



**Aston Lodge
Primary School**

Show Pride • Reach for the Stars

Aston Lodge Primary School

BEHAVIOUR AND DISCIPLINE **POLICY**

To be reviewed July 2021

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 a place where everyone matters and everyone feels valued and safe. We are a team together, adults and children alike.

We believe that our ambitious, creative, engaging and innovative curriculum promotes an effective and nurturing environment, which contributes to good behaviour. Staff ensure that they plan effectively for the needs of individual pupils, involving them in their own learning and providing positive feedback. 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 through the use of the Jigsaw (PSHE) charter. As well as this, all children throughout school are expected to adhere to the 'Aston Lodge Way.' The concepts of the 'Aston Lodge Way' are prominent in school.

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. All positive achievements are celebrated and regularly updated on social media.

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 Dojo points, Dojo shop prizes, PRIDE certificates that are awarded in our weekly PRIDE assembly.

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.

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 with adult requests etc and this will be dealt with by a member of the SLT.

Any child on Step 3, the incident will be recorded on CPOMS and it will also be recorded on the Dojo behaviour system. This gives the child the opportunity to reflect on their behaviour, how it affected others and what they need to do in the future.

If behaviour does not improve, a further meeting will be held with parents, class teacher and Deputy Head. 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. Issues with behaviour should always be logged on CPOMS so that any trends in behaviour can be identified.

Please note - all behaviour approaches can be tailored and personalised to the needs of a group/individual where necessary. Personalised behaviour plans will be used to support individual pupils 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 the site without permission.
- Bullying

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.

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 meeting with 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 by the Local Authority and will be reported to the Governing body and passed on to any receiving school.

Responsibilities of key stakeholders

Staff, Governors, Pupils and 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.

Additional guidance to be followed during Covid-19 pandemic

Additional guidance to be followed during Covid-19 pandemic. This revision will be shared with parents/carers prior to school reopening and will be explained to pupils immediately as they arrive back at school.

In the cases of individual children who may require an individual risk assessment due to concerns that their behaviour may be a danger to the safety and wellbeing of staff and/or children - this risk assessment will take into account the new circumstances in school and will be instigated by a member of the SLT and be judged on a case-by-case basis eg: students who may be prone to violence or in need of physical restraint. The school will consider continued non-attendance or a reduced/variation in timetable dependent upon the specific circumstance in school.

Children will:

- arrive at school on time using their allocated entrance to avoid unnecessary queueing.
- use the markings on the floor to ensure that they are distanced when entering school

- wash/sanitise hands on entering the school building
- wash/sanitise hands at regular intervals throughout the day including before eating and after using the toilet, after coughing or sneezing
- use the one way system marked by arrows to move around school
- maintain distance from others at all times when on school premises
- go straight to their workstation on entering the classroom
- remain at their own workstations wherever practicably possible
- only use classroom equipment allocated to them
- Only use playground equipment allocated to their group and ensure that it is replaced correctly so that it can be sanitised
- use the toilet blocks one person at a time
- tell an adult if they feel unwell
- bring a full water bottle each day to be taken home at the end of every day
- use the principles of catch it, bin it, kill it when coughing or sneezing
- never cough or spit at another person

Children will be rewarded through the Dojo system in the usual way for following the new rules.

Children who compromise the safety of others by consistently failing to follow the rules, or by the serious breach of a rule such as coughing or spitting at another child or adult, will be removed from the classroom and placed in isolation. Their parent /carer will be contacted immediately and will be asked to take them home.