



Aston by Sutton Primary School

Behaviour Policy

Respect, Inspire, Achieve

September 2023

Review September 2025

Respect, Inspire, Achieve

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as staff, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At Aston by Sutton Primary School, through a trauma informed approach, we support emotional regulation, effective learning and through this approach we see and expect positive behaviour which illustrate our three core values;

Respect

Inspire

Achieve.

These are referred to and used regularly by adults working in school.

Our aim is to provide an inclusive and calm atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND).

Aims of the Policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children embody our values of **Respect**, **Inspire** and where they are able to **Achieve** and be the best they can be.
- To take a Trauma Informed Approach to our responses to children's behaviour.

Objectives

For children to feel and experience;

- Self respect
- Self confidence
- Emotional regulation
- Pride when they try their best
- Inspiration in their activities
- For children to be supported and taught to show;
- Empathy with others feelings
- Respect, courtesy and tolerance towards teachers, other staff and towards one another
- Respect for their environment and community

Our routines

At Aston we place a high prominence on developing **clear class routines** at the start of each year with the children. We focus on ensuring these routines are consistent and straightforward. Each day on the gate, '**meet and greet**' ensures every child is spoken to with a 'good morning', to start the day off in the right way. At the end of each day, class teachers ask the children in class to come up with '**three good things**' that have happened that day – this may also include examples of children demonstrating our values of Respect, Inspire, Achieve - for the class to celebrate.

At Aston, we believe that it is important to **praise** children regularly **in public** for when they are doing the right thing, working hard, being respectful, inspiring and nurturing others and achieving their very best. This acts as a positive catalyst for others who also want to enjoy the positive feelings that come with positive praise. Sometimes, children do not get their behaviour right, and here at Aston we feel it is important to talk to them and go through the scripts below in **private**, away from other children. This is to support our children to learn about what went wrong and explore how they can make a more positive choice next time. We do this in private to ensure our children do not experience feelings of blame and shame.

We strive for all of our children to feel happy and safe. We have also adopted a safe way to move around the school and classroom. It is called **Smart Walking** and is a way where children, holding their hands behind their backs to ensure they do not catch/bump into any other child as they move around school, walk calmly and quietly to their next destination. The children **do not clasp their hands together**-as this could cause a hazard should they themselves trip- and **are taught why** we are smart walking (to prevent accidents) and **shown** how to do smart walking. Children are praised for their 'great and safe' smart walking and are encouraged to '**Smart Walk**'.

Family Groups

The purpose of the Family groups is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school. Each child, from reception to year 6, is allocated to a family group: Pheasants, Moles, Badgers and Squirrels on admission to Aston by Sutton. Each family group elect a family group leader, deputy leader, and secretary. The family groups schedule regular meetings, holding valid discussions which reflect group feelings and opinions. Each meeting has an agenda, but representatives may choose to discuss additional issues that are not on the agenda, but are valid and important to the children.

Family Groups are responsible for making decisions about all aspects of school life which affect all pupils. Having contributed to the decision-making process through their representative, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupils' own awareness of the need for individual and group discipline. This, in turn, contributes to improving behaviour, helps to prevent bullying and encourages, community, trust and teamwork.

Greeting Pupils and Parents

At the start of every day, parents (where possible) and pupils are greeted by staff with a personal greeting to encourage a positive start and to strengthen the positive home school relationships which play a strong and vital role in our school ethos and culture.

Our Recognition:

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place. All achievements and efforts are celebrated and valued.

Forms of Rewards:

1. Verbal comments of specific praise are given regularly by all staff. We aim for them to be clear and sincere.
 2. Dojos - All children collect Dojos. These are points that can be earned for anything which is positive (**good effort, good work, good behaviour, manners**,). Any adult in school can reward a child with 'Dojo', which are added electronically to the child's individual 'Dojo' avatar and can be seen on the app. Parents can also see their own child's individual rewards and can view them in real time as they are awarded and delivered via a notification on the Dojo app. **Dojos are never removed from a child**. Classes agree a realistic collective goal to work towards by the end of the term. If achieved, children are rewarded with e.g. additional playtime, wear your slippers in school day, time on the iPads, arts and crafts session etc. All Dojos are put to zero once the target has been achieved.
 3. Celebration Assemblies are held weekly to recognise achievement and effort. Weekly certificates are Star Reader, Star Writer, Star of the Week and Times Table Rockstar. These certificates will be awarded recognising our three values: **Respect, Inspire** and **Achieve**.
 4. Praise Postcard – If children go above and beyond, teachers may choose to complete a surprise postcard which will be sent home, so that parents/carers receive information from the teacher and can celebrate their child's achievement.
 5. Phone Calls Home – If children go above and beyond, teachers may choose to phone home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.
1. Visit to the Head – For superb work or great effort and investment in their work
 2. For superb work, the class teacher may ask the child to share their work with another member of the teaching staff (this will often be the Headteacher) to celebrate their success.
 3. Other celebrations – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.
 4. Hot Chocolate Friday – children who have read 5 times a week are put into a pool to celebrate with the Head on a Friday with a Hot Chocolate so that they have the opportunity to share their reading.

