



Behaviour Policy

Adopted by Ashby Hastings Primary School on:	Date: 25 May 2023	
This policy will be reviewed	As policies, procedures and regulations are updated.	
Version	3	
Signed by Chair of Governors:	Charlotte Owen	
Reviewed:	Date: 18.03.25	Initials: RM

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

AH-BEHAVIOUR POLICY

At Ashby Hastings Primary School, we are committed to providing a caring, friendly and safe environment for all pupils so they can learn and thrive in a relaxed and secure atmosphere.

In order to maintain the exemplary standards of behaviour that we expect at Ashby Hastings, we have a whole school approach with all staff working together as a team. In order to do this, we promote a positive culture with clear routines, rewards and sanctions. Rewards and sanctions are used consistently and fairly.

Aims of the Behaviour Policy are to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Instil a respect for each other, belongings and needs
- Be kind and caring members of our school community, who help others
- Be positive role models in relation to behaviour for others to follow
- Remain positive at all times in relation to positive behaviour management
- Strive to be consistent in our approach supporting each other in relation to working as a staff team to apply this policy consistently within school.
- Ensure our 'Core Values' drive pupil conduct and behaviour throughout school

Responsibility

The responsibility for the discipline of the overall behaviour in the school lies with the Headteacher and Senior Leaders.

Class teachers and teaching support staff have day to day responsibility for the discipline of the children in their classes. They share the responsibility for the positive behaviour of all children in and around school with all staff who work within our school community. This should always be managed within the context of whole school policies. A caring classroom atmosphere helps to reinforce good behaviour. Midday supervisors share this responsibility during lunchtime.

Promoting a positive culture

Curriculum

At Ashby Hastings, our 'Core Values' are an integral part of each classroom and are used to demonstrate excellent conduct, and support improved conduct of pupils as well.

- Respect
- Empathy
- Kindness
- Excellence
- Resilience
- Teamwork
- Confidence

Our PSHE curriculum and SMSC (which is integrated within all areas of the curriculum) also promotes these. This includes teaching about rights, rules and responsibilities, antibullying and managing emotions.

AH-BEHAVIOUR POLICY

Our key school rules are a simple, consistent approach which give each child the chance to be successful.

**Be safe
Be kind
Be your best**

The School Environment

A happy environment is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond well to a caring system that appreciated their needs and strengths; they reciprocate with a respectful and caring attitude towards others.

Appropriate behaviour is a priority and is expected at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school and it's wider community.

Praise and Reward

We wholeheartedly believe in praise and reward and do this through our house points system.

Verbal Praise

Verbal praise is given by all staff throughout the school day. This could be for showing any of our core values, following rules or behaviour expectations.

Consistency of approach

We believe that consistency with all children, across school with regard to behaviour, expectations and rewards is the key to a happy school where children achieve their best. Pupils understand that all staff have the same high expectations of behaviour in any situation. We expect staff, including those who are not part of the teaching team, to use the same, positive simple approach to behaviour in our school.

Rewards

At Ashby Hastings, staff use a variety of ways to encourage good behaviour and reward excellent conduct to reinforce our school's positive culture and ethos.

House points are used to encourage children to take part in school life with an understanding of the importance of:

- Behaviour for learning
- Empathy and kindness towards others
- Aspiration and motivation
- The rights of everyone

Can be given by any member of staff for:

- Following the key school rules
- Being a good example and role model to peers
- Efforts and high-quality work in any subject
- Being helpful and kind towards others
- Being a good citizen

AH-BEHAVIOUR POLICY

Individual house point awards

When an individual pupil reaches 100 house points (or a multiple of 100) they are awarded a small prize by the headteacher (given out in celebration assemblies). These individual house points are collected each week by house captains and contribute towards the total for the whole house.

Whole house point award

Once the whole house achieves a set target, eg 5000, they receive a reward; this is usually a non-uniform day. All houses get the opportunity to receive this award but may reach the target at different times.

Celebration Assemblies

Pupils attend a weekly Celebration Assembly. During his assembly, teachers award certificates to two pupils who have shown the core values and they are congratulated by everyone.

Governors Award

At the end of each academic year, one pupil in each class is awarded the 'Governors' Award. This award is voted for by the pupils. All pupils are asked to nominate a member of their class who has shown the Ashby Hastings Core Values throughout the year. The Governors' award is presented in assembly by members of the governing body and Headteacher. Pupils receive a certificate and trophy.

Adapting to our policy

When applying this policy, individual circumstances will always be considered by the staff, particularly in relation to children with SEND, to ensure no discrimination takes place. Some of our pupils have differentiated approaches attached to dealing with their behaviour and if necessary, additional support plans are used to support the development of a positive behaviour. Staff should refer to the Headteacher or Senior Teacher if a child's behaviour requires a differentiated approach.

