

# Ashton West End Primary Academy

## Behaviour Policy



Approved by: The full governing body

Date: March 2020

Last reviewed on: 25<sup>th</sup> March 2020

Next review due by: 25<sup>th</sup> March 2021

# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **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
- Outline our system of **rewards and sanctions**

# 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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

# 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- 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
- Racist, sexist, homophobic or discriminatory behaviour
- 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)

## 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

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

The governing board and members of staff will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### **5.2 The Principal**

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal 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.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using our CPOMS system.
- The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- 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:

- Follow our school rules:
  - Be kind to others.
  - Take care of our environment
  - Respect yourself and others.
  - Walk sensibly around the Academy.
  - Always do your best.
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- 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

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

#### **Rewards**

##### Foundation Stage (Nursery and Reception)

Good work and behaviour is rewarded by:

1. Praise and positive reinforcement
2. Stars and smiley face stickers
3. Special jobs and activities

##### KS1 and KS2

1. Work hard and earn house points
2. Stickers are awarded for good work
3. Attend school on time every day and earn an attendance certificate at the end of each term. Full attendance for the year will earn you a special prize.
4. Each week the winning house is presented with the house trophy. At the end of each half term the winning house members are presented with prizes.
5. Children are presented with certificates in our Friday award assembly and parents are invited to share this experience.

#### **Sanctions**

##### Foundation Stage (Nursery & Reception)

1. Your teacher will disapprove.
2. You will be asked to apologise.
3. You will be asked to sit alone and think about your actions.
4. You will lose treats.
5. Your parents will be told.
6. Reception children may lose their playtime.

##### KS1 and KS2

1. Your teacher will give you a verbal warning.
2. Your name will be written on the yellow card.
3. Time out.
4. Your name will be written on the red card and you will be sent to a member of the Senior Management Team.
5. You will be sent to the Principal and your parents will be told.

When the behaviour of a child causes particular concern to teachers and/or parents the SEND Co-ordinator may be involved, and the child may be placed on the SE.N. register. Please refer to the Policy for Special Educational Needs.

## **Exclusions**

Exclusion is seen a last resort, to be considered only after other sanctions have been applied without success, and in the event of very serious incidents of misbehaviour.

If a child is at risk of exclusion the following sanctions and strategies may be used:

- Staying inside at playtimes/lunchtimes, playing alone or with a chosen group of children
- Being excluded from school for lunchtimes
- Timetable variations (may include agreed changes to start and finish times and/or working in different classes for all or part of the day)

All of the above strategies would be seen as temporary measures to be used as sanctions and to provide support for the child's behaviour and social skills. The above measures would be reviewed regularly, and parents informed.

## **Lunchtimes**

### **KS1**

1. If you behave well at lunchtime you may be awarded stickers or house points from the Midday Supervisor.
2. If you misbehave, the dinner staff will record your name on the yellow card. Two yellow cards in one day will result in a Red card which will be given to the Principal at the end of lunchtime.

### **KS2**

1. House points will be awarded for good behaviour.
2. A yellow card is given for misbehaviour at lunchtime, either in the classroom, playground or dining hall. A yellow card means that a child may have to stand out at the side of the playground or classroom for part of the lunchtime period. Two yellow cards in one day will result in a red card. The Midday Supervisor should keep a record of yellow cards in order to identify persistent offenders.
3. A red is a serious reprimand by a midday supervisor. It results in a letter from the Principal to the child's parents/carers warning that a further Red card within the same half term may result in the child being excluded from the academy during lunchtime for a period of time.

### **Notes for Midday Supervisors**

- Up to two house points may be awarded each day. Please ensure that the class teacher is informed so that extra house points can be awarded.
- Yellow cards should be given for rudeness, bad behaviour, fighting or rough play. In most cases it is appropriate to give a warning first.
- A red card will normally be the result of two previous yellow cards but may be given for particularly bad behaviour such as bullying or racist remarks and actions. In all cases the Principal should be informed if a child has been given a red card.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report'

See appendix 4 for sample letters to parents about their child's behaviour.

