



## Ashby Hill Top Primary School Behaviour Policy Review October 2021

### **INTRODUCTION:**

This policy was drawn up by staff, children and governors, reflecting our school mission statement and aims. The schools drive to become outstanding has prompted us to have a fresh look at our procedures. The responsibility for the implementation of this policy lies with the whole school community (including parents) with overall responsibility for monitoring and evaluation being undertaken by the Headteacher.

### **CURRICULUM**

At Ashby Hill Top, we aim to provide a challenging, stimulating, interesting and fun educational environment and we have very high expectations of our children. We believe it is crucial that teachers and support staff provide materials and tasks which match the abilities of the children, as well as adopting a variety of teaching and learning styles.

We celebrate and value good work from all of our children. This is achieved through prescriptive praise, positive comments, displaying good work our Star of the Week assembly, stickers, rewards and merits points. These methods ensure our children are well motivated to learn and in turn contribute to the high standards of behaviour we expect.

We recognise that the class teacher plays a pivotal role in establishing and maintaining discipline; good classroom management is therefore essential. We also recognise the importance and value of a good partnership between teacher and support staff. All staff should seek to encourage pupils to take a personal pride in their environment, including the tidiness of their own classroom. At lunchtime the children are cared for by our lunchtime supervisors. They will receive the full backing of all teaching and support staff. The Headteacher is responsible for ensuring that the lunchtime staff have the necessary training, back up and support.

### **SCHOOL RULES**

The following school rules were written by the staff and children. We arrived at six very simple rules, which should be regularly talked through with the children.

These rules will be visited regularly with the children; this is what we call **'The Hill Top Way'**.

- ✓ **Follow instructions first time**
- ✓ **Listen to the person who is speaking**
- ✓ **Care for everyone and everything**
- ✓ **Try your best to be the best you can**
- ✓ **Be in the right place at the right time**
- ✓ **Treat others kindly or leave them alone**

Following these rules will make our school a fair and happy place to be for both children and adults. These rules are the same wherever you are in school. They are prominently displayed in all parts of the building, not just the classrooms.

### **PREVENTION**

We choose preventative strategies, our structure and the routine of our school day supports this. We aim to minimise the occurrences of challenging behaviour by:



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- Establishing positive relationships with pupils and parents
- Creating a positive, supportive climate in the classroom
- Being in the class before the pupils arrive
- Having well planned, meaningful lessons differentiated to meet the needs of the pupils
- Making connections with previous work
- Ensuring equipment or materials needed are available and in working order
- Having well-established routines for behaviour
- Teaching the children strategies to deal with anger and frustration
- Using social problem solving skills, circle time and mediation
- Using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups

### REWARDS

At Ashby Hill Top Primary School, we aim to celebrate and praise the good work and achievement of both children and adults. We are prescriptive with our praise so that children know exactly what behaviours we are pleased with, e.g. "Well done for putting your hand up and not shouting out."

Our weekly Star of the Week Assembly provides us with an opportunity to celebrate and praise good work, good behaviour or other achievements in life. We celebrate out of school achievements as well e.g. badges and certificates from activities such as swimming, judo etc.

By keeping careful records we ensure that all children are included in our Star of the Week Assembly. Children mentioned in Star of the Week Assembly will receive a certificate and a sticker.

In class, children demonstrating excellent behaviour/achievement will be awarded with a certificate or a Headteacher's award sticker.

Our reward system demonstrates to the children that we value all kinds of achievement, including good behaviour. To show that we value everyone we also mention events or achievements in the lives of staff e.g. becoming a grandmother, passing NVQ etc.

- EYFS children receive daily GOLDEN TIME.
- Children from Years 1 to 6 receive weekly GOLDEN TIME for following the Ashby Hill Top Way.

Rewards which are effective are personal to the child receiving them and those giving them. Simple recognition for good work and/or sustained effort is greatly appreciated by children and adults.

The following list indicates the approximate levels of progression that all staff and children are made aware of:

1. Prescriptive praise from the teacher/adult working with the child e.g. "Good listening". Teaching assistants/adults will mention the praise to the class teacher.
2. Stickers and class rewards from the teacher/teaching assistant
3. Praise from another member of staff i.e. the child visits another teacher to receive a sticker and prescriptive praise.
4. See Headteacher to receive a sticker and prescriptive praise.
5. Weekly Star of the Week Assembly. This takes place on a Friday. **All staff** are asked for a list/contribution for this assembly.



