

# Ashton West End Primary Academy

## Behaviour Policy



Approved by: The Full Governing body Date: 18<sup>th</sup> October 2023

Last reviewed: September 2023

Next review due by: October 2025

# 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
  - Vapes, vaping fluid or vaping devices
  - 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
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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. Dojos are rewarded for displaying positive behaviours.
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.
4. Individual 100% attendance for the year will earn you a special prize

##### **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.
7. A seat at the proud table (see below).

#### **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. This must be signed by an adult to be redeemable. 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.

## **Proud Table**

Every Friday lunchtime, pupils who have shown good manners, responsible and respectful behaviour towards others and good effort at breaktimes and lunchtimes are invited to dine at the 'proud table' with sports coaches. They are given the opportunity to discuss their good behaviour from the week and share a sense of pride at being chosen. They also receive either juice or milkshake and a chocolate biscuit to add to their reward for good behaviour. Other pupils are aware of the system and this acts as an incentive to others.

## **Sanctions**

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

In Early Years, a positive praise policy is used. We use positive reinforcement alongside co-regulation and self-regulation strategies to promote positive behaviour. If a child is displaying negative behaviours, we use the following actions.

1. Adult intervention to model desired behaviour.
2. Verbal reminder.
3. The calm corner will be used for reflection time where the child will use Zones of Regulation cards to identify their emotions, alongside calming items to help them regulate their emotions.
4. When the child is ready to speak to an adult, as shown by the traffic lights, the adult will reinforce positive behaviours and discuss with the child what they can do next.
5. If behaviour persists, children will have dojo points subtracted from their totals and their parents will be informed.

### **KS1 and KS2**

1. The teacher will give children a verbal warning.
2. Children can have dojo points subtracted from their totals.
3. Time out in a pre-arranged partner class (which is not formed of the same year group).

When pupils return from time out, if behaviour improves, no further action. The following course will be followed in the event of continuing 'misbehaviour' (see above for definition).

4. Children will miss 5 minutes of the breaktime that is next (i.e. morning break or lunch). During this time, the child will discuss with an adult why the behaviour was not acceptable. There will be a focus on how the child can restore any consequences of the behaviour. For example, if a child has said unkind words to a different child, they will be encouraged to think about a kind thing to say or a kind action to complete for the child affected.

Parents will be informed at the end of the school day that this has happened, and what was discussed. For pupils engaging with this process regularly, teachers will keep a log of how often they reach this stage. SLT will monitor the logs.

5. If the behaviour still continues, children will be sent to a member of SLT who will complete the reflection process with them (see appendix for reflection form).
6. If pupils are sent to SLT for reflection on multiple occasions, SLT will send a letter to parents to inform them that this has taken place (see appendix below).

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.

## **CPOMS**

Incidents of racist, sexist or violent behaviour will be recorded on CPOMS. Parents will be informed and in the most serious cases the exclusions procedure will be followed (see below).

## **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**

1. If children behave well at lunchtime you may be awarded stickers or dojo points from the Midday Supervisor.
2. There are pupil Playleaders and sports coaches in place to engage children and lead activities to promote positive behaviour.
3. There are a range of stimulating activities (including games such as giant Jenga, snakes and ladders, boombox dancing and more) designed to engage pupils in positive behaviour. These activities are available every lunchtime and are organised daily by the pupil Playleaders.

'Misbehaviour' (see above for definition of 'misbehaviour'):

1. The Midday Supervisor will give a verbal warning.
2. If the behaviour continues, the pupil will be directed to a particular activity as described above. The purpose of this is to give the pupil the opportunity to regulate their behaviour through engaging and stimulating play.

If the pupil is unable regulate their behaviour following steps 1 and 2:

3. Time out in a pre-arranged space (5 minutes maximum). The Senior Midday Supervisor will be informed that this has taken place.

When pupils return from time out, if behaviour improves, no further action. The following course will be followed in the event of continuing 'misbehaviour' (see above for definition).

4. Children will be sent to a member of SLT who will complete the reflection process with them (see appendix for reflection form). The class teacher will be informed.
5. In the event of racist, sexist or violent behaviour, a member of SLT will be called for immediately by the Senior Midday Supervisor, after a Midday Supervisor has referred the behaviour to them. SLT will follow the reflection or exclusions process, as appropriate (see above).
6. If pupils are sent to SLT for reflection on multiple occasions, SLT will send a letter to parents to inform them that this has taken place (see appendix below).

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 placed on the S.E.N. register. Please refer to the Policy for Special Educational Needs.

### **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.
- Time outs should be given for rudeness, bad behaviour, fighting or rough play. In most cases it is appropriate to give a warning followed by directed play first.
- A log entry will normally be the result of behaviour continuing after a time out.

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**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that may result in a sanction for include misbehaviour:

- 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 for such behaviour may include:

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

In very serious cases or cases when off-site behaviour occurs repeatedly and other sanctions have been applied without success, the school may consider an exclusion.

## **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
- Follow the Zone of Regulation model to support emotional regulation and monitor triggers
- 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 Zones of Regulation model will be used throughout the school to provide a framework for emotional regulation and the identification of negative behaviour triggers. Each class will have an age-appropriate monitoring station or display to support this process.

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
Team Teach behaviour Training Level 1 (1 day course- 6 hours)	23.01.2023	Nichala Johansen		Sophie Barnett Amy Mather Dianne Higginson Kate Donnellon Eleanor Beswick Amelia Cooper Stef Steadman Will Leslie	January 2026

				Aklima Akthar Debra Merrington Becky Perry Staceylea Pomfret	

**Appendix 3: reflection sheet**  
*Ashton West End Primary Academy*

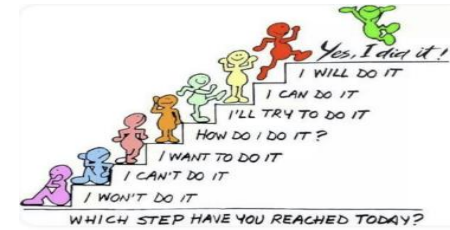
Name




Date

Year

**ABC Reflection Sheet**

Member of staff completed with .....



	Behaviour we don't want (what happened)	Behaviour we do want (what you'll do next time)
 <b>Antecedent (triggers to the behaviour)</b>	How were you feeling before the behaviour? Why? What triggered the behaviour?	How can you change how you were feeling before? How can we stop these triggers in the future?
 <b>Behaviour (management of the behaviour)</b>	Where were you? When did it happen? With who? What did you do in this difficult situation?	What could you have done differently that adults would have been pleased with you for?
 <b>Consequences (after the behaviour)</b>	What will happen as a result of the reflection: what positive steps has the pupil discussed for going forward? Completed by SLT	What would have happened if you did what you said above? Completed by the child with support

**Appendix 4: Letter to parents from SLT**

Dear \_\_\_\_\_

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could. They have been sent to complete the reflection process with a member of SLT on \_\_\_\_\_ occasions this half term. The reflection process is the final step in a series whereby your child would have been given the opportunity to amend their behaviour but did not make this choice.

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,

SLT name