

Ashton West End Primary Academy

Behaviour Policy



Approved by: The Full Governing body

Last reviewed on: June 2022

Next review due by: June 2024

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
 - Vapes (Electronic cigarettes)
 - 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

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.

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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.
- Consistently using the 'team stop' signal rather than raising their voice to gain attention from the pupils.

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

- When a member of staff raises their hand, the group/class stop what they are doing, raise their hand and await verbal instructions
(this procedure is to be introduced from Reception onwards and should be used by any supervising staff – support, lunchtime and teaching staff.
- 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 dojo 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. The winning class for attendance is awarded 5 dojo points each and an additional treat.
4. Individual 100% attendance for the year will earn you a special prize.
5. Each week the winning class is presented with the trophy. At the end of each half term the winning class members are presented with prizes.
6. Children are presented with certificates in our Friday award assembly and parents are invited to share this experience.

Class Dojo

Each class has an interactive page on Class Dojo on which each child is named. Children collect 'dojo' points from their teacher. These can be for good work, for effort, behaviour and home learning for example.

The whole class total is rewarded at a key point (e.g. 1500 points) For example with some golden time, a film or extra break time.

Individual children can redeem their dojo points for a gift from the Dojo Shop.

Once the children have achieved 100 dojo points, they are awarded their dojo voucher to redeem at the shop. 100 points claims a smaller prize, 200 points claims a prize of greater value etc.

The class dojo site can be accessed from home. In this way, parents can view the number of dojo points awarded and the reason for these.

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. Children can have dojo points subtracted from their totals.
3. Your name will be written on the yellow card.
4. Time out.
5. Your name will be written on the red card and you will be sent to a member of the Senior Management Team.
6. 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 S.E.N. register. Please refer to the Policy for Special Educational Needs.

Exclusions

Exclusion is seen as 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 dojo 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. Dojo 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 card 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 dojo points may be awarded each day. Please ensure that the class teacher is informed so that extra dojo 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.

Emotional Behavioural Plans – For a small number of pupils with specific behavioural issues, AWEPA uses Boxall Behavioural diagnostic to create individual learning plans. These offer suggested targets and resources which are then used to create a behavioural plan. The progress of pupils in meeting their targets is measured at regular intervals and shared with parents, senco, staff and pupils.

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
Peer on Peer Abuse Training	27.09.21			Sophie Barnett	
De escalation Training (3 hours)	18.02.22	Nichala Johansen		All TA's	February 2025

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: _____

Knife and Weapon School Guidance

