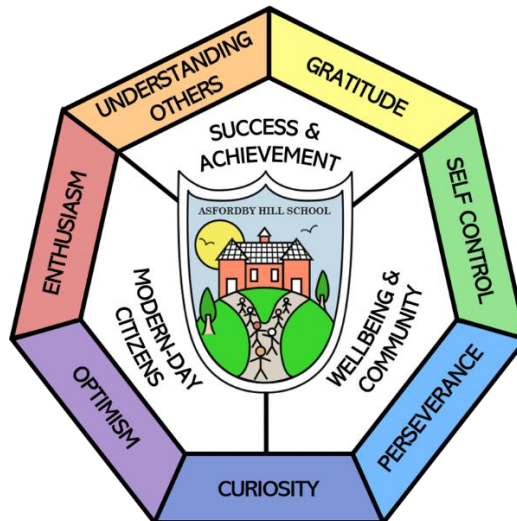


The Asfordby Hill School



Individual Value; Valuing Individuals

Positive Behaviour Policy

This Policy Links With: SEN Policy Equality Positive Handling Policy Anti-Bullying Policy		Exclusions Policy Child protection Policy Internet safety
Recommended:		Y
Statutory:		
Date Reviewed:		Autumn 2024
Date of Next Review:		Autumn 2027
Committee Responsible for Review:		QEHS
Date agreed by committee:		

'In my world there are no bad kids, just impressionable, conflicted young people wrestling with emotions and impulses, trying to communicate their feelings and needs the only way they know how.'

Janet Lansbury

AT ASFORDBY HILL WE ARE READY, RESPECTFUL AND SAFE

ENTHUSIASM UNDERSTANDING OTHERS GRATITUDE SELF-CONTROL PERSEVERANCE CURIOSITY OPTIMISM

Introduction

At Asfordby Hill Primary School, we recognise that good behaviour is a fundamental element for creating an environment conducive to effective teaching and learning. We believe that fostering positive behaviour involves a combination of meaningful praise and rewards, establishing strong relationships between staff and students, and providing engaging and impactful teaching and learning experiences. To ensure its effectiveness, we are committed to consistently implementing appropriate consequences when students fail to meet the behaviour expectations of our school. To develop our behaviour policy, we have actively sought input from students and staff, ensuring a collaborative approach. Our aim is to nurture confident, safe and reflective students, promoting their self-esteem and cultivating a positive ethos that fosters an optimal learning environment. We strive to create an atmosphere where each individual student feels valued, respected, and empowered to thrive.

It is our collective responsibility as students, parents, governors, and staff to model, reinforce, and emphasise the school's expectations of good behaviour. By working together, we can create a supportive community that encourages positive conduct and enables every student to reach their full potential.

Aims

This policy aims to uphold the behaviour principles agreed by the staff and:

- Provide a consistent approach to behaviour management in our school.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of restorative practice to support behaviour.

Purpose

- Promote Accountability and Responsibility: to foster a sense of accountability and responsibility among students. By emphasising the impact of their actions on others

and providing opportunities for reflection and repair, these practices encourage students to take ownership of their behaviour and its consequences.

- **Cultivate Positive Relationships:** Restorative practices prioritise the building and nurturing of positive relationships within the school community. By focusing on dialogue, understanding, and empathy, these practices help repair harm caused by negative behaviour and create a supportive environment where students feel valued, respected, and connected.
- **Develop Conflict Resolution Skills:** equipping students with effective conflict resolution skills. Instead of resorting to punitive measures, these practices encourage students to engage in dialogue, active listening, and problem-solving techniques to address conflicts and repair relationships.
- **Enhance Learning and Well-being:** The purpose of restorative practices and behaviour policies is to create a conducive learning environment where all students can thrive academically, emotionally, and socially.

Choice

At Asfordby Hill Primary School, we foster a culture of personal responsibility and empower our students to effectively manage and comprehend their actions. We place great emphasis on cultivating empathy, encouraging our students to consider the perspectives of others and the broader global community. Through numerous collaborative opportunities, we aim to promote tolerance, acceptance of diverse opinions, and a strong sense of belonging within our school community.

We firmly believe in maintaining a safe and supportive environment where no student is subjected to humiliation or shame. Instead, we strive to guide students towards making positive choices and provide them with opportunities for reflection and restitution when they fall short of those ideals. We believe in the power of learning from mistakes and working towards personal growth and improvement.

Philosophy

We hold high standards for our students and encourage them to strive for excellence. It is the shared responsibility of staff and students to maintain our school expectations. Through proactive restorative practice, we build close class communities where all students feel valued and have a sense of belonging.

