

# **Ash Croft Primary Academy**

## **BEHAVIOUR MANAGEMENT POLICY**



Adopted	November 2019
Lead	MU, TS & CM
Reviewed	

## Introduction

This behaviour appendix adds detail to “The Harmony Trust Behaviour and Anti-Bullying Policy” which is adapted in full by Ash Croft Primary Academy.

Reference should be made to that policy in addition to the information in the appendix that follows.

When putting together this policy, reference has been made to the EEF Guidance Report released in July 2019 and to Charlie Taylor’s Checklist.

It is Ash Croft Primary Academy’s aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and with respect. We are a caring community, whose values are built on mutual trust and respect for all.

The academy behaviour policy is therefore designed to encourage members of the school to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The principles behind our policy is captured in the following statements.

- **Relationships matter.** We want our teachers to know and care for the pupils in their class. We want the pupils to know that their teacher cares for them.
- **Boundaries are important.** Pupils need to know what behaviour is appropriate and what behaviour is inappropriate so they can adapt their behaviour.
- **Consistency is key.** Expectations must be the same for all pupils; however how you help pupils realise these expectations needs to be different.
- **Routines need explicit teaching.** Calm and well-ordered classrooms are important, but they won’t be learnt by osmosis the teacher needs to take time to teach them.
- **Targeted intervention is necessary.** There will be times when pupils need extra support to meet expectations. It is recognised that events in pupils lives can cause certain unwanted behaviours and as a school we will support pupils through these struggles.

## Minimum expectations

The orderly running of the school is premised on the following “minimum expectations”

- To always try our best with our learning
- To respect everyone & everything in our school
- To be honest

The “minimum expectations” have been agreed by the school council and are closely linked to the British values of democracy, the rule of law, individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

If children follow these expectations, they can gain rewards. If pupils do not follow these expectations, there are consequences set out in this policy.

The aim of all consequences is twofold

- To help pupils moderate their behaviour
- To ensure the orderly running of the school

## **Praise & Rewards**

We promote an ethos where children's learning is a reward in itself so the children are not only driven by external praise. However, there are times we would like to celebrate their successes, therefore we use many reward strategies in school, for example:

- Smile – the most common reward is to recognise that the child is making the right choices.
- Verbal praise – public recognition for correct behaviour choices/or good work.
- Written feedback in books – comments made for super work.
- Stickers - these may be distributed either for good work or behaviour.
- Good work can be shown to the class, another class, another adult in school or copied to send home
- Dojos, notes or texts can be sent home to inform parents of good work/behaviour. Information about these Dojos are also shared with parents through class stories.
- Collective whole class rewards, for example 'marbles in a jar' or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or a chart leads to a whole class treat or special time as agreed between the teacher and the children.
- Star of the week – this status awards children for effort, good behaviour and adhering to values.
- Good to be green certificates in assembly at the end of each half-term with a small treat. At the end of the year, the children who have been 'green' all year, will get wow reward eg: time on the bouncy castle.
- House celebrations each half term - children grouped into house teams for a range of activities.

## House points

Children are grouped into four House Teams. These are Hawks, Eagles, Kestrels and Falcon

Each child is placed in a House on entry to Academy and remains a member of this team throughout their time at the academy. Siblings are placed in the same House team. House Captains are elected from Year 6 pupils and Vice Captains from Year 5 pupils and they provide positive leadership to the children in their House and the various competitions and events organised throughout the year. Teaching and non-teaching staff also belong to a House and they encourage and support the children in positive team building through the House system.

House Points can be awarded by all staff to children following the Academy vision and for demonstrating positive attitudes towards work and teamwork. Points will be recorded on class dojo.

Our Vision is to provide the best opportunities for you (or your child) to

**#Discover YOUR Incredible.**

At Ash Croft that means:

**I**nquisitive

**N**urturing

**C**ourteous

**R**esilient

**E**mpathetic

**D**iligent

**I**maginative

**B**rave

**L**ogical

**E**nthusiastic

Every week, the house points are counted by our House Captains and a weekly winner announced during our Celebration Assembly every Friday and added to the house point chart. House points are then tallied over the course of a term, a winner is announced, and the children in that house are rewarded with a special treat as part of their House Afternoon.

