

# Behaviour Policy and Statement of Behaviour Principles



**Approved by:** School Governing Body

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## **Policy Rationale**

All children at Ashwood Park Primary School have a right to learn in, and a responsibility to contribute towards, a safe, secure learning environment. An environment in which they have the confidence and security to take learning risks. A positive emphasis is placed upon good behaviour and children are encouraged to make the correct choices.

### **1. Aims**

We aim to create a secure, happy and stimulating environment so that all of our pupils can learn and achieve through enjoyment and experience. We aim to enable our pupils to develop their full potential; socially, morally, emotionally, intellectually and physically.

In a Rights Respecting School, children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

We expect children and young people at a Rights Respecting School to feel safe in school due to several interrelated changes that take place. Children and adults become more aware of child rights and so everyone respects each other's rights; and bullying, which can be a key aspect of how safe a child feels at school, reduces through children respecting each other's rights. Children also become empowered to challenge and disclose behaviour that is disrespectful of rights, so safeguarding issues can be identified and addressed.

#### **This policy aims to:**

- Implement a whole school policy that provides a consistent approach to behaviour management which is supported and followed by the whole school community: children, staff, parents and governors
- 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
- Ensure that there is a clear system of rules, rewards and consequences which are known by children, staff, parents and governors
- Apply positive policies in order to create a nurturing atmosphere in which learning and teaching can take place in a safe and secure environment
- Encourage good behaviour rather than simply punish negative or unwanted behaviours, by providing positive reinforcement for children of all ages and abilities
- Treat problems when they occur in a consistent and appropriate manner in order to achieve improved behaviour
- Develop in children a sense of self-discipline and an acceptance of responsibility for their actions
- Develop in children a sense of tolerance towards each other, respecting and appreciating feelings, views and capabilities
- Develop in children exemplary attitudes towards learning

Children at Ashwood Park will almost always display impeccable behaviour, both inside and outside of the classroom. Pupils are expected to show excellent conduct, manners and punctuality. We want our pupils to leave this school having developed confidence and respect for themselves, consideration and regard for others and pride in the wider community.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

**Misbehaviour** is defined as disruption in lessons, in shared areas, and at break and lunchtimes.

### Minor disruptive behaviours might include:

- Calling out or answering back
- Walking around the classroom
- Not on task
- Name calling
- Distracting others who are trying to work
- Rough play at break, including pushing
- Failing to follow instructions from an adult
- Inappropriate use of resources
- Damage to property
- Swinging on chairs
- Disregard for health and safety
- Inappropriate behaviour in toilets
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Swearing/offensive language
- Racist, sexist, homophobic or discriminatory behaviour
- Extortion
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs

- Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - Any prohibited item which may be searched for
- All staff members can use their power to search without consent for any item listed above in line with DfE guidance [Searching, screening and confiscation at school](#)

## Whole School Strategies

We promote positive relationships and outstanding behaviour.

Around our school you will find:

- All members of staff model respect at all times
- Adults praising children and acknowledging good behaviour
- Assemblies, weekly celebrations of good work, positive behaviour, house points and golden ticket awards
- Lunchtime supervisor rewards eg **good behaviour stickers**
- Children being given responsibilities such as **buddies**, house captains and rights respecting ambassadors

In our classrooms you will find:

- We recognise that quality first teaching has the most impact on children's behaviour
- Positive relationships between adults and children, ensuring that effective teaching and learning can take place in a nurturing learning environment
- We follow the school's rewards and sanctions systems on a day to day basis
- Class charters created by the children are displayed, based upon the UNICEF rights of the child
- Adults praising children and acknowledging good behaviour
- Positive comments in workbooks
- Individual teachers' sticker/award systems
- Monitors and class responsibilities
- Children visiting other staff members eg head/deputy for further praise
- Behaviour charts, where children are rewarded for good behaviour
- House points, children strive to win points for their team
- Parents/carers invited into school to discuss any issues and share positive news
- Circle times-adults listening to the views of children, time to discuss positive choices when faced with dilemmas
- PSHE sessions which teach the skills needed to make the correct decisions regarding social responsibilities

In our playground you will find:

- Playtimes enable our children to have fun, refuel and socialise with their peers in a relaxed environment. Whilst learning behaviours may not be so apparent at these times, children still need to be making the correct choices and behave in accordance with our respect ethos
- Play leaders modelling good playground behaviour
- Adults praising children and acknowledging good behaviour
- Adults on duty, ready to support children in making good choices
- Children as role models through the buddy system and peer mentoring

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school's anti-bullying strategy is defined in Ashwood Park's Anti-Bullying Policy.

