



Asterdale Primary School

Behaviour Policy

Our approach to achieving Everyday Excellence

(incl. rewards, sanctions & restorative learning)

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We as a school consider our equality duties under the Equality act 2010. The general duties are to: -

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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Policy Statement

Asterdale Primary School is committed to a culture of high expectations, inclusion, respect and safety. We believe that positive behaviour is best secured through strong relationships, consistent routines, explicit teaching of expectations, restorative practice and partnership with parents.

What Do We Believe at Asterdale?

We believe that every member of the school community has the right to feel valued and respected in a welcoming and caring environment. Children's well-being is at the centre of life in school and the key to success, both academically, physically, emotionally and socially. We have high expectations for every pupil and are committed to providing a safe and secure learning environment in our school for everyone.

The quality of relationships and partnership working is important: between teachers; between teachers and pupils; between teachers and teaching assistants; between TAs and pupils; between the school and parents as well as with the wider community. These relationships should be characterised by mutual respect, by the valuing of pupils, by a willingness to listen and understand and by a positive attitude. Through good modelling of adult behaviour there is constant encouragement to develop self-discipline, higher self-esteem, and an autonomous adherence to high standards.

All the school's activities effect a continuing development of a positive climate. The curriculum should be well planned, encouraging the high quality of teaching. Purposes must be clear to all involved where pupils are not only intellectually challenged but also have opportunities for taking initiatives and for accepting responsibility for their progress. Such learning should ideally be supported by a range of activities outside the classroom which also contribute to personal and social development.

We aim to develop positive, confident and reflective children who:

- Take part in decision making within the classroom and school so they have value and purpose;
- Understand the school rules and those of society so our pupils can make choices and decisions for themselves with the understanding of what is right and wrong;
- Are able to think creatively and independently to aspire for the future;
- Are proud to be part of British society;

Aims of the policy

- To create a welcoming and safe learning environment in which everyone can be successful
- To develop a consistent approach across the school which all pupils know and understand
- To create an atmosphere where social, moral, spiritual and cultural values are learnt and developed
- For pupils to take ownership for their learning and have a sense of pride in their work and achievements

Expectations of staff

We expect all staff to recognise:

- Good behaviour is an essential condition for effective teaching and learning to take place
- Effective teaching, learning and assessment supports good behaviour
- High self-esteem promotes good behaviour, effective learning and positive relationships
- Independence and self-discipline is promoted to that each pupil learns to accept responsibility for their own behaviour
- There must be a clear, consistent and positive approach to behaviour throughout the school, on a daily basis, including positive feedback when children are behaving well
- Respect for their own and each other's belongings and taking pride in our environment should be promoted at all times
- Every pupil should feel valued, regardless of disability, nationality, ethnicity, culture, gender, sexuality or age

British Values

At Asterdale, we incorporate British Values through planned curriculum time and as part of links with the spiritual, moral, social and cultural elements of learning

The five key values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

School Values & Expectations

All pupils will follow and demonstrate our school vision of 'everyday excellence' through understanding our one universal shared school expectation/rule: **'everyone will act with courtesy and consideration to others at all times'**. These expectations apply throughout the school day, on visits and when behaviour impacts the wider school community.

Our classroom expectations:

These are set at the beginning of the school year with each class. Pupils are expected to follow them, so that everyone in the class has a positive learning experience.

Our playground expectations:

- Ask an adult if you need to go inside
- Speak to an adult if there's a problem
- Stay in visible playground zones where you can be seen by an adult
- Walk sensibly to class rooms when the whistle is blown

In partnership with parents/carers – parent expectations:

- Parents/carers have a vital role in promoting and supporting good behaviour, so effective home/school liaison is important
- It is important that staff work alongside parents/carers to manage appropriate behaviour and attitudes to learning as documented in the Home/School Agreement
- We ask parents/carers to sign the Home/School Agreement to demonstrate their support
- We expect parents/carers to support the actions of the school when consequences are given. This ensures a consistent and fair message for all.

Expectations of pupils – pupil expectations:

We expect all pupils in our school to:

- Follow the school and class codes of conduct
- Have high expectations of behaviour
- Be involved in their own learning
- Learn to understand that they are responsible for their own actions
- Develop an increasingly sound understanding of right and wrong
- Co-operate and work together
- Learn to sort out disagreements and frustration sensibly and constructively
- Be reliable, trustworthy and responsible
- Behave in a safe manner
- Respect the school environment and belongings
- Take care of their belongings and those of other children
- Show respect and courtesy to staff, pupils and visitors

Behaviour Curriculum

Behaviour expectations are taught explicitly through classroom routines, assemblies, PSHE, transitions, lunchtimes, playtimes and curriculum opportunities.

Behaviour Pathway

Minor concerns may be addressed through reminders, redirection and restorative conversations. Yellow cards may be issued for lower-level disruption including calling out, corridor running, queue pushing, untidy learning spaces, forgetting equipment and non-engagement. Green cards may be issued for more serious behaviour including swearing, rudeness, deliberate disruption, cheating, lying and play fighting. Red cards are reserved for serious incidents including violence, bullying, racism, theft, extreme abusive language and prohibited substances.