At the end of the year, once all house points are tallied, the House Champions will be announced. This system aims to encourage a real sense of pride and achievement for the children.

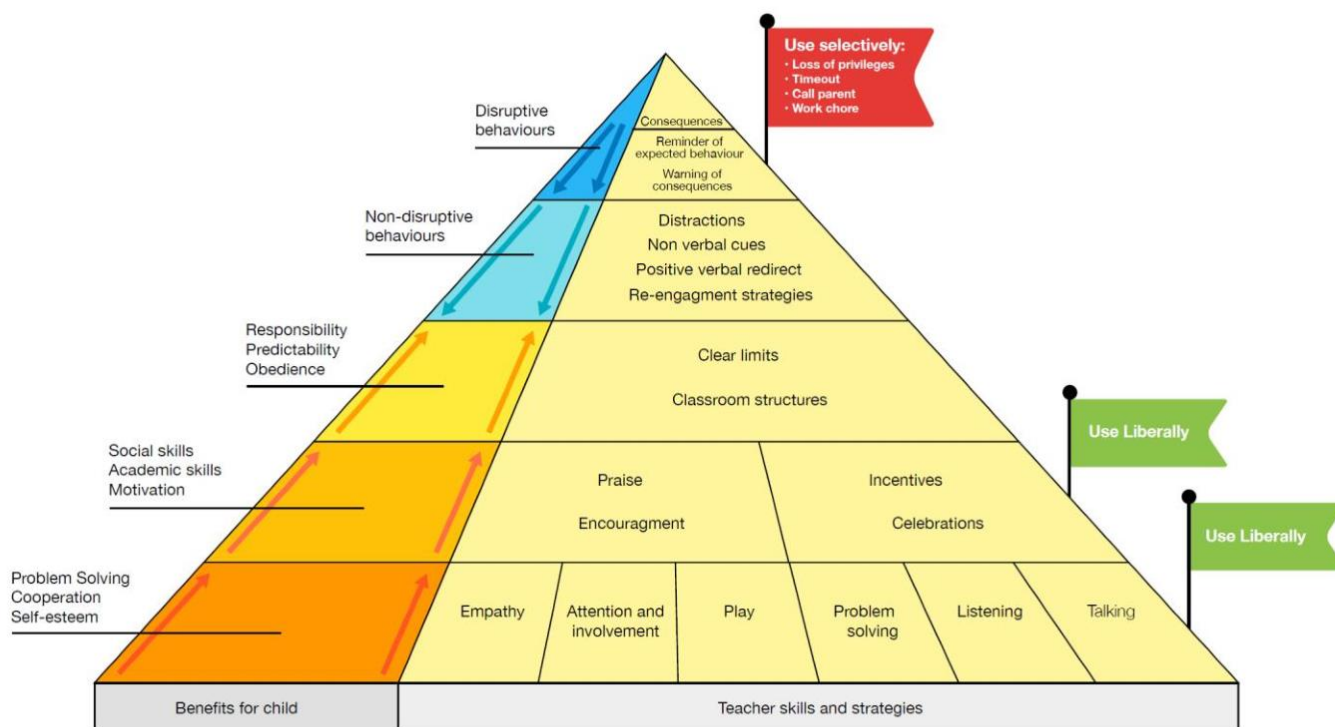
It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

## Consequence for poor behaviour

We have a 'No Shouting' policy, we expect adults to talk to children calmly about their behaviour. Dealing with disruptive and rule breaking behaviour is a graduated approach, from the least to the most intrusive.

Even though it is acknowledged that warning and consequences are needed, they are to be used selectively. Teachers must liberally build relationships with pupils & give praise, encouragement, incentives & celebrations. In particular, use of the 5:1 ratio for praise and warning/telling off is necessary.

Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.

Every child starts their day on a positive note with their name on green on the Class Chart and the children soon learn to associate being on Green with a feeling of having done the right thing. If a Golden Rule is broken, and verbal warnings ignored, their name is moved down the chart.

Stage	Place on Chart	Behaviour	Action
Verbal Warnings	Name stays on <b>green</b>	Low level disruption.	Remind the child of 'the right thing' to do.
Cool off time in class	Name moves down to <b>yellow</b>	Continuation of low-level disruption or more serious first-time offence.	Time out in reflection corner/zone/table in class for 5 minutes.

