





BEHAVIOUR POLICY 2023/24

**RAWMARSH ASHWOOD
PRIMARY SCHOOL**

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RAWMARSH ASHWOOD PRIMARY SCHOOL
(part of the Wickersley Partnership Trust)

Behaviour Policy

The aim of the behaviour policy at Rawmarsh Ashwood is to enable our pupils to develop self-discipline, in order to co-operate as a learning community, through our school values:

WE ARE ALWAYS LEARNING

WE SAY PLEASE AND THANK YOU | **We are prepared to make mistakes**

WE ARE RESPECTFUL | **WE LISTEN TO OTHERS**

WE TAKE RISKS | **WE BELIEVE IN OURSELVES**

WE WORK HARD

☺ ☺ ☺ ☺ ☺ ☺

We dream big 

WE ARE PROUD OF OUR ACHIEVEMENTS

WE TAKE RESPONSIBILITY FOR OUR ACTIONS

We never give up



Class rules and whole school expectations will be set based around these core values. We recognise that learning to behave in an acceptable way at school and in wider society is a process which starts from birth and home, and continues through school. It is an essential part of our job as teachers to ensure all children are able to master positive behaviour. As such, we understand that children will make mistakes

along the way, just as with learning to read, write and calculate. This policy sets out how we will teach positive behaviour for all our children.

This Behaviour Policy is based on the partnership between Governors, staff, pupils, parents, the Wickersley Partnership Trust (WPT) and the community in order to maximise the ability of our pupils to fulfil their potential. The school expects full support from parents in implementing the reward and discipline policies and parents are expected to contact the school regarding any concerns that they have.

Our objectives are:

- promoting self-discipline and proper regard for authority among pupils
- encouraging good behaviour and respect for others and seeking to prevent bullying
- securing that the standard of behaviour of pupils is acceptable
- ensuring that pupils complete any educational tasks reasonably assigned to them and generally regulating the conduct of pupils.

Role of the Local Governing Body

The Governing Body will make and review a written statement ie. The Ashwood Way which the head teacher must have regard to in determining any measure taken to promote good behaviour and discipline. The Governing Body will bring to the head's attention any measures they consider she should have regard to, and offer guidance as they consider appropriate. This should reflect current DfE guidance.

Role of the Headteacher

The Headteacher is accountable for the implementation of the policy, and will delegate the responsibility for its day to day management to the SLT and others.

Role of staff

Staff will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's policy and The Ashwood Way
- promote and reinforce positive behaviour in the classroom

Role of pupils

Pupils will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work with a positive attitude
- hand in homework on time
- show respect for the environment
- follow The Ashwood Way

Role of parents/carers Parents/carers are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work

Discipline in schools – teacher’s powers

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspectors Act 2006). This power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants and SMSAs. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school. Teachers have a power to impose detention outside school hours and confiscate pupil’s property.

Rewards

A sense of discipline and good order in our school comes through an atmosphere in which children are encouraged to respect themselves and others. This is developed through a range of awards given for positive behaviour including; reward stickers, raffle tickets, dojo points, stickers and certificates from the Headteacher and Special Mention assemblies and curriculum focus assemblies.

Stickers

Stickers can be awarded to the children when a teacher is particularly impressed with a piece of work they have produced; the amount of effort being given to a particular task or excellent contributions to lessons or the school community. These are given to the child to ‘wear with pride’ in order to share their success with others, including their families. All staff will notice and, if the opportunity arises, will ask the child about the reason for their sticker. We would encourage parents to talk to their children about their sticker and praise their efforts as well.

Dojo points

Children will be given dojo points for positive behaviours which show up on the screen in class next to their avatars. Parents will be alerted to these via text message if registered. Positive behaviour is analysed class by class through reports on the Dojo system by SLT.

Special Mention Assembly

Outstanding work will be celebrated during Special Mention Assembly on Fridays. Class teachers will choose roughly four pieces of work which have been particularly impressive from the previous week and these will be celebrated with the whole school and the parents of the children selected. Each child receives a Head Teacher’s Award sticker.

Expectations

It is essential for the adults in school to set and expect a high standard of behaviour. We must therefore be consistent in our approach towards discipline, so that the children know exactly what is, and is not, acceptable. It is important that our children **and** parents are aware of the procedures followed in school to achieve good discipline.

We expect all children to develop and display positive learning behaviours around school. We know that some children can sometimes find this difficult to sustain, so adults will always give a verbal reminder of the expectation, phrased positively so that the child understands what to change to get back on track. If a child persists in unacceptable behaviour, they will receive a 'red card' sanction.

Restorative practice

At Rawmarsh Ashwood staff are trained in using a restorative practice approach to negative behaviour. It encourages people to take responsibility for their actions, and repair any harm that they have caused. Its use has been found to reduce behaviour problems, improve achievement levels, and develop emotional literacy

Examples of unacceptable behaviour:

- Disturbing other children
- Shouting out
- Not getting on with learning
- Purposely making noise to gain attention
- Answering back or questioning instructions
- Rocking on chairs
- Fiddling with equipment
- Using inappropriate language or gestures
- Play fighting
- Not listening to instructions from an adult
- Questioning an adult
- Damaging playground equipment deliberately

Negative behaviour such as deliberate use of hurtful language and physical behaviour towards other pupils or staff and defiance and un-cooperation is recorded on Bromcom with comments and actions taken.

Children with specific SEND may need different approaches in order to support them with their behaviour needs. Staff use individual SEND plans to support this.

School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of

such behaviour. We do everything in our power to ensure that all children and staff attend school free from fear. For further information see the School's Anti-Bullying Policy.

