



Aspire London

Behaviour Policy 2023

Policy agreed October 2023 – review date October 2024

General Principles

At Aspire London we have high expectations of pupil behaviour. We believe that good behaviour is fundamental to happy and successful children. The promotion of good behaviour is of the highest importance.

Staff recognise that a child's behaviour can be a form of communication and a measure of their overall wellbeing. Staff therefore adopt a compassionate approach to behaviour by seeking to understand what a child may be trying to communicate with their behaviour. Staff recognise their role in supporting appropriate behaviour by ensuring they maintain a good understanding of each child's individual needs.

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. As children develop, so their sense of responsibility increases.

The Aspire London approach meets the needs of all pupils across our federation, including those with Special Educational Needs and Disabilities (SEND) so everyone feels that they belong to our School communities. High expectations are maintained for all pupils. Good behaviour creates a calm environment which benefits all pupils, enabling them to learn. Behaviour may need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. In accordance with the Equality Act 2010, we take reasonable steps to avoid any substantial disadvantage to a disabled pupil caused by the policies or practices of Aspire London.

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 our Schools and provides the basis of our Mission Statement, from St. Oscar Romero, "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 and good choices 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.

Ready, Respectful and Responsible children are expected to be *ready* to learn, *respectful* towards others and *responsible* for themselves and their own conduct. These words are used throughout our Schools to acknowledge impressive behaviour and also correct poor behaviour.

Restorative Justice

Staff are trained in Restorative Justice as are our Year 5 children. The five questions of restorative justice are used to deal with situations of conflict in classrooms and playgrounds. The questions are:

- What happened?
- What were you thinking about then?
- How are you feeling?
- Has anyone else been affected?
- How are you feeling now?
- What do you need to do now?

Zones of Regulation

Zones of Regulation are used throughout the Schools. Children are taught to recognise their emotions and helped to regulate these feelings to enable learning to take place.

Rewards and Sanctions

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 has the right to be treated fairly.

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

Effort and achievement are always rewarded. All staff are expected to notice children's endeavours, however small and children are encouraged to recognise their own behaviours which they can feel proud of. Pupils are expected to be ready, respectful and responsible. At our whole school assembly each Friday children's achievements and endeavors are recognised and rewarded. A variety of rewards are used across the Schools in an age-appropriate manner, these include:

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

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. Adults in our Schools treat all children fairly and courteously. They will make sure the pupil knows what they did wrong and why it is wrong.

To address poor behaviour choices children will experience:

- Verbal warnings
- Visual warnings
- 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.

Suspension and Exclusion

Suspensions of varying lengths are used as a sanction when behaviour is serious and unacceptable. These decisions are reported to the Chair of Governors and the LA. If a child has a social worker they are also informed. The safeguarding situation of a child is fully considered when deciding to suspend. 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.

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

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.