

POSITIVE BEHAVIOUR POLICY

(Pastoral Care)

2021

ASHGROVE PRIMARY SCHOOL



Learning, Caring, Growing Stronger Together



A PASTORAL CARE POLICY

AGREE DATE	REVIEW DATE	PERSON RESPONSIBLE
2021	2023	Pastoral Care Leader & SLT

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- Northern Ireland Anti Bullying Forum www.NIABF.org.uk

UNCRC (RIGHTS RESPECTING SCHOOLS)

All children have Rights. We are a Rights Respecting School and place the UNCRC at the core of our ethos. ALL children should enjoy and access their Rights and enable fellow peers to access and enjoy their Rights too. We aim to educate our young people that negative behaviours can deny friends and classmates from enjoying their Rights.

- Article 28 Every child has the right to an education. Discipline in schools must respect children's dignity.

MISSION STATEMENT

Learning, Caring, Growing Stronger Together

All members of our school community were consulted over and agreed our Mission Statement. This statement is central to the Pastoral Care and ethos of our school.

WHY DO WE NEED A POSITIVE BEHAVIOR POLICY?

Good behavior keeps pupils safe, reduces stress for everyone and contributes to a welcoming school environment where pupils can be nurtured and developed and both pupils and staff can do their best work.

Evidence from many studies suggests that schools can and do make a significant difference in to young people's lives and that Principal's and their staff have the power, through their own efforts to improve standards of work and behaviour and the life chances of their young people.

STAFF AND GOVERNORS OF ASHGROVE PRIMARY BELIEVE THAT...

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

AIMS OF OUR POSITIVE BEHAVIOUR POLICY

This policy exists to provide a framework for supporting the aims of Ashgrove Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.

- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

ENCOURAGING POSITIVE BEHAVIOUR

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary (refer to Attendance Policy).
- Constructive whole school planning for PDMU.
- Developing the voice of the child, through for example the School and Class Councils.
- Appreciating and following the agreed Code of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

At Ashgrove Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

CODE OF CONDUCT

The Code of Conduct will be displayed prominently around the school. In the Foundation Stage the Code of Conduct is articulated in a more suitable language according to the age of the children. The School Council has been consulted when drawing up this Code.

We will allow everyone to enjoy their rights by...

- Arriving to school on time;
- Wearing our school uniform;
- Showing respect to everyone in school;
- Being truthful, well-mannered and kind;
- Taking pride in our school building;
- Looking after our books;
- Walking sensibly and quietly in the corridors;
- Keeping our school litter free;
- Setting a good example to others;
- Exercising self-control; &
- Lining up quickly and quietly



Article 1: Everyone under the age of 18 has all the Rights of the Convention

All children have the right to be treated with dignity & fairness, to be protected, to develop to their full potential and to participate.





EXAMPLE OF CLASS CHARTERS... (Primary 4)



DESIRABLE AND UNDESIRABLE BEHAVIOURS

It is appreciated that some rules may appear to be general in nature. This section may help parents, children and staff understand what type of actions are classified as Positive Behaviours. The following list of behaviours have been consulted upon with our School Councillors and Anti Bullying Ambassadors.

DESIRABLE BEHAVIOURS	UNDESIRABLE BEHAVIOURS
<ul style="list-style-type: none">• <i>Saying 'Please' and 'Thank you' – good manners</i>• <i>Making healthy choices</i>• <i>Walking sensibly in all areas of school</i>• <i>Being a good sport</i>• <i>Golden Rule– Treat others as you would like to be treated yourself</i>• <i>Opening Doors for people</i>• <i>Keeping the school tidy by putting litter in bins, keeping the classroom organised and taking care of property</i>• <i>Telling the truth</i>• <i>Being a good listener</i>• <i>Demonstrating forgiveness</i>• <i>Sharing</i>• <i>Showing an awareness of personal space</i>• <i>Admitting mistakes</i>• <i>Including others e.g. playing games in the Playground</i>• <i>Lining up quickly & quietly</i>• <i>Being a good role model to others</i>	<ul style="list-style-type: none">• <i>Bad manners and language</i>• <i>Name Calling</i>• <i>Stealing</i>• <i>Deliberately hurtful</i>• <i>Disobedience</i>• <i>Spreading rumours</i>• <i>Huffing</i>• <i>Not putting litter in the bin</i>• <i>Being wasteful</i>• <i>Running inside the school building</i>• <i>Lying</i>• <i>Rough play</i>• <i>Poor attitude</i>• <i>Not allowing personal space</i>• <i>Kicking & Hitting</i>• <i>Shouting aggressively</i>• <i>Spitting</i>• <i>Telling tales</i>• <i>Not lining up when the bell rings</i>