#### 5. Roles and Responsibilities

##### The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

##### The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Head teachers are legally required to ensure that the measures aim to:

- promote good behaviour, self-discipline and respect
- prevent all forms of bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

The measures need to deal with preventing all forms of bullying, including bullying related to:

- homophobic bullying
- race, religion and culture
- bullying of pupils with SEN or disabilities
- sexist or sexual bullying
- cyber bullying (an increasingly prevalent form of bullying)

### **Senior Leadership Team**

The Senior Leadership Team will ensure that:

- Skilled and highly consistent behaviour and safety management by all staff makes a strong contribution to an exceptionally positive climate for learning
- There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs
- All groups of pupils feel safe at school and at alternative provision placements at all times
- They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Having high expectations and a consistent approach to behaviour and safety management in the classroom and around school
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Report to parents/carers in an open and honest professional manner
- Recording behaviour incidents on CPOMS including the date, where the incident took place, what happened, who was involved, actions taken including sanctions and follow up actions.
- The senior leadership team will support staff in responding to behaviour incidents.

### **Teacher's Powers to Discipline**

- Teachers, and all paid staff, have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property
- Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect a pupil has a prohibited item.

To be lawful, the punishment (including detentions) must satisfy the following three conditions;

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
- It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in all circumstances.

## **Conduct of Pupils Outside the School Gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."

These situations may include any misbehaviour where the child is;

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the school

Where misbehaviour and bullying occurs anywhere off school premises and is witnessed by a staff member or reported to the school, the pupil's parents will be informed by a member of the senior leadership team.

## **Detention**

Teachers have a legal power to put pupils under the age of 18 in detention.

At Ashwood Park;

- Teachers will not place children in detention after school.
- Teachers may use detention during playtime/lunchtime as a sanction – however reasonable time should be allowed for the pupil to eat, drink and use the toilet
- Teachers do not require parental consent for detentions but it is good practice to inform parents to encourage joint working
- Staff will act reasonably when imposing a detention

## **Racist Incidents**

All racist incidents will be recorded by the adult and must be reported to the Head teacher or in their absence, the deputy head teacher. Dudley authority protocol will be followed with all racist incidents. Staff are annually updated on current procedures related to racist incidents.

## **Fixed-term and Permanent Exclusions**

- Only the head teacher, or in their absence the deputy head teacher, have the power to exclude a child from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a child, parents must be informed immediately, giving reasons for the exclusion.
- At the same time, the head teacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- Work must be provided for the duration of the exclusion.
- The head teacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

## **Off-site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on public transport on the way to or from school.



## **Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Parents**

Parents are expected to:

- Take an active interest in supporting all aspects of their child's school life
- Encourage their child to be a valuable member of the school community
- Ensure that their child attends school regularly, on time and is equipped appropriately for the day ahead
- Share the school's high expectations by ensuring that their child wears correct school uniform, has an appropriate haircut and no jewellery
- Respect the safety regulations invoked by the school
- Support school in promoting and maintaining appropriate behaviour in and out of the school building
- Support and oversee their child's homework commitments and ensure there are suitable opportunities for home learning
- Support the school by taking an interest in our child's learning and educational activities
- Attend meetings to discuss our child's progress and respond to regular feedback from the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil Code of Conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Take responsibility for themselves, and their property
- Show respect for each other, and each other's property
- Know, understand and abide by school and class rules
- Be courteous and polite to each other, to staff and to visitors
- Show respect to members of staff and each other including each other's property
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Show an awareness of what constitutes an unsafe situation
- Accept sanctions when given

## **7. Reward and Sanctions**

Children are rewarded for positive behaviour and recognised regularly for doing the right thing.

Positive behaviour will be rewarded with:

- Praise
- House points
- Moving up the behaviour chart/earning golden tickets
- Certificates in Praise Assembly
- Stickers from senior leaders/head teacher

## **Sanctions**

Ashwood Park has agreed standards of behaviour and safety with pupils and parents because we believe that excellent and thoughtful behaviour is essential for effective learning. We seek to prepare pupils to take their place in society. All adults aim to provide positive examples and attitudes. Pupils do not always conform to these agreed standards and a system of sanctions is therefore required.

There will be a range of consequences for those children who do not demonstrate the desired behaviours. Consequences will allow the children to reflect upon the unsuitability of their behaviour, the impact on others, and to consider the desired behaviour which is expected at Ashwood Park Primary School.

