



Aspire London

Behaviour Policy 2021

General Principles

At Aspire London we have high expectations of pupil behaviour. We believe that good behaviour is fundamental to happy and successful schools. The promotion of good behaviour is of the highest importance. All staff are responsible, at all times, for the behaviour of children within sight or sound of them, and must implement the policy consistently.

Children also need to be responsible for their own behaviour. As children develop, so their sense of responsibility increases. An important role of primary education is to develop a sense of responsibility and to begin to develop a good understanding of what is right and wrong.

The culture of our schools is based on the Gospel values of faith, hope, love and forgiveness. We respect each person as precious and equal in God's eyes and nurture tolerance and understanding of each other. Our values underpin all that happens in the Schools and provides the basis of our Mission Statement, "Aspire not to have more but to be more".

How do we do this?

- We value all pupils and we treat all pupils and adults with respect.
- We promote a positive atmosphere in the Schools.
- We have consistent high expectations.
- We tell children what is expected of them.
- We reinforce good behaviour with praise.
- We will investigate thoroughly and apply sanctions consistently and fairly.
- We identify children who find some aspects of behaviour difficult and offer support.
- We talk about how their behaviour has been unacceptable.
- We involve parents and/or carers if behaviour gives cause for continued concern.
- We explore moral issues in lessons and in assemblies.

Good to be Green

In each class there is a wall display with all of the children's names. All of the children start each day with a green card. If a child's behaviour becomes unacceptable they turn the card to a 'Stop and Think' card as a visual warning. Continued inappropriate behaviour will result in names moving to yellow. A final misdemeanor means a child moves to a red card. If an incident is serious enough a child can go straight to a red card.

Children who have been on red must see the Head of School, she/he will contact their parents to explain the situation. The Head of School will ask for the parents cooperation in speaking to the child at home to reinforce to the child that home and School are working together and agree on expectations of behaviour.

Children who keep their card green for the whole of a half term are rewarded with a certificate and their names are written in the newsletter.

Rewards and Sanctions

The children need to understand the concept of cause and effect. It is very important that the children know from a very early age that each person deserves to be treated fairly and allowed freedom and space to develop without interference from others.

The children are aware that each individual has rights which the whole community must protect to ensure each person's well being.

In order to promote good standards of behaviour there is an agreed reward system along side appropriate sanctions for those who choose not to comply.

Rewards

Effort and achievement are always rewarded. All staff are trained to notice children's endeavours, however small. Pupils are expected to be kind, respectful, obedient and hardworking and be aware of each other's safety. At our whole school assembly each Friday children's achievements and endeavors are recognised and rewarded. A variety of rewards are used depending on the age and ability of pupils. These are used consistently and include:

- House points
- Verbal praise, stickers and positive comments
- Celebration assembly
- Head of School awards
- Executive Headteacher awards

Sanctions

Most children, at some time or other, will fall short of the expected behaviour. In consultation with the children we have agreed a step by step approach so that inappropriate or unnecessary sanctions are not used.

- Visual warnings – Good to be Green display
- Undertaking a positive and restorative task
- Sent to a senior staff member or Head of School.
- Sharing concerns with parents or carers.
- Formal meeting with parents, class teacher and Head of School.

For children whose behaviour is beyond the norm and who do not respond to the above rewards and sanctions personalised plans are put in place.

Permanent exclusion will only be used where everything else has failed and where a child's presence in the school seriously jeopardises the interests of other members of the school community.

The Governing Body will be involved in the permanent exclusion process.

In the Playground

Pupils have more freedom at playtime to make choices about how they behave towards others. Pupils usually act kindly and responsibly towards each other but from time to time pupils do make the wrong choices about their behaviour. It is how adults in the school, their parents and other pupils respond to these incidents that make the difference between a child understanding, accepting and learning from the incident or repeating the same mistake again. A clear system of rewarding good choices and clear consistent sanctions for poor choices, supported by the pupil's parents or carers, is vital if pupils are to learn how to treat others.

Sanctions

There are occasions when pupils make the wrong choice about their behaviour. Pupils need to understand that rules are made for a reason and that when rules are broken there are consequences. There are sometimes circumstances which explain why a pupil chose to behave in a certain way but this does not excuse poor behaviour or mean that sanctions can be waived. The schools and parents need to work in partnership, if the pupil is not to make the same mistake again. Adults in our Schools will treat all children fairly and courteously. They will make sure the pupil knows what they did wrong and why it is wrong. The adult should make it clear what is acceptable behaviour, and make sure that the child understands this.

Role of the Parents or Carers in Managing Behaviour in School

The parent's role begins before the child enters school and continues for many years after. It is the duty of parents or carers to prepare their child to face the outside world. Parents have the task of building up their child's self esteem and feeling of self worth and developing positive attitudes. Children learn by example. Their first role models are parents and carers, closely followed by the wider family, parish and community including friends and teachers. Children will reflect what they see around them:

- Tolerance of others
- Development of social skills of sharing, taking turns
- Respect for the rights and possessions of others
- The need to be good listeners
- A sense of right and wrong

Children will develop further social skills through their contact with others outside the home. These new skills will be additional to those they have learned from you. They need to know your standards first. They are then able to make valid judgements when comparing what others want of them, against what they know is acceptable.

Promoting good relationships

The promotion of good relationships within school depends on five essential principles. Our success depends on these essential principles.

Recognition	We are all human beings created by God, and equal in the eyes of God. Therefore we must not hurt or upset those who are different from ourselves
Respect	Other people may disagree with us and have a right to do so.
Listening	Listen and hear the other person's point of view.
Understanding	The other person has wants and needs.
Forgiveness	A development of Christian spirit that allows us to move forward so that we do not dwell on blame and condemnation.

When your child tells you of an incident that has happened to them in school try not to look for blame. Listen to both sides of the story as s/he sees it. Ask questions to help your child understand the circumstances and hopefully see the problem from both sides.

Why do you think that happened?

Is there anything we need to understand to help sort out this situation?

Is there anyone else who is able to help?

Can you think of anything that might help to stop this from happening again?

Encourage the child to express how s/he feels about what has happened so that they are able to reason things out by questioning their own involvement. Discourage feelings of resentment and look for a positive outcome. Do come to school to discuss the problem if necessary.

At Aspire London we firmly believe that the best outcomes for children are when home and School work together and we work tirelessly to build and maintain the strong relationships we have with our parents and carers.