These behaviours were suggested by our School Council and Anti Bullying Ambassadors

THE RIGHTS AND RESPONSIBILITIES OF EVERYONE IN ASHGROVE PRIMARY

OUR PUPILS

PUPIL RIGHTS	PUPIL RESPONSIBILITIES
<p>☺ Be valued as members of the school community; (Article 15)</p> <p>☺ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns; (Article 6 & 19)</p> <p>☺ Make mistakes, and learn from them;</p> <p>☺ Be treated fairly, consistently and with respect; (Article 28)</p> <p>☺ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; (Article 12)</p> <p>☺ Be taught in a pleasant, well-managed and safe environment;</p> <p>☺ Work and play within clearly defined and fairly administered codes of conduct; (Article 31)</p> <p>☺ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</p> <p>☺ Develop and extend their interests, talents and abilities. (Article 29)</p>	<p>☺ Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>☺ Respect the views, rights and property of others, and behave safely in and out of class; (Article 13)</p> <p>☺ Co-operate in class with the teacher and with their peers;</p> <p>☺ Work as hard as they can in class;</p> <p>☺ Conform to the conventions of good behaviour and abide by school rules;</p> <p>☺ Seek help if they do not understand or are in difficulties;</p> <p>☺ Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</p>

THE RIGHTS AND RESPONSIBILITIES OF EVERYONE IN ASHGROVE PRIMARY

OUR STAFF

STAFF RIGHTS	STAFF RESPONSIBILITIES
<ul style="list-style-type: none"> ☺ Work in an environment where common courtesies and social conventions are respected; ☺ Express their views and to contribute to policies which they are required to reflect in their work; ☺ A suitable career structure and opportunities for professional development; ☺ Support and advice from senior colleagues and external bodies; ☺ Adequate and appropriate accommodation and resources; ☺ To be treated with care and dignity from all members of our school community; 	<ul style="list-style-type: none"> ☺ Behave in a professional manner at all times; ☺ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked; ☺ Show interest and enthusiasm in the work in hand and in their pupils' learning; ☺ Listen to pupils, value their contributions and respect their views; ☺ Be sympathetic, approachable and alert to pupils in difficulty or falling behind; ☺ Identify and seek to meet pupils' Special Educational Needs through the SEN Code of Practice; ☺ Share with the parents any concerns they have about their child's progress or development; ☺ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development; ☺ Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed. ☺ Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken.

OUR PARENTS

PARENTS/ CARERS RIGHTS	PARENTS/ CARERS RESPONSIBILITIES
<ul style="list-style-type: none"> ☺ A safe, well-managed and stimulating environment for their child's education; ☺ Reasonable access to the school, and to have their enquiries and ☺ Concerns dealt with sympathetically and efficiently; ☺ Be informed promptly if their child is ill or has an accident, or ☺ If the school has concerns about their child; ☺ Be well informed about their child's progress and prospects; ☺ Be well informed about school rules and procedures; ☺ A broad, balanced and appropriate curriculum for their child; ☺ Be involved in key decisions about their child's education; ☺ A suitably resourced school with adequate and well-maintained accommodation. 	<ul style="list-style-type: none"> ☺ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead; ☺ Be aware of school rules and procedures, and encourage their child to abide by them; ☺ Support and encourage children to live healthily e.g. sending a healthy snack to school for break; ☺ Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home; ☺ Act as positive role models for their child in their relationship with the school; ☺ Attend planned meetings with teachers and support school functions; ☺ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

HIERARCHY OF REWARDS & SANCTIONS

We at Ashgrove Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. **The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes.** As already stated we believe our pupils learn best when they are happy in school.

