



Ashbrook Junior School Behaviour Policy on a page

Visible Adult consistencies

- Greeting children in the corridor and smiling and saying good morning
- Morning handshake/high 5 between class teacher and child.
- No shaming of children when having time out
- Same script and consistent messages given
- We aim not to 'shout at a child' but teachers will raise their voice in a firm manner - Give children a space to calm down
- Reconnect with the child as soon as possible with lines such as... 'I've heard what you said...', 'It's not like you how can we avoid this happening again?' Language is key in reconnecting with the child

Rules

All members of the schools' community are asked to respect each other and their property and take care of books, equipment and resources.

Everyone is asked to be well-behaved, well-mannered and attentive.

Children work on developing their 'Enterprise skills', aim high – develop creativity, develop independence, having a can-do attitude, be a TEAM player, develop evaluative skills

Everyone will walk when moving around school down the left hand side of the corridor. All staff are expected to model this behaviour.

Children to line up in alphabetical order (unless there is a need to move a certain child and the class know their position in the line) to come in in the morning, to go to and from assembly and PE

Over and above

Behaviours

We recognise children whose behaviour goes over and above the 'norm'. We do this by giving dojo points, dojo messages home, secret spies nominations, nomination by teachers in Achievement assembly and having Hot chocolate with the HT .

Our value message

We are ready, respectful and safe at all times

Stepped Sanctions

1. **Quiet word with the child** - A reminder of the 3 simple rules in school (ready, respectful, safe) delivered privately to the child. Try to keep at this stage where possible.
2. **Caution the child** - A clear verbal caution delivered privately wherever possible, making the children aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about your next step'.
3. **Last chance** - Speak to the student privately and give them a final chance to engage. Offer a positive to do so and refer to script for examples. Attach a 'stay behind for two minutes' to this step. This cannot be removed, reduced or substituted. If persistent or occurs regular then a phone call home from class teacher is needed.
4. **Time out (in class)** - Time out is a short time inside the classroom in a certain 'thinking space' to allow the child to calm down, breathe and look at the situation from a different perspective.
5. **Time out (in another class)** - Time out is a short time in another classroom to complete a restorative type task allowing the child to calm down, breathe and look at the situation from a different perspective. If this occurs then a phone call home is needed
6. **Sent to work in HT office** – If the final step is necessary, the child will be sent to complete work in the HT office.

Microscript: 30 second intervention

I noticed you are (having trouble getting started/ struggling to get going/wandering around the classroom
It was the rule about ...(lining up, staying on task, not being respectful) that you broke.
You have chosen to (move/ catch up on work at lunch time)
Do you remember last week when... (you completed that work and went to see Miss Julian, got a dojo message home for excellent work and behaviour)
That is what I need to see today...
Thank you for listening (give the child some take up time)

Restorative questions

What's happened? What were you were you thinking at the time? What are you thinking about now?
How did this make people feel? Who has been affected by what has happened? How have they/you/me been affected by what you have done?
What do you think you need to do to make things right?
How can we do things differently in the future?