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the school
- below the standard of that pupil
- of a consistently poor standard

Avoid:

- punishing a whole group
- being inconsistent
- not following through with stated consequences
- imposing excessive sanctions
- aggressive shouting
- put downs and sarcasm
- ridicule or humiliation
- causing intentional embarrassment
- labelling the child instead of confronting their action and behaviour
- using negative personal comments

Sanctions in response to unacceptable behaviour include:

- A verbal reprimand – asking a pupil to stop the inappropriate behaviour
- Moving down the behaviour chart – teacher speaks to parent at the end of day if their child is on red.
- Removing the pupil to work alone within the classroom
- Expecting work to be completed at home, break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour chart/contract
- Putting a pupil onto an Individual Behaviour Management Plan.

## **Individual Behaviour Plans (IBPs)**

The class teacher, child, parents/carers and SENCO will work together to establish an individualised behaviour support plan. This will be devised to suit the needs of each individual child and may take the form of a behaviour report, a behaviour book or a personalised reward system to support the development of positive behaviour. All individual plans will include behaviour targets for the child to work towards achieving as well as outlining rewards for good behaviour and sanctions should poor behaviour persist.

The effectiveness of the plan will be reviewed by the team after 3 weeks, at which point one of the following will occur, the plan has been effective and the child no longer needs it so they will return to the class approach. The plan has improved behaviour; however, the required standard has not yet been consistently met, so the plan will continue. The plan has been ineffective and concerns about the child's behaviour remain.

Staff should remain mindful of any safeguarding concerns around behaviour and discuss these with the Designated Safeguarding Lead. If an IBP is failing to meet need the SENCO should also be consulted.

## **8. Behaviour Management**

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules as agreed with their pupils
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **Class/Group/Pupil Management**

Class teachers need to establish the facts of any serious misdemeanours that are brought to their attention and report to SLT. A log should be completed by the class teacher or adult in charge of the children at the time of the incident. Parents should be informed and the incident summarised on CPOMS.

Sanctions for serious incidents are not hierarchical; a member of SLT should be informed and a decision to inform the Headteacher will be made if appropriate.

Sanctions may include;

- A meeting with parents / carers, member of SLT and class teacher to discuss behaviour and future implications
- A reduced timetable
- Parents charged for damages in line with charging policy
- Internal exclusion
- Removal of privileges e.g. attendance at extra-curricular clubs or visits
- Loss of responsibilities, e.g. House Captain
- Fixed term exclusion
- Permanent exclusion
- Informing other agencies or services as appropriate, e.g. police

### **Recording incidents**

At Ashwood Park staff will complete a CPOMs log when:

- There has been SLT involvement
- Parental involvement was needed
- There was deliberate intent to harm or cause distress to another child
- There is a pattern emerging of misbehaviour with certain children/staff

Staff should only use the initials and year group/class of other children as a way of identifying others involved. All others involved should be recorded and victims logged as a victim for monitoring purposes.

### **Dinner Time**

Dinner times can be difficult for some children. At Ashwood Park the pupils are taught to respect all adults, regardless of role within school.

Lunchtime staff will:

- Model respect and positive behaviour
- Acknowledge good behaviour through
- Model and encourage children to play games

## Playground Rules

All children abide by the 4 simple, positive rules which apply at all times on the playground:

- I will treat adults with respect
- I will treat other children with respect
- I will play games safely and fairly
- I will treat equipment with respect

In the event of the rules not being followed staff on duty must report concerns to the class teacher. This may include:

- Answering back to the dinner staff
- Deliberately ignoring a member of the dinner staff team
- Not accepting responsibility for behaviour
- Throwing food in the dinner hall
- Name calling
- Rough play
- Falling out over games

Staff to inform a member of the SLT for the following:

- Swearing / using offensive language
- Fighting
- Hurting another child/'lashing out'
- Repeated bullying behaviours
- Racist language or offensive language
- 

## Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:
  - Always be used as a last resort
  - Be applied using the minimum amount of force and for the minimum amount of time possible
  - Be used in a way that maintains the safety and dignity of all concerned
  - Never be used as a form of punishment
  - Be recorded and reported to parents

Any physical intervention will be conducted in line with Dfe guidance [Use of reasonable force in schools](#)

## Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

***The school fully supports the availability of education visits to all pupils and recognises that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs, such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included in the visit.***

***Documented evidence, including the risk assessment, must be retained. Parents will be expected to collect their child should an incident of unacceptable behaviour occur on a school journey/visit.***

## **Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint. Training records are kept.

Behaviour management will also form part of continuing professional development. Staff can access support from SLT including the SENCo and DSL.

A staff training log can be accessed via the Designated Safeguarding Lead.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body every academic year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy (LA)
- Safeguarding and Child Protection Policy
- SEND Policy
- Online Safety Policy
- Anti-Bullying Policy
- Rights Respecting Schools Agenda – Convention of the Rights of the Child. (CRC)

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from
- the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour
- policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the
- processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils'
- home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

