



# **Ashford Park Primary School**

*Inspiring a love for lifelong learning through:*

*Achieving*

*Potential*

*Producing*

*Success*

## **Behaviour Policy**

**Autumn 2021 - 2022**

## **BEHAVIOUR POLICY**

At Ashford Park Primary School, we believe that all children have the right to learn in a safe and caring environment.

Alongside British values, our school values reflect the kind of society we want for our children in the future. They underpin and inform our Behaviour Policy and the education our children receive.

### **Aims**

#### **As a school community we shall endeavour:**

To promote positive relationships and model respectful behaviour;

To provide a safe and secure learning environment;

To promote self-awareness so each child learns to accept responsibility for their own behaviour and to manage their emotions;

To give pupils strategies which help them to understand and maintain socially acceptable behaviour.

### **School Rules**

1. Keep myself and others safe.
2. Show respect to all members of our school community.
3. Make sure my behaviour allows other children to learn.
4. Look after all property and our learning environment.
5. Take responsibility for my own choices and actions.

Our school rules support confidentiality and safeguarding of pupils. Our school rules are **discussed** and understood by all; are **clear** and practical; are **modelled** by all staff; are **followed** consistently and enforced; **updated** when needed; **visible** in lessons.

### **Expectations of staff**

- Consistently good behaviour is to be valued, modelled and celebrated;
- Consistently use the shared language of Thrive to attune, validate, contain and regulate behaviours;
- Praise effort and achievement and reward to reinforce desired behaviour;
- Adults model good behaviour;
- As part of the Special Needs Code of Practice, a minority of pupils with specific social and emotional needs and behavioural support needs will have targeted support and intervention in addition to our school agreed behaviour strategies.

## **Communication**

Our policy is shared with our community through our school website, behaviour for learning expectations, school prospectus, newsletters, notice boards, school assemblies, school council and through the curriculum. Annually, we will bring our policy to the whole school community and Full Governing Body. Our policy will be discussed regularly in professional development meetings, to ensure that everyone applies the standards consistently and fairly.

## **Roles and responsibilities**

### **Our children are expected to be responsible for:**

- Following the school rules;
- Following instructions from school staff;
- Being respectful and tolerant of everyone in the community;
- Being correctly dressed in appropriate school uniform;
- Working hard and trying their best;
- Allowing others to learn;
- Refraining from swearing and using any inappropriate language;
- Acting as positive ambassadors for the school when off the school premises.

### **Our parents are expected to be responsible for:**

- Ensuring their children attend school regularly and on time;
- Supporting our school in the implementation of this policy;
- Following the Parent Code of Conduct;
- Supporting their child's home learning;
- Fostering their child's awareness of appropriate behaviour;
- Encouraging self discipline;
- Participating in school meetings to support their child;
- Communicating with staff in a constructive and respectful manner.

### **Our staff are expected to be responsible for:**

- Planning and preparing engaging learning experiences for every child;
- Creating an atmosphere for positive learning through ensuring school rules are clearly communicated and adhered to;
- Being fair to all children by recognising that each is an individual with their own specific needs;
- Raising self-esteem, confidence and developing potential.

## **How we support behaviour through the Thrive Approach**

At Ashford Park Primary School, we recognise children bring to school a wide range of emotional needs, behaviour patterns and social experiences. The Thrive Approach is a systematic approach based on scientific research and neuroscience which identifies children's emotional development needs in children.

Alongside our PSHE curriculum provision, we use the Thrive approach to help children learn how to understand their emotions, regulate and manage their own behaviours. Through the Thrive on-line screening tool staff identify the needs of the children, plan the focus for the class and identify groups and individuals with specific needs.

## **Our Thrive Approach**

- We develop the teacher / learner relationship to prevent and to respond to disruptive behaviour.
- We carry out whole school training to ensure the approach underpins all aspects of school life.
- We use 'The Cove' for one-to-one and/or group work takes place.
- We create 'Family Thrive plans' in order that strategies are implemented at home and the home/school relationship is a mutually supportive one.

## **Rewards**

Ashford Park rewards good behaviour and acknowledges all the efforts and achievements of children both in and out of school in a range of ways:

- Verbal praise
- House points
- Stickers
- Whole class incentives
- Celebration certificates
- Marvellous Me
- Newsletter acknowledgements
- Traffic light reward systems – *see Appendix A Behaviour Systems*

## **Sanctions - see Appendix B Sanction Guidelines**

If a child breaks a school rule, sanctions detailed in Appendix B will be followed and recorded on the school internal behaviour log.

## **Exclusion / Suspension**

We follow the statutory guidance from the Department for Education, "Exclusion from maintained schools, academies and pupil referral units in England", September 2017.

As per this guidance, the Head teacher has the right to issue a fixed term exclusion and in serious cases a permanent exclusion:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **Vulnerable learners and reasonable adjustments**

The school recognises that within our school community we have vulnerable learners who may require reasonable adjustments to support their behaviour.

In the Acorn Centre, our Specialist SEND unit, we adhere to the principles of the whole school behaviour policy. We make reasonable adjustments to support the SEND needs of the children.

## **Reasonable adjustments may include:**

Behaviour support plans

Use of The Cove nurture area

Proactive risk assessments

Strategies to support pupils with SEND

Thrive interventions to support emotional development and behaviour

Support from Pastoral Support Lead

Support through an Education and Health Care Plan

Home School Link Worker involvement

Following advice from other professionals, e.g educational psychologists, behaviour support, Freemantles ASD School outreach support, Occupational Therapists, Child and adolescent mental health service.

### **Policy on touch**

See appendix C

### **Monitoring and Evaluation**

The head teacher and school staff regularly monitor the behaviour policy, reporting their findings to the governing body. Where necessary, adaptations are made to ensure the policy continues to be effective and relevant to our community.

### **Behaviour Log**

The behaviour log is an internal, electronic record-keeping system used by all staff to record incidents of poor behaviour, including any sanctions given.

It is used by the Behaviour and Pastoral Lead and SLT to monitor trends, spikes and patterns in behaviours; enabling actions to be identified to support each child with a behaviour support need.

Details of exclusions / suspensions are recorded and stored by the senior leadership team. Any incidents of bullying are recorded and kept by our school. Any incidents of racism are recorded and shared with Surrey County Council annually.

### **Guidance**

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67141/relationships-education-relationships-and-sex-education-and-health-education-guidance.pdf)

[Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67141/preventing-and-tackling-bullying.pdf)

[Department for Education - \(publishing.service.gov.uk\) \(Cyber bullying\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67141/cyber-bullying.pdf)