

ASTON LODGE PRIMARY SCHOOL

Positive Behaviour Policy

We are fully committed to ensuring the safety of pupils and staff at all times. It is of utmost importance that all situations are dealt with fairly, speedily and confidentially.

Our aim is to develop confident children with the skills and mindset to make their mark in the world. Every child is a somebody as they arrive at Aston Lodge and they will be an even better somebody when they leave. We are developing a place where everyone matters and everyone feels valued and safe. We are a team together, adults and children alike.

We believe that an appropriately structured curriculum and an effective and nurturing environment contribute to good behaviour. Planning for the needs of individual pupils, involving them in their own learning and providing positive feedback all help to avoid disaffection which can lie at the root of poor behaviour. Throughout their time at Aston Lodge, all children will be encouraged to **Show PRIDE: REACH for the stars.**

Children will develop a sense of pride in their work and achieve their full potential. Every child will have their talents and successes recognised and celebrated. Developing children's attitudes and attributes are at the heart of what we do.

We believe that by working together with parents and carers, we can nurture children to **Show PRIDE** through recognising and developing the following:

Presentation

Resilience

Involvement

Drive

Effort

We will ensure that all children aim high and **REACH for the stars** by developing the skills they need for a positive and successful future through:

Respect

Enthusiasm

Aspiration

Co-operation

Happiness

Classroom Behaviour Management Systems

At the beginning of the new school year all teachers and children establish class rules and expectations these are then displayed in class. These are designed by the children with their teacher in order to give them ownership of expectations of behaviour and the principles underpinning this.

We use the ClassDojo online behaviour system to monitor and celebrate behaviour with children/parents/carers, and also reward children for making positive behaviour choices and following school expectations. This system encourages and empowers children to make the right behaviour choices by promoting the school values of PRIDE and REACH. It also enables parents to access and celebrate their child's behaviour and learning through going onto the system at home

As a school we promote positive behaviour and have effective systems in place to ensure that this is recognised and encouraged, for example children are awarded individual PRIDE points, stickers, PRIDE certificates that are awarded in our weekly PRIDE assembly. Children can also receive 'Shout outs' which are put on the class board and then taken home at the end of the day.

We believe that part of the learning process involves making mistakes and that as part of child's development some infringements may occur. We also have a clear consequence system in place to ensure that negative behaviour choices and unacceptable behaviour is addressed. We do this using a 1-2-3 consequence system.

Step 1: (Low Level)

This is a verbal warning to the child.

This is for low level disruption in class that is stopping their own learning or the learning of others. It is intended to give the child the opportunity to rectify behaviour and make a good choice.

Step 2: (Repeated low level)

This is given if the child does not improve their behaviour following Step 1. They will need to talk to the adult at the end of the session. The incident will be recorded in the class behaviour book and will be monitored by the class teacher.

Step 3: (High Level)

This is given for continuous disruption to their own or others learning (following step 1&2). This can also be given immediately for physical, abusive behaviour, refusal to comply to adult requests etc and this will be dealt with by a member of the SLT.

Any child on Step 3 will complete a reflection sheet at lunchtime that is age appropriate. This allows the child to identify the behaviour, how it affected others and what they need to do in the future.

Informing Parents

If 3 lunchtimes have been missed, parents will be informed and invited to a meeting with the class teacher to agree ways forward. If behaviour does not improve, a further meeting will be held with parents, class teacher and Key stage lead. Further breaches will lead to a meeting with the head teacher.

Consequences are appropriate for the age and individual needs of the children, however all systems are based on the same principle of putting clear sanctions in place where necessary for persistently negative behaviours. Behaviour records are kept in the Head's office and are reviewed by members of the Local Governing Body each term.

Please note - all behaviour approaches can be tailored and personalised to the needs of a group/individual where necessary.

As a school we agree that the following behaviours are unacceptable and are serious breaches of our behaviour policy

- Unprovoked or excessive violence
- Use of abusive or racist language
- Acts that compromise their own or others safety.
- Absconding and leaving site without permission.
- Bullying (See also Anti-bullying Policy)

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

What is Bullying?

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is an imbalance of power that leaves the victim feeling helpless."

Definition from Anti Bullying Alliance

'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.'

In the instances where evidence shows that a child has displayed a serious breach of our policy the following may be applied:

- A formal verbal warning, with parents being notified and appropriate sanctions given.
- A formal letter to parents which is kept on record and appropriate sanctions given.
- A formal meeting with parents to discuss the behaviour and agree sanctions. This may include a fixed period of seclusion in school away from their peer group.
- The Head teacher may issue a fixed or Permanent exclusion for serious breaches of the behaviour policy. All exclusions will follow the procedure as set out the Local Authority and will be reported to the Governing body and passed on to any receiving school.

Responsibilities of key stakeholders

Staff and Governors Pupils Parents

To lead by example.

To respect, support and care for each other both in school and the wider community.

To be aware of and support the school's values and expectations.

To be consistent in dealing with pupils.

To listen to others and respect their opinions.

To ensure that pupils come to school regularly, on time with the appropriate equipment.

To encourage the aims and values of the school and local community among the pupils.

To attend school regularly, on time, ready and equipped to learn and take part in school.

To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any activities/holiday absence.

To have high expectations of the pupils.

To take responsibility for their own actions and behaviour.

To take an active and supportive interest in a child's work and progress.

To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.

To respect instructions given by all members of staff (teaching and non-teaching) throughout the school day.

To provide the school with an emergency contact number.

To encourage regular communication between home and school.

To support equality and diversity and be respectful, tolerant and understanding towards others irrespective of race, gender, religion, sexual orientation and age etc.

All stakeholders are reminded of their commitment to adhere to this policy. We do not consider social media an appropriate forum to raise any issues or concerns. As we regularly monitor Social Media sites, any inappropriate use or defamatory comments about the school or staff will be reported to the appropriate bodies immediately.

Updated September 2017

Reviewed annually.