Rewards and sanctions are key to the successful operation of this policy. Each class agrees a Class charter which is agreed in conjunction with pupils at the outset of each year. Pupils are made aware of desirable and undesirable behaviours. Through this Positive Behaviour Policy they will be rewarded for demonstrating

Desirable Behaviours and disciplined for Undesirable Behaviours this is based on the principle and language of CHOICE.

Pupils are taught at an early stage that they must take responsibility for their own behaviour and choices. Positive behaviour choices carry a reward and negative behaviour choices carry a consequence.

HIERARCHY OF REWARDS

The following table has been created as a guide for staff, parents and pupils. It provides information as to what a pupil can expect as a reward of their good choices and behaviour. Please note, the rewards are not matched to the behaviour.

BEHAVIOUR DISPLAYED (NO PARTICULAR ORDER)	LIKELY REWARDS (NO PARTICULAR ORDER)
☺ Saying 'Please' and 'Thank You'	✓ A quiet word of praise
☺ Being a good sport	✓ Public praise e.g. in Assembly
☺ Golden Rule- Treat others as you would like to be treated yourself	✓ House Points
☺ Opening Doors for people	✓ Golden House Points
☺ Keeping the school tidy by putting litter in bins, keeping the classroom organised and taking care of property	✓ Star of the Week Certificate
☺ Telling the truth	✓ Stickers or prizes
☺ Being a good listener	✓ Dojo Points
☺ Demonstrating forgiveness	✓ Individual class reward systems
☺ Sharing	✓ Attendance certificates or stickers
☺ Showing an awareness of personal space	✓ Corridor Cup
☺ Admitting mistakes	✓ Alfie Ashgrove
☺ Including others e.g. playing games in the Playground	✓ Worker of the Week
☺ Lining up quickly & quietly	✓ Share work with the Principal or Heads of Key Stage
	✓ A phonecall home to say "well done!"
	✓ Work or praise shared on See-Saw for home to see

SANCTIONS, INTERVENTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Ashgrove Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

IF I FOLLOW THE SCHOOL & CLASS CHARTER I MAY BE REWARDED BY...	IF I CHOOSE TO BREAK THE SCHOOL OR CLASS CHARTER...
<p>EXAMPLES INCLUDE...</p> <ul style="list-style-type: none">• A word of praise or applause• House Points & Golden House Points• House Prizes• Night off homework!• Star of the Week• Stickers & Prizes• Dojo Points• Worker of the Week• Alfie Ashgrove & Corridor Cup• Certificates• Work shared with Principal• Individual class rewards• Extra Playtime• Phonecall home to share good news• Work or praise shared on See-Saw	<p>EXAMPLES INCLUDE...</p> <ul style="list-style-type: none">• Teacher or adult reminder• Moved in the line• Loss of Playtime (10-15 minutes)• Loss of Points or Class Reward• Time out in another classroom• Time out wall at Break & Lunch• Write out Class Charter or letter of apology• Withdrawal of privileges• Teacher pupil meeting• Sent to VP or Principal• Phonecall home• Placed in Daily Report

<p>Level 1 Sanctions & Interventions may include...</p> <p><i>Interventions at this stage are to help pupils recognise which behaviours are unacceptable and to get them back on track...</i></p>	<p>Level 2 Sanctions & Interventions may include...</p> <p><i>Sanctions and interventions at this stage are based on the principle of choice i.e. the child has chosen to engage in negative behaviours following Level 1 interventions</i></p>
<p><i>(In no particular order. This list is NOT exhaustive)</i></p>	
<ul style="list-style-type: none"> • Directed 'Look' • A non-verbal cue • Quick quiet verbal reminder • Moved in the line • Restorative Questioning • Whole class discussion e.g. Circle Time • State the rule which has been broken and remind the pupil this is not acceptable • Class system based sanction e.g. loss of table points • Targeted specific verbal reminder "John, please do • Ask the pupil to correct or put right e.g. pick up the litter they dropped or walk down the corridor again instead of running • Redirection... redirect the child to another task to refocus • Clarify expectations e.g. I'm looking for... 	<ul style="list-style-type: none"> • Time Out Wall (5-10 minutes maximum) at break or lunchtime • Time out in another classroom • Temporary loss of privileges e.g. membership of a school team • Eat lunch with another class (if lunchtime behaviours are unacceptable) • 10 minutes (maximum) off break time to complete work or task • 15 minutes (maximum) off lunchtime to complete work or task • Letter of apology • Use of assertive tone (NOT shouting)