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The child is made aware of what she/he has done well. As staff we need to know our children and the praise that they are given needs to take into account the individual child and their needs and be handled appropriately – what may be a reward for one child may not be for another.

In addition, all staff can reward children with a 'merit'. Children are placed in four colour teams, red, yellow, green and blue. Team point tokens are counted and praise is given in Star of the Week Assembly. At the end of each half term, the children in the team with the most points are rewarded with additional playtime.

### **KEEPING EVERYONE SAFE**

We recognise that the school will only function effectively if both staff and children feel safe and happy. Anxiety and fear block learning, so we strive to create a safe and happy environment free of anxiety. Effective measures and procedures are used to ensure safety for all. The school follows all statutory, government and LA guidelines on safeguarding. As adults we seek to demonstrate and model appropriate behaviour. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated.

### **SEARCHING**

The government published advice for all schools in January 2018 with guidelines for schools with regards to searching pupils with or without consent for prohibited items. The advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. Ashby Hill Top Primary School would follow this guidance available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

### **SANCTIONS**

We believe the management of children's behaviour and mood should reflect the values of the school. The formation of healthy relationships is one of our main goals and the basis of good behaviour and mood management, and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our children to learn more satisfying ways of behaving.

At Ashby Hill Top Primary School we use rewards far more than sanctions. We all aim to be positive rather than negative and use a variety of strategies which aim to minimise misbehaviour. In addition, we also:

- Make sure each child knows what to do and how to do it
- Demonstrate excellent classroom management skills
- Encourage and develop self-discipline in all of our children
- Reward children for good work, achievement and behaviour
- Support children who have genuine problems

Unfortunately, there are times when a child's behaviour is unacceptable. If this is the case then we will adopt a range of strategies to respond to that misbehaviour. The level of progression which we follow during such incidents is indicated below. However, it must be remembered that each incident involves individual children and as a staff we need to know our children; any sanctions need to be fair, firm and above all, consistent. The



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child should always be made aware of what she/he has done wrong, and what the appropriate/acceptable behaviour should be.

### STAGE 1:

- Praise the other children for behaving well
- Wait quietly for the child to realise that you have noticed
- Make eye contact with the child
- Ask the child a question to help refocus them

If the misbehaviour continues

### STAGE 2:

- Speak quietly to the child at an appropriate distance i.e. not invading their personal space
- Name the child in a firm voice
- Identify the misbehaviour and ask the child to behave correctly – i.e. a positive statement such as *"Please can you do this"* rather than *"don't do that"*.
- Point out and remind the child of the relevant class and school rules.
- Remove some Golden Time (5 minute blocks only)

These guidelines will deal with most situations, although there will be occasions when misbehaviour is persistent or more serious. More serious incidents could include:

- Bullying of any kind
- Persistently unkind or unfair to other children
- Stealing
- Being persistently rude to adults in school
- Deliberately & persistently breaking the school rules
- Fighting

Incidents resulting in sanctions at Stages 1 and 2 could effectively be dealt with a member of the support staff working in the classroom. A teacher will always be involved from Stage 3 onwards. Lunchtime staff, who often do not have immediate access to teaching staff, will use STAGE 3 at their professional discretion, but incidents will be recorded by the Lunchtime Supervisor. The Headteacher is responsible for monitoring this.

### STAGE 3

- The child may be removed from their friends for a time. For example, to work alone in the classroom, or to stand quietly alone for a few minutes in the playground etc...(always with supervision)
- Privileges or opportunities may be withdrawn for a time i.e. not allowed to play on the field
- Kept back at playtime or lunchtime (always with supervision)
- Lunchtime staff will record misbehaviour & let teachers know

Any incidents dealt with by the Headteacher/Deputy Headteacher/SLT will be recorded in the Behaviour Log (Kept in Headteacher's office). This to ensure that patterns of behaviour can be monitored, identified and dealt with.

If the inappropriate behaviour should reoccur, or be serious in the first instance, then the child will move to Stage 4.



