



Ashley Road School

Positive Behaviour Policy

Rationale

We aim to promote positive attitudes to others by raising self esteem, creating high expectations and encouraging children to develop a sense of responsibility for their actions. Effective learning and teaching takes place in a positive, ordered and safe environment. Children need to know what is expected of them and how to achieve these expectations. Behaviour support is the responsibility of all staff and everyone contributes towards a positive ethos which promotes self discipline and enhances self esteem.

Aims

- To have a fair and consistent, whole school approach to behaviour management based on the agreed Ashley Road School charter.
- Pupils feel safe, happy and supported, promoting positive mental health and wellbeing and confident individuals
- Pupils treat others with respect, courtesy and consideration
- Pupils make good choices and decisions and take responsibility for their own behaviour and actions
- Staff have high expectations of pupil behaviour and deal with incidents in a fair and appropriate manner
- To encourage every pupil to make good decisions about their behaviour through working in partnership with home and school.
- Promoting positive behaviour encourages children to be responsible citizens at school, out of school and throughout their lives.

Procedures

At the beginning of the school year all staff and pupils are involved in reviewing the Ashley Road School Charter and in creating their own class charters. These are displayed in the classroom. These are agreed by everyone as a code of practice for both adults and children and are linked to the following articles from the United Nations Conventions on the Rights of the Child (UNCRC) and to the school aims.

You have the right to an education Article 28

You shouldn't be treated badly because you seem different Article 2

You should be able to express yourself freely while respecting other people's rights Article 13

We use a range of strategies to promote positive behaviour

- School and Class Charters
- Actively developed positive pupil and staff relationships throughout school
- Using social stories with younger pupil
- House points
- Star charts and behaviour charts
- Focus weeks – Good manners
- Play Leaders and Prefects
- Celebrating success in class, assemblies
- Best Board and Achievement Board
- Health and Wellbeing programme (Nursery – P7) with a focus on personal and social skills development
- Certificates and stickers
- Circle time
- Special times in class such as Golden time
- Rights Respecting School activities

The emphasis is on rewarding the good behaviour. Children realise that they have choices and if they choose to misbehave they must accept that there will be consequences as a result of that choice. The rules are applied consistently and each day is a fresh start.

Children

We respect everyone's right when we:



Ashley Road School Charter

Every child has the right to learn, play and be safe.



Adults respect everyone's rights when they:



- Work together and try our best
- Respect each other and listen to everyone's ideas
- Let others learn without disruption

- Plan interesting lessons using different ways of learning
- Help, support, challenge and give feedback on learning
- Value and encourage the opinions of everyone



- Share, take turns and play fairly
- Are responsible and tidy up and look after toys, equipment and school property

- Provide a safe and happy environment
- Help us sort out difficulties as we play
- Provide different quality toys, equipment and activities to choose from



- Are kind and helpful and never hurtful
- Are honest and follow and obey instructions
- Keep hands, feet and objects to ourselves

- Teach and remind us how to be safe
- Show that everyone is accepted
- Look out and care for everyone

Responsibilities

All staff share a collegiate responsibility for consistently implementing and encouraging positive behaviour through

- Fostering a sense of achievement
- Involving all pupils in regular discussions about the school and class charters
- Encouraging pupils to take responsibility for their own behaviour
- Allowing opportunities for pupils to express any concerns

- Encouraging effective learning through praise when a child is behaving appropriately and positive support when a child chooses to behave inappropriately.

All staff manage and monitor the behaviour of all pupils in their care but serious misconduct or any concerns are discussed with the Senior Management Team (SMT) and recorded. The SMT communicate with parents regarding any concerns and arrange for parent/teacher meetings if necessary.

Pupil Support Assistants undertake pastoral care and supervision of the pupils at playtime and lunchtime through

- Involving pupils in cooperative play
- Praising children when they behave well
- Encouraging children to talk about achievements or worries
- Reminding pupils of the importance of safety at playtimes and lunchtimes
- Supporting pupils who choose to behave inappropriately through involving them in one to one discussions of lunchtime and playground rules and the school charter

If children persistently refuse to follow playground rules they may be asked to sit to the edge of the playground or come inside and the incident will be discussed with the SMT and recorded. Parents are contacted if necessary. At the start of the year lunchtime and playground rules are reviewed and discussed in class and assembly.