<p>Level 3 Sanctions & Interventions may include...</p> <p><i>Sanctions and interventions at this stage reflect the seriousness of repeated & persistent negative behaviours. Level 3 sanctions & interventions may be initially used depending on the seriousness of the behaviour.</i></p>	<p>Level 4 Sanctions & Interventions may include...</p> <p><i>It is rare</i></p>
<p>(In no particular order. This list is NOT exhaustive)</p>	
<ul style="list-style-type: none"> • Possible SEN Intervention • Liaising with appropriate external services e.g. Extended Behaviour Support Service or EWO • Placed on Daily Report Card (must be authorised by VP or Principal) • Involvement of VP or Principal • Withdrawal from class by VP or Principal • Formal Oral warning • Possible Risk Assessment • Notify the Parents/Carers 	<ul style="list-style-type: none"> • SEN Intervention • Liaison with multi disciplinary agencies • Debarment from school • Formal written warning • Formal Disciplinary Sanctions • Suspension • Expulsion

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- **BE CALM**- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make **CLEAR** that it is the behaviour which is being punished and this is not a personal matter.
- **LOGICAL CONSEQUENCES**- a logical consequence is a sanction that is proportional to and fits the misdemeanor. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- **MAKE GOOD CHOICES**- remind the pupil they need to make good choices.
- **FRESH START**- although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

CAUSES OF INAPPROPRIATE BEHAVIOUR

There are a number of "in school factors" and "out of school factors" which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

Table 1, In School Factors which influence pupil behaviour

<i>In school factors</i>	
<u><i>The Environment</i></u>	
❖	<i>Lack of proper ventilation</i>
❖	<i>Physical problems of limited space</i>
❖	<i>Special occasions which cause excitement, e.g. Christmas, Fire Drills etc</i>
<u><i>The Child</i></u>	
❖	<i>Tired due to lack of proper rest</i>
❖	<i>Hungry due to insufficient or inappropriate food</i>
❖	<i>Poor or inappropriate social skills</i>
❖	<i>Need for attention from teacher or parent</i>

The Teacher

- ❖ Offering poorly differentiated curriculum leading to either frustration or boredom
- ❖ Lack of knowledge of pupils
- ❖ Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- ❖ Poor dictation
- ❖ Lack of clarity in explaining expectations for behaviour or subject
- ❖ Lack of or confusing instruction on subject matter
- ❖ Lack of professional development
- ❖ Teacher stress

OUT OF SCHOOL FACTORS WHICH INFLUENCE PUPIL BEHAVIOUR

Out of school factors

Family Circumstances

- ❖ Child's position in the family
- ❖ Child's relationship with parent/siblings/grandparents etc
- ❖ Divorce/ bereavement
- ❖ Mental health problems
- ❖ Family trauma
- ❖ Alcohol or drug addiction

The Neighbourhood

- ❖ Child's popularity
- ❖ Peer relationships
- ❖ Bullying
- ❖ Social Problems
- ❖ Civic disturbance

POSITIVE BEHAVIOUR MANAGEMENT

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

❖ **POSITIVE FEEDBACK-** Acknowledge/Approve/Affirm:

Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"

❖ **POSITIVE CORRECTION-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".

❖ **POSITIVE REPETITION-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.

❖ **NON-VERBAL CUES-** hands up, finger on the lips, the "look".

❖ **GIVE TAKE-UP TIME-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

❖ **RE-DIRECTION-** repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

❖ **TACTICALLY IGNORE-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.

❖ **PHYSICAL PROXIMITY-** move closer to a disruptive pupil

❖ **DISTRACTION/ DIVERSION-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

❖ **CLEAR EXPECTATIONS-** e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."

