

Behaviour Policy



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Contents

Introduction

At Ashwood Park Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behavior, and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Ashwood Park. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Our core beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment

1. Aims

Through this policy we aim to:

- ensure a consistent and calm approach to, and use of language for managing behavior.
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- ensure our pupils are polite, happy and considerate of others' feelings.
- encourage our pupils to respect their own and others' property.
- foster good citizenship and self-discipline.
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- teach strategies for children to solve conflicts peacefully.
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- enable children to recognise, understand and respond to a range of feelings.
- develop vocabulary to enable children to express feelings verbally rather than physically.
- promote equal opportunities and instill a positive attitude towards differences.
- promote an ethos of peer support.
- ensure the atmosphere in the classroom environment is conducive to learning.
- ensure children are aware of the consequences of their words and actions towards themselves and others.

Behaviour for Learning at Ashwood Park

Be **Ready**, Be **Respectful**, Be **Responsible** and Be **Resilient**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules*, *relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has four simple rules: '**Be Ready, Be Respectful, Be Responsible and Be Resilient**'. These rules, and our characteristics of effective learning (Resilience, Perseverance, Enthusiasm, Concentration, Kindness, Teamwork, Courage and Listening) are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

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. 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 and golden ticket awards

- Lunchtime supervisor rewards eg good behaviour stickers
- Children being given responsibilities such as buddies, school ambassadors 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
- Recognition charts, where children are rewarded for good behaviour
- 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
- 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.

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.

5. Roles and Responsibilities

***'The culture is set by the way the adults behave.'* Paul Dix, 2017**

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy.

Parents are responsible for supporting the school's behaviour policy by reinforcing key messages at home, helping children to complete 'uncompleted' work at home and providing a positive role model

All Staff will:

- Always redirect students by referring to 'Be Ready, Be Respectful, Be Responsible and Be Resilient'
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving badly
- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion

Rewards

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- Name on the recognition board in the classroom.

- A note or phone call home.
- An individual token award e.g. golden sticker/ticket.
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- School Certificates and awards, formally presented.
- Gold tie

Above and Beyond Recognition

Good behaviour is recognised sincerely through class recognition boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

Children's names will be moved up recognition boards when they have exhibited the target behaviour for that day or week. The target behaviours are linked to the Ashwood Characteristics of Effective Learning. The aim should always be for the whole class to move up the board. In order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise.

Children are praised publicly and reprimanded in private.

Our four simple school rules are further explored and explicitly taught in class, assemblies and other school experiences.

6. Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps for dealing with poor behaviour

Reminder, Caution, Last Chance, Time out, Repair.

- **Reminder** - of the rules, and the three step routine, delivered privately.
- **Caution** - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues eg having time out. Use phrase "think carefully about your next step"
- **Last chance (includes a 2 minute "inconvenience" after class)**- Speak to the child in private, give him/her a final opportunity to engage. Offer him/her a positive choice to do and use the microscript (see Behaviour Blueprint). The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed reduced or substituted.
- **Time out –(yellow card)** If the child hasn't engaged after the third reminder he/she needs a 5 minute time out this is a few minutes for the child to think about him/her behaviour and calm down. Followed by:
- **Repair** - this might be a quick chat at breaktime in the playground or more formal meeting. (See restorative questions)
- **Restorative Conversations**
- Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should

conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

- The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Persistent Poor Behaviour

- Repeated poor behavior (More than one Time Out and Restorative Conversation in a day) results in a “yellow card.” This results in parents being notified either by a phone call or direct conversation. Yellow Cards should be recorded on CPOMS.
- As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour-class teacher’s will work in conjunction with parents/carers, SLT, SENDCo and the support team to devise an individual support plan.

Uncompleted Work

- Any work which is not completed due to poor behaviour choices, will be sent home with an “uncompleted work” slip to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us.