Poor behaviour

Poor 'behaviour for learning' should be challenged and children's attention drawn to the School Rules. It is essential that pupils' behaviour does not negatively affect the learning of others. Poor 'Behaviour for Learning' includes:

- Talking over the adult or other children
- Raised voices
- Shouting out
- Disrupting the learning of others
- Disrespectful comments

Dealing with challenging behaviour

Some of our pupils have differentiated approaches attached to dealing with their behaviour. As such, the Behaviour Policy is adjusted to meet their needs. For behaviours which threaten the 'good order' of our learning environment and impact upon children or adults' well-being or learning opportunities the following consequences should be used (in order):

1. A glance to show disapproval
2. A verbal reminder of the expected behaviour by referring to the School Rules.
3. If there is no improvement, they will lose 5 minutes of playtime in exchange for reflection time. They are reminded that good behaviour could lead to them regaining that amount of playtime.
4. If further disruptions occur, they are sent straight to a senior member of staff to deal with further and parents would be informed.

AH-BEHAVIOUR POLICY

5. If the behaviour is linked to aggressive or inappropriate behaviours, teachers may decide that the child will miss an entire break time or lunchtime play in the interests of the safety and well-being of other children.
6. If the behaviour choice is deemed to be sufficiently disruptive, they could be sent straight to a senior member of staff.

Pupils should be treated in a calm manner. Often a, 'private' conversation with the child (without the audience of the rest of the class) has a positive impact on the pupil's understanding of their behaviour and eradicates embarrassment.

In the following cases, the Headteacher may request that parents come into school to discuss their child's behaviour and to agree to work in partnership to improve it:

- Persistently disruptive behaviour in the classroom which interrupts the learning opportunities of the rest of the class
- Intimidation or aggressive behaviour in school or on the playground
- Stealing
- Racism
- Homophobia

For further persistent disruption in line with the previous paragraph (i.e. more than once in a given period of time, based upon the age and understanding of the child), the Headteacher may choose to impose:

- A fixed term lunchtime suspension
- A fixed term suspension
- An exclusion (with the authority of the governing body)

In each of the above cases, the Headteacher will refer to the national guidance on suspensions/exclusions.

In all cases above, the school staff will investigate incidents in a fair and open manner, giving all children the opportunity to 'have their say'. It will be up to the investigating adult to decide (based upon all of the information provided) the most accurate picture of events. We request that parents trust the school staff in their impartiality and work with us to help bring about improvements in behaviour where they are required,

All records of behaviour incidents are kept on OTrack (online), in necessary safeguarding records, on occasions in CPOMS (online).

Suspensions

The school follows the Symphony Learning Trust Suspension Policy written for all schools in the Trust.

If a pupil is being disruptive in lessons and his/her behaviour is so serious that he/she either represents a danger to others, or is significantly stopping other children in the class from learning, the Headteacher may need to temporarily suspend the pupil from the school for a fixed period of time. Such action is reported to the Chair of Governors.

A pupil may be suspended from our school at lunchtime if his/her behaviour is so serious that he/she either represents a danger to himself/herself or others.

AH-BEHAVIOUR POLICY

Suspension from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.

Lunchtime Behaviour

Lunchtime supervisors are responsible for the behaviour and safety of all pupils during lunchtime, therefore they are afforded the same responsibilities as other adults in school, i.e. the ability to reward and the ability to manage misbehaviour through the use of the agreed sanctions:

1. Reminder of expected behaviour
2. A verbal reminder – “if xxxxx behaviour continues (adult to online unwanted behaviour) you will miss some of your lunch and walk with me
3. If the behaviour continues, the pupil will walk with the adult for 5 minutes and reflect on behaviour, discussing what could be done differently.

If the outcome is that a child has purposefully:

- Kicked, punched, hurt another child
- Stolen
- Maliciously damaged property
- Been swearing

They should be sent to a member of SLT who will respond in line with the behaviour policy.

Behaviour outside of school premises

If school received a report of non-criminal poor behaviour or bullying with occurs **off** the school premises or online for example:

- when taking part in any school organised or school related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

sanctions in line the this Behaviour Policy will be followed on the school site. Parents are reminded however that they are responsible for behaviour (including online behaviour) that occurs outside the school day and off the school premises.

Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All member of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Causing disorder

Reasonable force is only used in order to ‘control or restrain’ a pupil.

Any use of reasonable force is governed by the DfE’s guidance document ‘Use of Reasonable Force’ document 2013.

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[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

When considering using reasonable force, staff should, in considering the risk, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff induction, development and support

Staff at Ashby Hastings receive regular training in managing behaviour and this forms part of our induction process.