Dealing with misbehaviour

Children have to learn positive behaviour and they sometimes have to learn from their mistakes. Staff should

- Maintain a consistent, fair approach based on agreed rules
- Promote positive attitudes in class, throughout school and with parents
- Before taking any action, communicate intentions clearly and effectively to the child
- Be proactive rather than reactive where possible
- Use restorative approaches through questions such as ‘What’s happened?’, ‘What were you thinking?’, ‘What were you feeling inside?’, ‘Who has been harmed/ affected by what has happened?’, ‘How have they been affected?’, ‘What do you think needs to happen to put things right?’
- Ensure strategies and approaches are shared amongst all staff (including visiting teachers)

When transforming conflict pupils need

- A chance to tell their side of the story and express their feelings
- To understand better how the situation happened and how it can be avoided another time
- To feel understood by others involved
- To acknowledge the harm caused, if not an apology
- To find a way to move on and feel better about themselves.

Sanctions used for misdemeanours, negative or disruptive behaviour

It is necessary to look at every incident carefully and to react appropriately to each set of circumstances. The following are some sanctions available for use, as appropriate, by class teachers and the SMT. Parents will be informed where appropriate.

- Verbal warnings and encouragement, reinforcing correct behaviours
- Loss of some Golden Time / class special time
- Change of seating arrangements within the classroom

- Discussion with Depute Head Teacher or Head Teacher
- Time out or removal from class
- Letter of apology
- Withdrawal of privileges
- Incident recorded in Behaviour Log
- Exclusion from trips, extracurricular activities, school teams

In cases of serious breaches of discipline, in line with the Aberdeen City authority policy and practice temporary exclusion may be required.

Restorative approaches to build an understanding of rights and respect

Following behaviour incidents it may be necessary to use a range of strategies and approaches to work with the pupil to help them learn and move on from the mistake. These could be restorative meetings both informal or planned with staff, pupils and parents; Circle Time and Rights Respecting activities and discussions in class; use of targeted behaviour plans, child friendly Individual Education Plans (IEPs) and / or sticker charts; additional adult support or small group friendship skills activities or advice sought from other agencies such as Educational Psychologist, Autism Outreach, Aberdeen City ASN team or the school doctor.

In situations where concerns are ongoing and more structured behaviour support is required (for short or long term) we follow the behaviour support protocol in appendix A

To be used as appropriate to the pupil needs

Step 1 : Referral

Class teacher to refer pupil concerns to SMT orally and in writing, listing reasons for concern / behaviours being displayed. If staff/pupils at risk discussion should take place to begin risk assessment process (identifying risk and risk level and putting in place a rough action plan to manage risk.)

Step 2; Behaviour analysis

Class team (all involved with the pupil including specialists) to begin to complete ABC charts, targeting the most problematic behaviour and recording incidents for a specified length of time dependent on individual cases.

Step 3: Observation

SMT to complete an observation of the pupil to add an extra perspective to the behaviour. The length /frequency of observation will be individual to each case. Once the observations are completed a date should be set for a team meeting to discuss these.

Step 4:Team meeting

Class team and SMT should discuss the behaviours observed and look at ABC chart. The meeting should identify causes / triggers and begin an action plan identifying preventative strategies and interventions.

Step 5; Parent meeting

Class teacher / SMT to meet with parent to share strategies and to be used and discuss alterations / additions to the action plan.

Step 6; Write behaviour plan

Action plan to be written detailing causes / trigger and preventions/ interventions. This should be shared with ALL those involved with the pupil including SMT, class team, specialists, PSAs and parents. Set date to re-visit the plan.

Step 7: Revisit / revise the plan

Class Team and SMT revisit plan and monitor progress. Any alterations should be made and again shared with all those involved. This will be an ongoing process as the behaviours change / decrease/increase.

