility for their progress.

The delivery of the curriculum within our school is organised through 'grouping' of children. Skills are required to manage these groups to ensure effective interaction and learning takes place:

All staff will:

- encourage good behaviour and learning
- deal calmly with inappropriate behaviour
- occasionally use a loud voice to express disapproval

The ethos of the school is based on the quality of relationships at all levels where we show care and consideration and a respect for others.

In discussion with the children we can identify the need for individual responsibility ie:

- working hard at all times
- doing our best
- being sensible
- being responsible
- being considerate and polite

Class responsibility:

- supporting our peers
- friendship
- respect for our class environment and resources
- welcome new friends

Whole school responsibility:

- taking care of resources
- picking up litter
- respecting property both in and out of school.

5 STRATEGIES USED TO PROMOTE POSITIVE BEHAVIOUR

- 1 Always focus on what is going well
- 2 Draw attention to good behaviour
- 3 Take time to `teach' good behaviour and explain the reasons to the children
- 4 Give clear and regular reminders of what we expect
- 5 Give plenty of praise where appropriate
 - smiles
 - badges
 - Praise Bench
- 6 Encourage children to give verbal praise to their peers
- 7 Positive body language
- 8 Listen to children as well as giving guidance
- 9 Manage induction transition sympathetically and positively
- 10 Show work to another teacher or the Headteacher
- 11 Whole class rewards for good behaviour, eg: marbles in the jar
- 12 Share and report on work with parents
- 13 Targets related to good behaviour set by an individual or groups of children for given period of times as appropriate (use of SEAL materials)
- 14 Set an example ourselves through dress, manner, courtesy and care.

6 STRATEGIES FOR DEALING WITH DIFFICULT BEHAVIOUR

The central purpose of a behaviour policy is to promote and encourage positive attitudes towards good behaviour.

When dealing with difficult behaviour we must always take into account the needs of the individual child and be seen to be fair and just.

It is important to anticipate situations that trigger types of behaviour:

- the weather
- individual personalities
- the composition of the class
- activities which are not well matched to the ability of the child
- family difficulties
- changes of school routine

Create an atmosphere of trust, and

- make time to talk and listen to the child
- negotiate targets with the child through use of incentives such as a positive reward chart
- present child with positive situations where you expect them to do well in order to build up success and self-esteem
- set procedures and/or time limits for certain tasks and activities
- review progress with the child
- where appropriate, minimise attention given for unacceptable behaviour
- consultation with parents and child
- involve outside agencies

Give child:

- special jobs and responsibilities
- equal opportunities for privileges
- time out - enlist time and help of another adult
- use of Kaleidoscope Room to support acquiring positive self-esteem as well as a place to discuss inappropriate behaviour, its outcomes and what can be done next

7 EQUAL OPPORTUNITIES

Ashbrook is a school of equal opportunities.

All children and adults, no matter what age, creed, gender, colour or religion are treated as equals and this is promoted at all times thus providing a welcoming and secure environment in which all children will be able to create a positive self image and develop to their full potential.

8 SPECIAL NEEDS

Refer to Special Needs Policy Document.

- If there is a concern with a child's behaviour the class teacher should alert the Special Needs Co-ordinator and the Headteacher and an Internal Referral form may be raised.
- Observe and monitor the child's behaviour throughout the procedure. SEN School Concerns form.
- Parents may be consulted when appropriate.
- Target specific problems and devise a programme as outlined in Special Needs Policy document.
- Devise strategies for supporting non-targeted problem areas - use Teaching Assistants.
- All staff and Mid-day Meals Supervisors should be informed of any particular needs that need to be dealt with sympathetically and appropriately.
- Class teacher can discuss concerns with the Behaviour Support link teacher and use their advice and expertise to deal with individual cases. Complete SEN School Action forms and discuss child's problem with Educational Psychologist.
- Monitor, record and maintain regular contact with parents, advising of Educational Psychologist's likely involvement with a signed agreement.
- Formal intervention by Educational Psychologist. SEN School Action Plus.

Exclusion Policy

Should the situation continue to cause serious concern, the Exclusion procedure may be invoked. See Special Needs Policy

9 RECORD KEEPING

At all stages observe and monitor child's behaviour and keep records as detailed below:

- 1 Foundation Stage Profile
- 2 Special Needs Sheets
 - School Concern
 - School Action - Behaviour Support } IEP
 - School Action Plus }
- 3 Parents should be involved in regular review of progress, as appropriate.
- 4 Once parents have been informed and consulted:
 - Target/contract negotiated
 - Home/School Book - teacher, parents, child (partnership between home and school)
 - Behaviour Book - teaching assistants/teacher records daily child's behaviour pattern if required
 - Behaviour Book - Mid-day Meals Supervisors - record positive and negative playground behaviour if necessary
- 5 Record of Achievement - annually written document
- 6 Transfer of information to Junior School
- 7 Nursery and Home School Link sheets on entry to school.