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in section 93 of the Education and Inspections Act 2006 *The Use of Force to Control or Restrain Pupils* and the guidance in DfE Advice for Head Teachers, staff and Governing Bodies, July 2013. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children in order to prevent injury to a child or member of staff, or if a child is in danger of hurting him/herself. The actions that we take are in line with Government guidelines on the restraint of children.

Physical restraint

This section of the policy is based upon Education and Inspections Act 2006. Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following.

- Child/young person attacks a member of staff, or another child /young person
- Children/young people who are fighting and are at risk of injuring themselves or others
- A child/young person is committing or is on the verge of committing deliberate damage to property
- A child/young person absconds from the class or tries to leave the school setting

Use of physical interventions is always a last resort and must be taken in the child/young person's best interest with the regard to the safety of all others and where it is absolutely necessary. Assessing and managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportionate to the circumstances.

Teaching and non-teaching staff should operate within an appropriate "Duty of Care" and follow the guidance within this policy. All staff may use 'reasonable force' when necessary according to the above act.

Team Teach - Team Teach is a holistic approach that promotes techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours using the "Help Script", before physical intervention becomes necessary. However "Team Teach" does recognise that there will be times when staff are left with no other option than to step in and use positive physical interventions. All staff within Rawmarsh Ashwood Primary are committed to "Team Teach" and we ensure that several staff are trained. Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all pupils, it is possible that bruising or scratching may occur accidentally, these are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all pupils remain safe.

Supporting Behaviour Improvement

At Rawmarsh Ashwood, we wholeheartedly believe that behaviour is often the child's way of communicating negative feelings and we must work alongside children and families to tackle the causes of such negative feelings and repair any damage

caused from these behaviours. All situations will be dealt with by all staff, in a restorative way by exploring feelings, discussing unacceptable behaviour and the children being asked how they can make amends through a consequence and their future behaviour.

The role of the pastoral team is very important here at Rawmarsh Ashwood, in supporting children who may exhibit challenging behaviour. We have a Learning Mentor and staff trained in Emotional Literacy Support (ELS). The Learning Mentor will spend time with children, boosting their self-esteem; talking with them to help unearth any underlying problems; as well as providing the child with a number of 'better choices'. The learning mentor may provide sensory breaks or use 'Theraplay' to support this. In addition, our mentor will help children develop friendships by encouraging them to respect and value their peers. The learning mentor will also provide support and positive role modelling for those children who find playtimes and lunchtimes difficult. This will support them to integrate into play with other children in a successful way. All staff are trained in using emotion coaching techniques to diffuse situations.

Occasionally the school may find itself with a child that exhibits challenging behaviour, and it may be felt that additional help should be sought from outside agencies. In such cases, and with parental consent, the child may be referred to the Educational Psychology Service, Early Help, or we may seek advice from colleagues in other settings. This may include Trust SEMH provision, managed moves or internal exclusions.

As a last resort, or where significant harm has been done to another member of the school community, a fixed term exclusion may be used by the Headteacher or Assistant Head in her absence. The Trust will be involved at this point. A reintegration meeting will follow whereby the parent/cares and child will be asked how they will support the school in finding ways to support the child to improve their behaviour.

In very rare cases a child may be permanently excluded. This decision will be made with the support/involvement of the Trust CEO and team.

Positive Handling

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety. Some children may need a positive behaviour support plan to support them in their behaviour.

Appendix 1

Structure for Restorative Practice

Step one - Recognising the child's feelings. (Think about describing verbal and nonverbal behaviours that indicate emotional overload and dis-regulation)

Step two - label and validate the child's emotion

Step three - set limits and boundaries (may need to allow time to calm down first)

Step four - joint problem solving. Explore feelings and identify alternative and more appropriate ways of expressing the emotion. Consider ways to self-regulate in future. Together, repair any damage caused.

Appendix 2

Individual Behaviour Intervention Plan

Name of Academy:

Name of child:

Year group:

Class teacher:

Start date:

Review Date:

Step	Action	Outcomes
1	Targets for behaviour • • • •	
2	How will the behaviour help the child? Others?	

3	What support does the child need? <ul style="list-style-type: none"> • • • • 	
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Appendix 3

Positive Handling Record

Name of academy:

Name of child: D.O.B: Date of incident: Time of incident: Location:
Staff involved: Include names and designation
Witnesses:
Events leading up to the incident:

Description of behaviour exhibited by the child:

What happened and how was the situation resolved:

Injuries:

(Include first aid treatment if appropriate)

Damage:

(property or equipment)

Debrief – child :

Was the incident talked through with the child and by whom?

Debrief – staff:

Were staff given the opportunity to talk through the incident and with whom?

Any further actions:

(Police or Social Care involvement, violence to staff form completed)

Justification for the use of control or restraint : (please tick)

- Physical safety of the child/young persons is at risk
- Physical safety of another child/young person is at risk
- Physical safety of a member of staff is at risk
- The child/young person is attempting to harm him/herself
- To prevent absconding
- To prevent disruption to other child/young persons
- To prevent the committing of a criminal offence
- Member of staff believes that any of the above was likely to occur
- To prevent or interrupt serious damage to property (describe)

De-escalation strategies used: (please tick all strategies tried)

verbal advice/support	reassurance	calm voice	non-confrontational body language	
voice matching	distraction	humour	options provided	
time-out offered	time-out directed	change adults	remove from situation	
remove others from situation	incentive to calm	eye contact	explain consequences	

Physical strategies used:

(state types of hold/escort used, length of hold)

Who was notified?

Was the parent/carer informed?

Yes

No

By whom:

When:

Signatures of those involved with dates:

Completed by:

Signed by Headteacher:

Date:

Appendix 4

Additional guidance to be followed during Covid-19 pandemic

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/ PE equipment allocated to their group and ensure that it is replaced correctly so that it can be sanitised after use
- 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.