We prioritise positive language and behaviour, fostering meaningful relationships. When unwanted behaviours arise, we use restorative approaches to teach students the impact of their actions. By embracing this approach, we empower students to make responsible choices. Students are accountable for their behaviour and accept challenges and logical consequences.

For occasions when unwanted behaviours arise, we use restorative approaches as outlined in this policy, to help pupils understand the impact of their actions and behaviour. This is done through a structured restorative conversation in which we guide and teach the children how to make things right. We believe that by using this restorative approach we are giving pupils the skills to independently make better, more responsible, and more informed choices in the future.

Expectations

The HT/AHT is expected to:

- Uphold and reflect the expectations of staff
- Celebrate appropriate behaviour and children who are working hard to improve their behaviour
- Monitor behaviour on the playground and in the classrooms
- Support teachers and staff when implementing the behaviour matrix
- Support teachers and staff when specific behaviours may require a more individualised approach

Staff are expected to:

- Clearly communicate expectations and boundaries to students, ensuring they understand behavioural and academic standards.
- Provide calm spaces and activities to support regulation
- Promote respect and positive behaviour among students, fostering a culture of inclusivity.
- Encourage self-reflection and accountability when students make negative choices, guiding them toward positive alternatives.
- Foster self-motivation and independence by providing opportunities for students to take ownership of their learning.
- Cultivate self-esteem and self-respect in students by recognising their strengths and achievements.
- Celebrate students' efforts and accomplishments to motivate and inspire them.
- Maintain an organised and engaging learning environment tailored to individual student needs.
- Respect students' perspectives and create a safe space for open dialogue.
- Lead by example, demonstrating high standards of presentation, respect, and learning behaviours.
- Collaborate with relevant staff members to support and guide each student's progress.
- By implementing these strategies, you can create a consistent and supportive learning environment aligned with the principles of high-performance education.
- Recognise that some children may require a more individualised approach to supporting positive behaviour and therefore provide actions that do not follow this policy.

Children are expected to:

- Demonstrate respect towards staff, peers, and the learning environment at Asfordby Hill Primary School.
- Uphold the positive reputation of the school in the community, both within and outside of school premises.
- Comply with the anti-bullying procedures and promptly report any instances of bullying to a staff member.
- Receive fair and equitable treatment and actively contribute to establishing classroom rules that align with the behaviour policy.
- Benefit from consistent and encouraging support from staff members to foster positive behaviour.

- Understand the behaviours that contribute to success at Asfordby Hill Primary School.
- Embody the Rainbow values (Gratitude, Self-Control, Perseverance, Curiosity, Optimism, Enthusiasm, Understanding Others) in all aspects of academic, personal, and social life at our school.

Rewards

We aim to promote a positive learning environment in which all children are able to succeed through positive behaviour support systems. Our reward system is based upon rewarding effort over achievement. We aim to encourage the children to develop intrinsic motivation and pride in their work through our school values. To facilitate this, children can receive recognition of their positive behaviour and attitude through earning themselves a Wow Award, House Points which result in an extra playtime for the winning team, Gold or Purple tokens, and/or notes/phone calls home to parents.

Restorative Practice

At Asfordby Hill Primary School we use restorative practice to support children's behaviour. The Behaviour matrix in Appendix 2 should be used when dealing with inappropriate behaviour and outlines possible consequences. It gives examples of types of behaviour at each level and how they should be supported. The matrix is not an exhaustive list but indicative of the types of behaviours and possible subsequent responses and/or consequences.

In all instances, staff should be using restorative practice to support the behaviour.

Restorative approaches are based on four key features:

- **RESPECT:** for everyone; by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills so that they have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem.

Restorative conversations can only take place when a child is regulated. In order to do this, they may require time. Staff must use their own judgement for this.

Restorative conversations should follow a clear, systematic structure. This approach enables the child to feel safe and supported. We try to have this conversation in a private place.

Our younger children will receive a reflection sheet (appendix 3) which will support the discussion and reflection about their behaviour, the situation and to find a positive outcome.



Restorative Practice in classrooms

All classes will have a calm space where images support emotional understanding (eg colour monsters) and/or strategies useful for re-regulation.

All children, when needed, will have opportunity to regulate, rest and restore with support of an adult wherever possible.

The reflect and reset structure will be used to encourage all children to be honest and accountable, and move from a stance of blame to a stance of restore and understanding of others.