Cool off time in partner class	Name moves down to <b>orange</b>	Continuation of low-level disruption (despite class reflection time) or more serious first-time offence.	Pupil sent with orange card (with reason for card written on the back) to partner class and spend 5 minutes (KS1)/ 10 minutes (KS2) in the class reflecting on their behaviour.  At the end, the partner teacher will sign the card and the pupil will return to normal class and welcomed back by class teacher.
SLT support	Name moves down to <b>red</b>	High-level first-time disruption.  Refusal to leave for partner class when requested.  Continuation of low-level disruption (upon return from partner class).	Sent to Executive Principal/Head of Academy/ Inclusion Manager/ Trust Leader to remain with them for the rest of the session.  Red card will be communicated to Parents.  Always recorded on CPOMs by class teacher  1 <sup>st</sup> red card – end of day conversation with parent (be sure to give them the option of coming into the classroom to talk in private) 2 <sup>nd</sup> red card – another conversation with the inclusion manager also present to offer any support/ address any issues. 3 <sup>rd</sup> card – conversation with SLT and teacher 4 <sup>th</sup> card – Advice will be sought from behaviour support or referral made to the SENDCO for Educational Psychology input if necessary.
Exclusion or exclusion	N/A	Serious physical or verbal assault.  Continuous defiance/ low level disruption	In line with the Trust policy, The Executive Principal reserves the right to use temporary and permanent exclusion.  To be recorded as per Trust and Local Authority guidance

Teachers may use other strategies that are reasonable and proportionate to any behaviour incidents. This may include but is not limited to

- Keeping pupils in at break/lunchtime to finish work
- Moving a pupil in the classroom
- Asking another adult in school to speak to the child
- Seclusion at lunchtime (with the agreement of SLT)

SLT may also use other strategies that are reasonable and proportionate to any behaviour incidents. This may include but is not limited to

- Seclusion at lunchtime
- Internal seclusion (for 0.5 days or longer)

## **Break time Behaviour**

The children are reminded that the standards we expect in the classrooms are also expected outside.

**1<sup>st</sup> step** – child will be sent to the cooling area for 5 minutes.

**2<sup>nd</sup> step** – if poor behaviour continues at playtime then the child will be referred to a member of SLT. The SLT reserve the right to use all reasonable and appropriate consequences in order to stop poor behaviour this includes but is not limited to

- Breaktime seclusions
- Lunchtime seclusions
- Break time plans

Depending on the severity, behaviour at break time may need to be recorded on CPOMs. If unsure, consult a member of SLT.

## **Lunchtime Behaviour**

If children are involved in unacceptable behaviour during lunch time, the following sanctions will be used. The sanctions are listed in a step process with the ultimate consequence being permanent lunch time exclusion.

**1<sup>st</sup> step** – child will be sent to the cooling area for 5 minutes.

**2<sup>nd</sup> step** – child will be taken to seclusion accompanied by a member of staff.

Seclusion will be between 12.30 and 1:15pm This must always be communicated to parents (by phone call or in person) as a step to ensuring the behaviour does not reoccur. During seclusion, children will complete a reflection sheet.

The seclusion must be recorded on CPOMs by the SLT member on lunch duty that day.

If a child has multiple seclusions in a half-term, a member of SLT will meet with the parent/s of the child and decide on an appropriate course of action. This may include:

- Lunchtime plans
- Use of lunch bunch and friendship group

## **Pupils with persistent behaviour problems**

Where pupils are persistently or seriously breaching the minimum expectations, the academy's response will be as follows

- The pupil will be placed on a watchlist. Red on the watchlist means a child is at serious risk of exclusion. Orange means the child is at some risk of exclusion.
- Every child on the watchlist will have a wellbeing plan and a contract. This is a plan that will involve all adults who work with the child, SLT, parents and the child themselves. The purpose of the plan is to change the child's behaviour.
- Each plan will identify key adults who can help that child – especially when they are experiencing a behavioural crisis.
- Whenever there is a serious incident for a child on a plan, the incident will be reviewed to ensure the plan has been followed.

The plan will then be reviewed to see if it needs to be changed.

Whilst we endeavour to help all pupils to meet out minimum expectations, where plans are not working and efforts have been exhausted the school, in line with Trust policy, reserves the right to use temporary and permanent exclusion.