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### STAGE 4

- Sent to the Headteacher or in her absence the Assistant Headteacher.
- The Headteacher or senior member of staff will apply further sanctions as appropriate to the incident and the child. This will be recorded in the Behaviour Log.
- Children who have appeared in the lunchtime incidents book 3 times will be sent to the Headteacher/ Assistant Headteacher/SLT. The child would be warned that if the incident should continue to occur then an official letter would have to be sent home from the Headteacher.
- Parents are kept aware at this stage by an informal conversation or letter explaining that the situation has been dealt with but that we value parental support.
- Intervention from a HTLA/support from the lunchtime Nurture Group might be sought at this stage, the aim being to modify poor behaviour and reward good behaviour.

This would then be followed by Stage 5.

### STAGE 5

- The entire incident is handed over to the Headteacher. Appropriate sanctions would be applied and will be recorded in the Behaviour Log. The parents would be notified via letter to come in to school to formally discuss the situation. At this stage intervention from the SENCO may be sought if it was felt that an Individual Learning Plan would be appropriate.
- Children whose names have occurred in the Behaviour Log more than 3 times within a half term will automatically have a phone call/letter sent home as above requesting parents come in to school to discuss the situation.
- If the child is at risk of exclusion a Pastoral Support Programme would be agreed with the Headteacher, class teacher, Inclusion Team, parents and the child. (See Appendix 2)
- Governors will also be made aware of the situation but individual names of children will not be shared with Governors.

It would be hoped that no situation would ever get beyond Stage 5. At this stage close liaison will have been set up with the child's home and the child will have a Daily Home/School Record Book (see below). However, serious cases would have to move to Stage 6.

### STAGE 6

- Outside advice will be sought e.g. educational psychologist advice/assessment.
- Parents and Governors would now be fully involved.

If behaviour did not improve:

- A child would be excluded at lunchtime for a period of time
- This could also be the case if a child persistently exhibits unacceptable behaviour at lunchtime
- The child would be excluded from the whole school day for a period of time

**Finally, with no other options available a child would be permanently excluded from school. This final decision would be taken by the Ashby Hill Top Primary School Governing Body.**



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**GOLDEN TIME**

Golden Time is an opportunity for children to choose high quality, enjoyable activities to recognise and build on their achievements during the week.

Golden Time for Years 1 to 5 will take place every Friday afternoon between 2.40pm and 3.10pm. Children in EYFS will receive 10 minutes Golden Time per day.

To achieve Golden Time children must follow the 'Hill Top Way'.

**'The Hill Top Way'**

- ✓ **Follow instructions first time**
- ✓ **Listen to the person who is speaking**
- ✓ **Care for everyone and everything**
- ✓ **Try your best to be the best you can**
- ✓ **Be in the right place at the right time**
- ✓ **Treat others kindly or leave them alone**

In every classroom, there should be a large visual reminder so that children know that they are at risk of losing Golden Time.

Children lose 5 minutes, for each negative behaviour, up to a total of 30 mins.

Each week staff will offer a different Golden Time activity, e.g. Art/ICT/extra PE/extra playtime/cooking/disco etc (The activities will be suggested by children in assembly at the start of each half term)

Children from Year 1 to Year 5 sign up for an activity.

The final decision as to whether a child receives Golden Time rests with the class teacher. Consultation with other staff, including LSAs, lunchtime staff, supply teachers, office staff, is essential.

A child can receive up to 3 warnings/chances to change behaviours– teachers to decide how they administer these reminders.

Children will lose their Golden Time immediately if they;

- Kick, punch, hurt another child
- Steal
- Maliciously damage property



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**Pastoral Support Plan**

<b>Child's Name:</b>		<b>Year group:</b>	
<b>Class teacher:</b>			
<b>Date of meeting:</b>			
<b>Issues arising from behaviour:</b>			
<b>Child's Targets:</b>			
<b>Action Points (Child):</b>			
<b>Action Points (School):</b>			
<b>Action Points (Other Agencies):</b>			
<b>Expected Outcomes:</b>			
<b>The child is at risk of exclusion if:</b>			
<b>Review date:</b> (An early review of the Pastoral Support Programme is possible if the current plan is proving unsuccessful.)			
<b>Start date of Plan:</b>			
<b>Signed (Headteacher)</b>			
I/We agree with this programme for our son's/daughter's education in order to support him/her in working towards a successful, full time reintegration.			
<b>Signed (Child's Parent/Carer)</b>			<b>Date:</b>