Serious (Red Card) Behaviour Incidents

Red Card Behaviours include;

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.
- Red Card incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT) All red card incidents should be recorded on CPOMS

Ashwood Park Primary School

Behaviour Blueprint



Adult behaviour	Over and above behaviour	The Ashwood Way
- Calm, consistent and fair - Give first attention to best conduct - High expectations - Recognise "Over & Above Behaviour" - Relentlessly bothered	- Class postcards / notes - Stickers - Golden tickers The adults will be very clear why the reward has been received e.g. "I am giving you this wristband because you did some fantastic listening in phonics today."	- Be Ready - Be Respectful - Be Responsible - Be Resilient

Stepped Sanctions (in private)
Yellow card
Reminder of rule—repeat as necessary Caution—"Think carefully about your next step." Last Chance—use script, and a 2 minute inconvenience at next break/lunch. Time Out—in class, or on chair in corridor. 5 minutes. Repair – Restorative conversation. 5 minutes with key adult. Yellow cards will be reported to carers and recorded on CPOMS. More than 2 yellow cards result in a red card.
Red card
Deliberately hurting another child, swearing, racism, peer on peer abuse, homophobia. Red cards will prompt a phone call to carers, a sanction (decided by staff member and SLT) and events to be recorded on CPOMS. Persistent bad behaviour will possibly result in an individual behaviour plan tightly monitored by SLT with the family.

Script
- I've noticed that... - You know the school rules, be ready, be respectful, be responsible, be safe. - Can you remember when you ...(<i>time they did this really well</i>)...and how that made you feel? - I expect you to... - Thank you for listening.
Restorative Questions
What has happened? What were you feeling at the time? <u>Who has been affected by the actions?</u> How have they been affected? <u>What needs to be done to make things right?</u> How can we do things differently in the future? <i>The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.</i>

7. SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's support plan.

8. Support agencies

If behavioural difficulties continue the Head, SLT, SENDCo or support team will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism Outreach, Inclusive Pathways or other agencies that offer support for pupils and families.

9. Suspensions/ Exclusions

Our procedures for exclusion are directly based on: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
Guidance for maintained schools, academies, and pupil referral units in England, August 24.

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

1. Physical assault against a pupil
2. Physical assault against an adult
3. Verbal abuse or threatening behaviour against a pupil
4. Verbal abuse or threatening behaviour against an adult
5. Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
6. Bullying
7. Racist abuse
8. Abuse against sexual orientation or gender reassignment
9. Abuse relating to disability

Key Points:

- Only the head teacher of the school can suspend or permanently exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the

legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
- Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.
- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
- It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Oak National Academy or school resources such as TTRockstars. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.
- A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
- The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.
- For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.
- The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:
 - a) Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
 - b) Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
 - c) Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
 - d) The pupil should be allowed back into school.
- Telling or forcing a pupil to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance.

- Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.
- Any exclusion of a pupil, even for short periods, must be formally recorded. It would also be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. If any of these unlawful exclusions are carried out and lead to the deletion of a pupil's name from the register, this is known as 'off-rolling'. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents.
- The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.
- Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required.
- Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.
- The very best Alternative Provision (AP) can be important co-experts in managing behaviour and providing alternatives to exclusion. This could include outreach support for pupils in mainstream schools and offering short-term places to pupils who need a time limited intervention away from their mainstream school. Schools should work with high quality AP providers to ensure a continuum of support is available for pupils for whom good behaviour cultures and policies are not working.
- A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

Duty to inform parents about an exclusion

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it. They must also, without delay, after their decision, provide parents with the following information in writing:

- a) the reason(s) for the suspension or permanent exclusion;
- b) the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- c) parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this;
- d) how any representations should be made; and e. where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil

if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Where a suspended or permanently excluded pupil is of compulsory school age the headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

- a) the start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion;
- b) the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- c) the address at which the provision will take place; and d. any information required by the pupil to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session on the first day of the suspension or permanent exclusion, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board about an exclusion

The headteacher must, without delay, notify the governing board of:

- a) any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- b) any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- c) any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

When removing a pupil from the school roll, the governing board must ensure this is done under the circumstances prescribed by the Education (Pupil Registration) (England) Regulations 2006, as amended. If applicable, the pupil's name should be removed from the school roll at the appropriate time. Informing the local authority about an exclusion. The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.

For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay. The headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified. Notifications must include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent.

The governing board's duty to consider an exclusion

Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties. The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors. The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- a) it is a permanent exclusion;
- b) it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- c) it would result in the pupil missing a public examination or national curriculum test.