Consequences

Where possible, use logical consequences:

- You broke something - You fix it.
- You didn't do your work - You do it now.
- You misused equipment - You don't use it anymore (or for a fixed period of time.)
- You made a mess - You clean it up.

There will be times this is not possible. In these instances, follow the behaviour matrix

path in appendix 2.

Children should not be sent out of class for any behaviour incident. When needed, the children can step out of class to regulate their feelings or give teachers time to regulate their own feelings, but they should be followed outside within two minutes to have a restorative discussion.

Level 1 behaviour should be dealt with by the member of staff who encounters it.

Level 2 behaviour should be reported to the class teacher who will talk to the child and deal with it accordingly.

Level 3 behaviour should be reported to the headteacher. At this stage parents will be informed, and the incident needs to be recorded on engage. The HT will decide what the consequence will be – the HT will follow the restorative procedures.

Level 4 behaviour should be reported straight to the headteacher. At this stage parents will be informed and where necessary, they will be invited to a meeting. The incident will be recorded in the behaviour log and the HT will decide on the appropriate consequences.

Where children are consistently demonstrating level 1 and 2 behaviours (5 or more instances) the behaviour will be reported to the HT who will follow it up immediately and decide on the consequences.

Neurodiversity

Effectively managing the behaviour of neurodivergent pupils requires a comprehensive approach that fosters understanding and collaboration. Teachers will need to make adaptations to support the behaviour of different children. For children with IEP's a discussion should be held with the SENDCo and/or Inclusion to gain insights into each student's unique needs and challenges and which strategies would best support this. Drawing from these conversations, tailored strategies are then developed, aligning with the principles of restorative practice. These strategies encompass a range of approaches, including visual supports, sensory accommodations, and individualised behaviour plans that consider triggers and preferred coping mechanisms. By embracing restorative principles, such as active listening, empathy, and promoting positive relationships, educators can address behavioural issues in a holistic manner. Regular reviews and adjustments of strategies, in consultation with the SENDCo should be held to ensure a supportive and inclusive environment where neurodivergent pupils can thrive academically and socially.

Appendix 1 - Meeting the needs of children

Ways in which the children are supported at Asfordby Hill

- ELSA
- PSHE taught throughout Primary
- Mindfulness breaks
- Calm areas in each classroom
- School nurse
- A comfortable neutral environment

Appendix 2 - Behaviour matrix

Level 1	Possible (but appropriate) consequences
Not completing sufficient work in class for that child Throwing items in the classroom Failure to complete work to an appropriate level Littering Not paying attention Talking at inappropriate times Running in the corridors Not lining up quietly Deliberately failing to follow instructions. Unkind words used towards another student	Non-verbal cue Verbal reminder of expectations Logical consequence (repeat behaviour appropriately)
Level 2	
Repetition of any level 1 behaviour	Restorative conversation Logical consequence Regulatory activities Warning
Level 3	
Repetitions of any level 1 or 2 behaviour (approximately 5 repeats) Repeated Verbal abuse or physical abuse towards a member of the community (including via the internet). Inappropriate language Disrespecting a member of the community	Restorative conversation with teacher Change of environment (time to reflect and regulate) with logical consequence or restorative action Conversation with parent Report/Behaviour card if reaching level 3 multiple times
Level 4	
Racist behaviour – Derogatory or discriminatory language and actions towards anyone Serious or repeated intimidation – individually or in groups Major theft (money, valuable item) Bullying- See Anti-bullying policy Fighting Inappropriate sexual behaviour – see safeguarding policy	Sent to AHT or HT for restorative conversation. Use of appropriate times in the day for deeper reflection (with HT/AHT) Meeting with parents Fighting may require a child being removed from the environment (to safeguard the other children) Potential internal exclusion Potential external exclusion

Reflect and Reset

What happened?



How were you feeling?



Angry



Confused



Scared

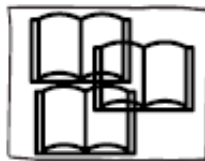


Annoyed

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad

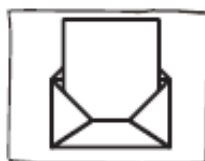


I have made others feel sad

What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

Appendix 4 – Supporting cards



Appendix 5 – Positive questioning

R e p l a c e

What did you do?

Don't do that again

Stop that

You're being unkind

Why did you do that?

You know that is not ok.

Do the right thing.

Is that appropriate?

W i t h . . .

What happened?

What choice can we make instead?

Think about the choice you are making

How are your choices impacting others?

How can we make this right?

What were you feeling when you made that choice?

What would be a good choice now?

How do you think that choice made me feel?