## **7.2 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 the bus on the way to or from school.

### 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal 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 Principal will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 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
- 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

### 8.2 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 using our CPOMS system.

### 8.3 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](#).

## **8.4 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.

## **9. 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.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Principal and full governing board at least every two years. At each review, the policy will be approved by the Principal.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Online Safety Policy
- Pastoral Care Policy



## **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 board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every two years.

## Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date
Team Teach behaviour Training Level 1 (1 day course- 6 hours)	14.10.20	Nichala Johansen		Kim Pizuti Sophie Barnett Amy Mather Lucy Green Dianne Higginson Purvi Mistry Louise Pearson	October 2023
De escalation Training (1 ½ hours)	20.10.20	Nichala Johansen		All Teachers and TA's	October 2023


## Appendix 3: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Principal, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## COVID 19 Addendum

This addendum is to be used in conjunction with and alongside our Staff Code of Conduct. The rationale behind its creation is to ensure that the children and staff at Ashton West End Primary Academy act in a manner that fully supports the very necessary safety measures that have been put in place during the Covid-19 pandemic and national crisis.

Some behaviour concerns referred to in this addendum may have previously been deemed less serious, however; if an action now results in the potential compromising of a person's ability to socially distance and stay safe it will now be treated in a more serious manner.

This addendum also applies to children with Special Educational Needs, whose specific needs may result in them finding it more difficult to socially distance or self-regulate. Staff will adhere to social distancing guidelines and will not use any form of physical restraint using Team Teach training, soothing or reassurance for example, hugs or children sitting on laps.

Due to social distancing, we will be unable to complete the following actions in the behaviour policy.

- Reprimand in private.
- Hold restorative conversations in private
- Send a child to another class for 'time out'
- Share teaching with other teachers and classes.
- Hold face to face conversations with parents.
- Hold a celebration assembly or any assemblies with pupils from outside of their group or bubble.

Linked to the above, the actions we will take are as follows:

- Staff reminder of appropriate expectations given.
- Hold restorative conversations as privately as possible without putting children and staff at risk.
- Repair as privately as possible without putting children and staff at risk.
- Teaching and learning is regularly monitored.
- Conversations are held via phone with parents where possible.
- Reception children are rewarded through verbal positive praise.

Category	Concern examples	Consequences/actions
1	Not taking responsibility to inform an adult if they are experiencing symptoms of Coronavirus. Not following expectations about coughing, sneezing, tissues and disposal (in line with the 'catch it, bin it, kill it' message) Low level disruption in class	<ul style="list-style-type: none"><li>• Staff reminder given.</li><li>• Parents / Carers informed by telephone call or email.</li><li>• Behaviour Policy followed including additional COVID section.</li></ul>
2	Not following school routine for arrival or departure – <b>once</b> Not following the rules about sharing equipment or other items – <b>once</b> Not following instructions on hygiene, such as hand washing or sanitising – <b>once</b>	<ul style="list-style-type: none"><li>• Staff reminder given.</li><li>• Parents / Carers informed by telephone call or email.</li><li>• Recorded following behaviour reporting on CPOMS linked to Covid – 19 updates.</li></ul>

	<p>Not moving around the school as per specific instructions – <b>once</b></p> <p>Not lining up or sitting following instructions to remain 2 metres apart wherever possible.</p>	
3	<p>Repeated incidents from level 2 – <b>more than once</b></p> <p>Not following school routine for arrival or departure – <b>more than once</b></p> <p>Deliberately tampering or touching another child's equipment or belongings</p> <p>Deliberately tampering with hygiene materials such as soap or sanitiser</p> <p>Deliberately tampering with bins or the contents of bins</p> <p>Deliberately entering an area or zone that is out of bounds or which may compromise the health of children and staff in another group.</p> <p>Deliberately attempting to socialise with a child from another group</p> <p>Deliberately misusing the toilet areas and facilities</p>	<p>Child will be spoken to. If they complete the action again after being spoken to once, they will be sent home immediately and a risk assessment will be completed to ascertain when they can return.</p>
4	<p>Deliberately coughing or spitting at somebody</p> <p>Any action that would usually require the need for restraint and which would severely compromise staff ability to remain socially distanced.</p>	<p>Child will be sent home and a risk assessment must be completed to assess if the child can return the next day.</p>