10. The role of the parent

At Ashwood Park, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

11. Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the Local Authority. The Headteacher will also consider the pastoral needs of staff accused of misconduct. Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

12. Physical Restraint

Our policy for Positive Handling is based on guidance produced by the DfE "[The Use of Reasonable Force, Advice for headteachers, staff and governing bodies - July 2013](#)". We are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to our care. We recognise there is a need in line with the DfE "*The Use of Reasonable Force, July 13*" to intervene when there is an obvious risk of safety to pupils, staff and property. For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property. Physical restraint is always used as a last resort. It should be applied using the minimum amount of force and for the minimum time possible. Safety and dignity of all will be maintained and incidents will be recorded and reported to parents. Only staff who have been trained in Physical Restraint (TeamTeach & CPI training) should restrain a child.

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

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

13. Searching Pupils and Confiscation

Our policy for searching pupils is based on guidance produced by the [DfE: Searching, Screening and Confiscation Advice for schools July 2022](#). Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

1. knives or weapons
2. alcohol
3. illegal drugs
4. stolen items
5. tobacco and cigarette papers
6. fireworks
7. pornographic images
8. any article that the member of staff 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).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

Any search by a member of staff for a prohibited item listed and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not

an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;

- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made or
- is evidence in relation to an offence.

For a list of prohibited or illegal items, please refer to page 17 – 19 of [Searching, Screening and Confiscation Advice for schools July 2022](#).

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

14. 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.

15. 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.

16. 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.

17. 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.

18. Monitoring & Evaluation

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.

19. Complaints

All complaints will be dealt with according to our school complaints policy.

20. GDPR

This Policy adheres to the principles under data protection law. For further information please review the School's Data Protection Policy published on the School Website. This policy will be reviewed annually.

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 A: Rights and Responsibilities:

Pupils' Rights	Pupils' Responsibilities
• To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly.	• To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
• To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe.	• To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
• To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties.	• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

Appendix B: A model of positivity - tweaking teaching to transform trouble

- **Smile!**
- **Convince your class that there is no place that you would rather be.**
- **Find out what makes a learner feel important, valued, like they belong.**
- **Reward learners for going 'above and beyond' expectations, not simply meeting them.**
- **Let children lead learning, share responsibility, delegate jobs.**
- **Mark moments with sincere, private verbal praise.**
- **Send positive notes and give wrist bands – approximately 2/3 per day.**
- **Show learners their ideas and experiences have real value.**
- **Catch learners doing the right thing, don't let sleeping dogs lie.**
- **Use subtle, private praise and reinforcement.**
- **Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.**
- **Class displays and classroom environments that scream high expectations.**
- **Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.**
- **Habits of adults who manage behaviour well:**
 - **They meet and greet.**
 - **They persistently catch individuals doing the right thing.**
 - **They teach the behaviours that they want to see.**
 - **They teach learners how they would like to be treated.**
 - **They reinforce conduct/attitudes that are appropriate to context.**
 - **They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.**
 - **They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.**
 - **They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.**
 - **They keep their emotion for when it is most appreciated by the learners.**

Appendix C: A model of positivity –Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
 2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
 3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
 4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
 5. Look around the room with a view to catch somebody following the rules.
- **How to land a difficult message, softly:**
 - Remind the learner of their previous good behaviour.
 - Challenge their negative internal monologue ‘You can do this, you are intelligent and able.’
 - Thank the child for listening.
 - Position yourself lower than eye level or side on if you are standing; don’t demand sustained eye contact.
 - Use a soft, disappointed tone.
 - Remind yourself that the sanction is a consequence not personal retribution.
 - Walk away as soon you have finished speaking.
 - **Refocusing the conversation**
 - When learners try to argue, shift the blame, or divert the conversation you can either:
 - Calmly and gently repeat the line you have been interrupted in.
 - This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...
 - Use an appropriate refocusing line to bring the conversation back to the script.
 - This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
‘It wasn’t me.’	‘I hear what you are saying...’
‘But they were doing the same thing.’	‘I understand...’
‘I was only...’	‘Maybe you were ... and yet ...’
‘You are not being fair.’	‘Yes sometimes I may appear unfair...’
‘It’s boring.’	‘Be that as it may...’
‘You are a ... (name calling).’	‘I am sorry that you are having a bad day.’

Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *“I am stopping this conversation now. I’m going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation.”*