Our Repair

Behavioural Consequence System:

The ethos within our behaviour policy is designed so that the vast majority of children will not need to ever reach behavioural consequences. In the vast majority of cases, *a verbal or non-verbal reminder* specifying what a child has been asked to do/how they have been asked to behave will suffice.

For example

- “Name are you ok?”
- “Do you know what you’ve got to do?”
- “Do you have all the equipment you need?”

After a short interval, if this has not had the desired impact, follow up comments (examples below) and a **first warning** is given.

- I have noticed that you are... (having trouble with, getting on with your work, settling down, name the behaviour etc) Gentle approach
- I need you to... (get on with your maths, work, name the task) State behaviour
- You are better than this behaviour. Do you remember when... (refer back to an incident of good behaviour)
- I’ll come back in two minutes to see how you are getting on... ****Walk away, DO NOT engage in eye contact and follow up later.****
- Look around the room to catch someone following rules. (Award a dojo point, give a sticker, praise verbally)

If a child needs to catch-up on work, they may be kept in at break times in order to complete it to a satisfactory standard.

After a **second warning**, children are given a ‘**Reflection time**’ in class and the repair script may be used.

After a **third warning**, children are given a ‘**Time Out**’ in another class. The repair script is used back in their class. At this point, children will miss part of their break (length determined by Key Stage of child).

After a **fourth warning**, children are sent to ‘**Visit to the Head**’ (or a member of the Senior Leadership Team) to discuss their behaviour.

Reception = 5 minutes

KS1 = 7 minutes

KS2 = 10 minutes

On some occasions, it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used abusive/foul language.

Following an incident of inappropriate behaviour that has not followed the Respect Inspire and Achieve values, the following script may be used.

Repair script

Remember it's not "What's wrong with you" but "What's happened to you?"

1. "What happened?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. "Who has been affected?/ How have they been affected?" It is important that the child considers others and the impact of their behaviour.
3. "What do you think now?"
4. "What needs to happen to put this right?-This may not always be an apology as a forced apology is worthless.
5. "What will you do differently next time?"

Parents will be informed when a **Time Out of Class** or **Visit to the Head** has been issued. **Time Out of Class** or **Visit to the Head** warnings will always be recorded on CPOMS.

In line with our school values we see all behaviour as a form of communication want to support children to thrive, feel safe and achieve. Where children find it difficult to regulate their emotions they will be supported to regulate back to feeling safe and calm. They may be trying to communicate a lack of skill, or understanding but in that moment are feeling overwhelmed.

In some instances, the following options may also be considered: (these are examples, others may be considered)

- A written apology
- A meeting with the head teacher or assistant head teacher
- A letter or phone call home
- Removal from a favoured activity that day
- Retraction from the right to represent the school e.g. in a sporting event
- A support programme e.g. a tailored programme between the Family support worker, the child, home and school to ensure consistency of approach, response, rewards and consequences.
- Home School behaviour Diary/chart

SEND / Vulnerable Pupils

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, family, SENDCo (if appropriate) and Family Support Worker (if appropriate) so that all pupils have a system to follow which is motivational, realistic and achievable.

Positive Behaviour Plans

On the rare occasion that children regularly receive a **Time Out of Class** or **Visit to the Head**, they will be given a written Positive Behaviour Plan that will be shared with home daily. This will be monitored by the Class Teacher and Head/Assistant Head. Some children may be given a behaviour chart where they track and reward good behaviour during each teaching session.

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded on CPOMs.

Staff are aware that behaviours shown may be as a result of Adverse Childhood Experiences and will take a Trauma Informed Approach in all situations.

Examples of behaviour which may result in a warning/time out/missing break time and in some instances exclusion include: **Please note that this list is not exhaustive.**

- Choosing not to follow a reasonable instruction
- Non-completion of school work that could be reasonably expected: completion to expected standard during break
- Making unkind remarks
- Answering back,
- Lack of respect
- Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing
- Not telling the truth straight away or at all
- Foul language and swearing
- Damaging property, including defacing property
- Stealing, including hiding another person's property

- Biting, spitting, hitting and kicking
- Aggression to adults
- Racist or derogatory comments
- Fighting or encouraging others to fight
- Forming gangs for the purpose of intimidating others
- Putting themselves, other children or adults at risk

Exclusions:

At Aston our Behaviour policy is built around a graduated approach and response, and in the vast majority of cases we would never envisage the need to get to the final stages which involve the formal exclusion of a child from school. Exclusion can be fixed short term, or permanent. As a local authority school, we will follow the CWAC guidance in the unlikely event of needing to exercise this right. Please read the following for further information:

<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school.aspx>

It may be necessary in very exceptional circumstances for a child to be excluded from school. The Headteacher (or Assistant Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

This Policy should be read in conjunction with our Anti-Bullying Policy and our SEND/Inclusion Policy.

Government guidelines include: 'Behaviour and Discipline in Schools' (January 2016); 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017); 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015).