10 ASHBROOK CHILDREN SAY WE SHOULD...

While in school, Ashbrook children say we should:

- be kind
- be sensible
- be polite and helpful
- look after each other, particularly those on their own
- set a good example
- do as you are told
- get on with your work
- take care of things
- be busy

While on the playground, Ashbrook children say we should:

- look after lonely children
- be kind and gentle
- be sensible
- play games
- skip in the skipping area
- run on the black playground
- be quiet on the paved area

11 ASHBROOK CHILDREN SHOULD NOT...

Ashbrook children should not:

- take things that don't belong to others
- copy work
- disturb children who want to work
- talk when the teacher is talking
- spoil school equipment
- run in school

On the playground Ashbrook children should not:

- kick
- punch
- call names
- fight
- run on the paved area
- tease
- push
- snatch

12 CODE OF PRACTICE

We have agreed that:

"Everyone will act in a considerate and responsible way at all times showing respect for people, places and property."

This means that we:

- Always try to understand other people's points of view.
- Respect other people's ideas and listen to other people.
- Care for your own possessions and those of other people.
- Always show politeness to others.
- Always be prepared to share and to take turns.

- Always allow people their own space and time to reflect.
- Use acceptable language at all times.

In class make it as easy as possible for everyone to learn and for the teachers to teach.

- Help to make the classroom a nice, friendly working place.
- Co-operate in class and help other people when appropriate.
- Consider people who are working and not disrupt or interrupt them.
- Take care of all things especially special areas.
- Have respect for quiet areas and special quiet times.
- Move quietly about the school.
- Always walk inside the school buildings and be ready to help by opening doors and by standing back to let people pass.
- Try and take pride in yourself and your school.
- Take a pride in the things that you do well.
- Welcome visitors to our school in a cheerful, friendly and helpful way.
- Be proud of our school and its environment.
- Keep the school clean and tidy.
- Keep areas tidy both inside and outside the class.
- Wear the recommended school clothing appropriate to the activity and try to be neat and tidy at all times.

Out of school you should remember that the school's reputation depends on the way you behave.

.....and remember.....be happy!

NB: We have agreed to display some of the above in our classrooms, as appropriate.

13 ANTI-BULLYING POLICY

"We all have the right to feel safe at all times."

AIMS

Our Behaviour Policy encourages a positive attitude towards good behaviour. It aims provide children with an opportunity to become aware of, and accept that, an effective and just society is based on the assumption that certain standards are acceptable to a wide range of individuals. Children learn that there are consequences for themselves and others of infringing the expectations of the community. Children should come to an understanding of the importance of high moral standards, and should act upon them from conviction, rather than simply from fear of getting into trouble. Children also learn the more difficult lessons; that situations may be interpreted differently by different people; that sometimes allowances are made for people, according to individual circumstances.

OBJECTIVES

Our intention is that the children of Ashbrook School will be working towards:

- distinguishing between right and wrong
- articulating their own attitudes and values
- taking responsibility for their own actions
- recognising the moral dimension to situations
- understanding the long and short-term consequences of their actions for themselves and others
- developing for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour
- recognising that their values and attitudes may have to change over time
- behaving consistently in accordance with their principles

At Ashbrook School we encourage children through:

- telling the truth
- respecting the rights and property of others
- acting considerately towards others
- helping those less fortunate and weaker than ourselves
- taking personal responsibility for one's actions
- self-discipline

We would actively discourage:

- bullying
- deceit
- cruelty
- irresponsibility
- dishonesty
- ridicule/mockery

WHAT IS BULLYING BEHAVIOUR?

Bullying is deliberate, hurtful behaviour that is repeated often over a period of time.

There are three main types of bullying:

- physical: hitting, kicking, taking belongings
- verbal: name calling, insulting, racist remarks
- indirect: excluding someone from social groups

RECOGNITION OF BULLYING

- Often parental intervention: informing class teacher of child's distress
- Children become quiet and withdrawn and generally unhappy
- There can be a marked difference in their work
- Signs of illness: tummy aches, headaches, frequent visits to the toilet, tearful, avoidance tactics
- Out of character behaviour to draw attention to themselves

PREVENTATIVE STEPS WE CAN TAKE

See Behaviour Policy

PROCEDURES TO FOLLOW IF BULLYING IS IDENTIFIED

Dealing with bullying

- Time to talk with child about how they feel >bully
- How do others feel about it? (OPV)
- What can we do about it? (CAF - consider all factors)
- Bring two parties together and negotiate a settlement or different code of behaviour (CAF)
- Teacher must be seen to be fair and just to both parties (CAF)
- Refer to Area Co-ordinator, Deputy Head, Headteacher
- Important to involve parents and see if there are any problems at home which could be affecting behaviour (OPV)
- Use the strategy 'what can they do at home which we can support at school', and vice versa
- There is nothing so awful we cannot talk with someone about it.

