



Introduction

The Staff and Governing Body of Ashfield, insist that our children behave well.

Purposes

1. Our pupils make better progress when they behave well.
2. Our pupils make better progress when other pupils behave well.
3. Our staff can teach more effectively when our pupils behave well.
4. Everyone feels safe and secure when pupils behave well.

Guidelines

1. The Ashfield Golden Rules devised by the pupils are:
 - **Show respect**
 - **Be kind**
 - **Be honest**
 - **Try your best**
 - **Stay safe**
2. Good behaviour is rewarded, however intrinsic motivation to behave well is more important.
3. Staff will promote healthy self esteem, a sense of purpose and enjoyment in pupils' learning as this contributes to appropriate behaviour.
4. The Home-School agreement will be reviewed by all parties. This will also happen for pupils new to school.
5. It is essential that parents and carers work positively with the school when dealing with behaviour problems.
6. Extreme or persistently poor behaviour will ultimately lead to internal isolation or external fixed term exclusion.
7. Rewards, once earned, are withdrawn only in extreme circumstances- the final decision will be at the discretion of the Headteacher.
8. Bullying (including cyber, prejudice-based and discriminatory) will not be tolerated - see anti-bullying policy. Parents / carers will be informed. Records will be made of discriminatory behaviour and reported to governors.
9. Child on child sexual violence and sexual harassment will not be tolerated. Parents / carers will be informed. Records will be made of discriminatory behaviour, sexual harassment or violence and reported to governors.

Date ratified by pupil sub-committee of governors: XXX

Next review date: September 2024

Associated policies:

- Anti-bullying
- Single Equality Scheme
- SEND
- Inclusion
- Health & Safety
- Curriculum
- Safeguarding and child protection
- Home School Agreement
- Care and Control

Ways of being rewarded:

Regular praise and encouragement through:

- Smiles, friendly eye contact,
- Positive comments about work, attitude or behaviour
- Dojos linked to class system for rewards (whole class and individual)
- Stickers (Headteacher)
- notes from staff
- texts home
- Special mention in assembly
- Communication with parents
- Silver and gold stickers for above and beyond behaviour

Celebration will take place once a week to provide recognition for outstanding achievement or success in any aspect of the curriculum, behaviour or out of school activity. Texts will be sent home. A monitoring system is in place to ensure that all children have their strengths recognised during the school year.

All children who uphold the 'Golden Rules' can be nominated by their peers and teachers in celebration as a 'Golden Rule's Hero.'

Early Years

- These children will have an immediate rewards and sanctions system that is flexible and age appropriate

Appendix 2 Sanctions

Ways of applying sanctions:

- Make it clear that it is the behaviour that is unacceptable not the child.
- Ensure pupils know what they will be losing by not conforming to behaviour rules (see rewards).
- Staff should encourage pupils to resolve problems themselves during playtimes and dinnertimes.
- Class teachers will record pupils who need restorative practice conversations and actions on CPOMS and whole school record
- Parents / carers will be informed by letter giving details, if pupils persist in needing restorative conversations / actions
- Extreme behaviour may require immediate removal from the classroom. The pupil should only return to class when they are calm, safe and show compliance. Any such incident should result in a behaviour notification being completed on CPoms. Restrictive physical intervention should always be a last resort and carried out by a member of staff who has been Team Teach trained if at all possible. This should be immediately recorded in the positive handling record and the child's parent/ carer informed.

Process of applying sanctions:

- Use positive reinforcement
- Give a disapproving look
- Give the opportunity/choice to conform rather than enter confrontation
- Use verbal warnings to allow pupil opportunity to improve.
- Pupils are given a verbal warning, with an explanation of why that behaviour is unacceptable and that persisting with unacceptable behaviour will result in losing playtime

First occasion in the week= 5 mins of playtime next to the staff member on duty or with class staff inside

Second or further occasion/s in the week = restorative conversation and restorative actions - which are logged and full red morning break

Higher tariff behaviour= restorative conversation and restorative actions - which are logged and parents and carers are informed

At every opportunity de-escalation strategies will be used.

NB: as with any behaviour system, due thought will be given to the age and particular need of the individual pupil

Appendix 3 Restorative Conversations and Actions

Explain this is about problem solving and not blame

i) Gather facts

What happened?

Listen carefully and dispassionately to the child's account

ii) Reflection

When you, what were you thinking? How were you feeling?

What have you thought or felt since?

How do you think XXX has been affected? What's it been like for him/her?

Has what you have done affected anyone else? Who? How?

What about the others in the class who were watching? What about me?

iii) Understanding the harm / impact

Ask the child/children who has/have been hurt / upset

What did you think when

What was it like for you?

Ask the same questions about the adults involved

iv) Acknowledgement

While we have been talking and listening to XXX, what have been thinking about?

What do you think now about what you did?

What could you say right now to XXX about what happened? What does XXX need to hear from you?

v) Agreement - making a plan to fix things

Ask child/children who have been hurt / upset - What could XXX do to make things right for you?

Ask would that be OK Is that fair? Do you have any other suggestions?

vi) Arrange a follow up

Ensure the actions have taken place. Record on CPoms.

How can we do things differently in the future?

The youngest children in school will be taught to say to others in an appropriate, assertive way 'please don't do that, I don't like it'.

Children will be encouraged to develop language to explain what it is that they don't like e.g. 'please don't take my toy, I'm playing with it'.

Children will be given the skills and language to be able to explain how the action makes them feel e.g. 'it makes me feel frightened when you shout at me'.

Children will be encouraged to empathise with others in order to understand the impact of their actions on others e.g. 'I think John feels unhappy because I said something unkind to him'.

It may be necessary to support children trying to resolve conflicts by modelling language for them or role playing the position of each child e.g. 'If I were you I think I might say.....', or 'if I were John I think I would feel very unhappy because you hurt me'.

Children will be encouraged to talk directly to each other with the adult listening and supporting if necessary, rather than using the adult as a mediator or referee.

Appendix 5



Consistent responses to be used when supporting children in resolving conflicts

If a child approaches an adult for help with resolving conflict, or if an adult sees a need to intervene in a dispute, it is helpful if the child gets a consistent response from all adults.

'Did you talk to the other person?' (positive 'well done for talking' if the answer is yes).

'What did you say to them?' (positive 'well done' if response is 'I said please don't do that, I don't like it' or something similar or appropriate).

'What did they say or do?' (positive 'well done for sorting it out by talking' if response is 'they stopped doing it' or similar positive result).

'Would you like me to listen whilst you talk to them?' (if result was negative 'they just kept doing it', 'they ran away' etc.)

'John would like me to listen whilst he talks to you because he's not sure you are being a good listener'. (may be necessary to model language for child or role play either child's position in dispute).

'Thank you for sorting your problem out by talking' (if positive solution is reached).

'Would you like (another school adult) to listen whilst you talk to John?' (if resolution can't be agreed or adult has other matters to attend to or sufficient time is not available for length of discussion needed or incident has been serious).