❖ **WHERE/ WHAT-** "Where should you be?" (In my seat) What should you be doing? (My work).

❖ **CHOICES-** "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"

❖ **BROKEN RECORD-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

❖ **PRIVATE REPRIMAND-** a quiet word rather than a public confrontation.

❖ **REPAIR & REBUILD-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

PERSISTENTLY DISRUPTIVE BEHAVIOUR

If a child's misbehaviour is persistent or extreme they will be referred to the Senior Leadership Team in the following order:

1. Children in Foundation Stage - Miss Morrison
2. Children in Key Stage 1 - Mrs Torrie

3. Children in Key Stage 2 - Mrs Flaherty

Followed by...

4. Vice Principal - Mrs Flaherty

5. Principal - Mr Smith

Any child who verbally or physically abuses a member of staff can be sent home immediately

DEBARMENT

The school will debar children whose behaviour is so poor that other children are in need of protection from them or because a child is involved in constant and or serious disruption.

Debarment means that a child will be sent home, at the earliest opportunity for collection by the child's parents or carers. In normal circumstance we would expect the child to return the following day.

DAILY REPORT CARD

Daily Report Cards are issued by the Vice Principal if other previous sanction have not resulted in a change of behavior. These are used mainly for children who are regularly misbehaving and need close monitoring from both staff and parents. Parents will be informed before a child is placed on Daily report and will be consulted before a child is removed from Daily Report.

SUSPENSION AND EXPULSION OF PUPILS

The school reserves the right to Suspend or Expel a pupil following DENI and EA set procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

CONSISTENCY OF APPROACH

To ensure consistency of application regular meeting will be held between supervisors, classroom assistants, class teachers, VP, Principal and the Leadership Team. The procedure will be regularly discussed and kept under review.

REASONABLE FORCE/ SAFE HANDLING

The Education (NI) Order 1998 (part II Article 4 (1)) states;

"A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing and injury to, or damage to the property of, any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise."

Based on this legal framework the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- In the child's best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Co-ordinator in conjunction with the Principal. This Positive Behaviour Policy will be reviewed biannually. It will be reviewed by the Pastoral Care Coordinator with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

LINK TO SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

E-SAFETY/ SAFER INTERNET

Our policy on the internet and digital technologies is set out in a separate document and is informed by DE guidance. It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically, it addresses safeguarding issues that may arise in the use of the internet and digital technologies. Refer to **Safer Internet Policy**.

CORONAVIRUS/COVID-19

In Ashgrove we aim to educate our children on how they can help keep themselves and others safe in a secure and caring environment. We will support our pupils as they return to school and encourage them to talk about and share their experiences.

In light of COVID-19, pupils who deliberately or wilfully refuse to adhere to school safety measures e.g. Class Bubbles, arrangements for social distancing etc or e.g. deliberately cough or spit at pupils or staff will be sanctioned up to (and including) exclusion.

SUPPORTING THE PHYSICAL, MENTAL AND EMOTIONAL HEALTH AND WELLBEING OF PUPILS AND STAFF

It is recognised that COVID has brought many challenges to our whole school community not least our pupils and staff. Supporting the Physical, Mental and Emotional Health & Wellbeing of pupils and staff is important as we move forward. Some of the strategies we use in Ashgrove Primary to support this include:

<ul style="list-style-type: none">• An emphasis on a warm and welcoming ethos• The development of a Nurture Room• Talk About sessions led by our SENCo• Playtherapy from FamilyWorks• Daily mile• Scheduled PE time• The delivery of a broad, balanced and structured Curriculum• An emphasis placed on a Recovery Curriculum	<ul style="list-style-type: none">• Encouragement of using the Outdoors to deliver lessons• PD&MU Lessons• Circle Time• The promotion of Healthy Eating
--	--

In addition to the above, we set aside one Staff Development Day each year to promote the Health and Wellbeing of staff.

REVIEW OF THE POLICY:

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon with staff, parents and Board of Governors.

LINKS WITH OTHER POLICIES

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Child Protection
- Anti-Bullying
- Attendance Policy
- Pastoral Care
- RSE
- Attendance
- Staff Code of Conduct