Record Keeping

At all stages observe and monitor child's behaviour and keep records as detailed below:

- written record of meeting with parents to be agreed by both teacher and parents
- parents should be involved in weekly review of progress
- target/contract to be negotiated
- behaviour book - teacher - parent - child - midday supervisor (as appropriate) to record positive and negative playground behaviour
- transfer of information teacher/teacher

SANCTIONS WHICH CAN BE IMPLEMENTED

The following strategies may be used to deal with difficult behaviour.

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Give child:

- special jobs and responsibilities
- equal opportunities for privileges
- time out: enlist time and help of another adult

STAFF TRAINING

In conjunction with the Headteacher/Deputy Headteacher, the Senior Management Team will:

- play a significant role in promoting the ethos of the school including the use of the Kaleidoscope Room both within, and beyond, the school
- ensure that a high standard of educational provision is maintained for all children and that suitable educational programmes are developed and kept under review
- ensure that the provision for the social, physical and emotional well-being of the children is of a high quality
- promote high standards of behaviour and good order throughout the school

TRAINING OF MIDDAY MEALS SUPERVISORS

Some supervisors have no experience of behaviour management techniques. If they are to implement the school's discipline and anti-bullying policy they may need to be taught these skills. This can give supervisors the confidence to handle difficult situations in the school grounds themselves. Some Authorities do run lunchtime supervisor training courses, and there are training packs available. Schools themselves can share skills with supervisors, either through school-based training, mentor schemes which link teachers with supervisors, or through regular meetings with supervisors where they can discuss specific incidents and alternative ways of handling them.

See Midday Supervisors Booklet.

OBSERVING PUPILS

Knowledge of pupils who have persistently been involved in bullying, or being bullied, can help supervisors be more vigilant. They also need to watch for pupils who seem isolated, while recognising that some pupils are quite happy being by themselves.

14 USE OF FORCE TO RESTRAIN A CHILD

If a child is identified as possibly requiring physical restraint to prevent him/her hurting himself/herself, or another child, or causing damage to property, the following points need to be considered by teachers:

- actually managing the child - correct hold
- ensuring additional support can be summoned if appropriate
- involving the parents to ensure they are clear about what specific action the school might need to take

The types of incidents where reasonable force may be necessary fall into three broad categories:

- 1 where action is necessary in self-defence or because there is an imminent risk of injury;
- 2 where there is a developing risk of injury or significant damage to property;
- 3 where a child is behaving in a way that is compromising good order and discipline.

There is no legal definition of 'reasonable force' - it will always depend on the circumstances of the case:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it;
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour it is intended to prevent.

Before intervening physically the teacher should tell the child to stop, and what will happen if he does not.

The teacher should keep communicating with the child throughout the incident and make it clear that physical restraint will stop as soon as it ceases to be necessary. A calm and measured approach is vital.

The teacher should summon assistance if physical restraint is necessary.

Application of Force

Physical intervention can take several forms. It might involve teachers:

- physically interposing between children
- blocking a child's path
- holding
- pushing or pulling
- leading the child by the hand
- shepherding the child away
-

In exceptional circumstances the teacher may need to take necessary action that is consistent with the concept of 'reasonable force' eg: preventing a young child running into the road, or preventing a child from hitting someone or throwing something.

Where the risk is not so urgent, other strategies should be used in order to defuse or calm a situation.

The possible consequences of intervening physically need to be carefully evaluated.

Recording Incidents

It is important that an accurate, detailed report is made of any occasion where force is required. Immediately following any such incident, the teacher should inform the Headteacher and provide a written report as soon as possible afterwards.

The report should include:

- the name of the child involved and when, and where, the incident took place;
- names of anyone who witnessed the incident;
- the reason that force was necessary (eg: to prevent injury to the child, another child, or member of staff);
- how the incident began and progressed, including details of child's behaviour, steps taken to defuse the situation, degree of force used, how it was applied and for how long;
- the child's response and the outcome of the incident;
- details of any injuries sustained.

It is procedure to contact parents immediately in order to discuss the incident, either orally or in writing, on the advice of the Headteacher.