Rewards and Recognition

At Asterdale, we prioritise celebrating positive behaviour in our approach – these may include a range of possible rewards for example - team points; stickers and sticker charts; Star of the Week; Golden Box tokens; Reading Challenge awards; table points; afternoon class rewards; extra playtime; Headteacher Awards; achievement certificates; celebration assemblies; Fine Dining Friday awards; positive contact home; a range of leadership responsibilities.

We place emphasis on rewards to reinforce good behaviour, to provide motivation and to show that good behaviour is valued. What is rewarded?

Behaviour: sharing, co-operation, responsibility, helpfulness, politeness, involvement, positive recognition, expression of concern, enquiring, noticing.

Work: suggestions, effort, perseverance, oral contribution, being organised, listening.

Achievements: at school, outside of school, consistent effort.

Consequences – may include:

1. Loss of break time - in designated classroom – same day sanctions given
2. Loss of break times for period of time – for continuous disruption
3. Time spent away from peers / class as a result of continued disruption
4. Visit to paired classes
5. Exclusion from class for a period of time.
6. Verbal discussion with parents.
7. Pupil requested to spend a short period of time working within another supervised learning space eg intervention room, alternative classroom.
8. Referral to Senior Leadership Team.
9. Letters home to parents – either by teaching staff to tackle potential problems or from Headteacher.
10. Daily report book following agreement with parents.
11. Daily/weekly behaviour chart.
12. Removal from extra-curricular & enrichment activities eg trips, clubs (if risk assessment deems as such)
13. Exclusions / suspensions – May be fixed term (e.g. 3 days), lunchtimes or in extreme cases permanent. Precise, long term documentation is required.

Restorative Practice

Restorative practice underpins behaviour support. Following incidents pupils will be supported to reflect on what happened, understand the impact on others, repair harm and restore relationships. Questions may include: What happened? Who has been affected? What can be done to put things right? What will you do differently next time? Restorative work compliments consequences and does not replace accountability.

Behaviour support and monitoring

Support strategies may include mentoring, rewards charts, behaviour plans, Early Help, Learning Mentor intervention, Educational Psychology advice, Behaviour Support involvement, modified timetables, managed moves or multi-agency planning.

We work with a range of strategies for promoting good behaviour for all pupils. We discourage inappropriate patterns of behaviour by:

- Focusing on the positive behaviour taking place
- Non-verbal signs
- Verbal warnings reminding the children of the aims and expectations providing an alternative to unacceptable behaviour
- Discussion with the pupil about why the behaviour is unacceptable and explaining the consequences of further poor behaviour, giving choices
- Agreed targets and rewards charts developed with class teachers, SLT and/or Learning Mentor

Exclusion

A fixed term or permanent exclusion is the last resort after a range of measures have been tried. A decision to exclude a pupil for a fixed period may be taken in response to a breach of the school Behaviour Policy, including persistent disruptive behaviour. If this occurs, a parent/carer may be asked to remove their child for a specific short-term period whilst intervention strategies are put in place to help the child improve.

Exclusions can only be imposed by the Headteacher (in their absence: DHT)

Where exclusion is used, the school conforms to the Local Authority and DfE guidance. If a child is excluded for a period of less than 5 days, then the school will provide work – it is the parent/carer's responsibility to ensure the pupil completes the work and returns it to school for marking (NB parents/carers can be fined if their child is found in a public place during an exclusion). From day 6 of the exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion, the LA will contact parents/carers with details of the day 6 provision.

Anti-Bullying

Bullying at Asterdale is clearly defined as: SEVERAL TIMES ON PURPOSE. Bullying includes deliberate and repeated behaviour intended to hurt another person physically, verbally, socially or online. Bullying, discrimination, racism, sexism, homophobia and prejudice-related incidents are not tolerated.

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is premeditated
- It is difficult for those being bullied to defend themselves

Bullying incidents are logged by the school and monitored by the Senior Leadership Team. Please refer to school's anti-bullying policy for further information.

Searching and confiscation

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The **Power to search without consent** for prohibited items including the following allows for such items to be confiscated:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and related products
- Fireworks
- Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Weapons and knives and extreme or child pornography must always be handed over to the Police otherwise it is for the Headteacher to decide, if and when to return a confiscated item.

Power to use reasonable force.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control, physically intervene or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and proportionate to the circumstances of the incident.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Telling parents when force has been used on their child

- The school will inform parents about serious incidents involving the use of force or restraint.
- All incidents of force or restraint will be logged in the restraint/force log held in the school office and a note will be placed on the child's Pupil Record Folder.

In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

EYFS

EYFS pupils are supported through modelling, positive reinforcement, thinking and reflection time, adult support, restorative conversations, parental engagement and behaviour plans where required – visual strategies are in place across our EYFS classes to promote and celebrate positive behaviour choices to reinforce our school vision of ‘everyday excellence’ to our youngest pupils.

SEND and Additional Needs

The school recognises that behaviour may be influenced by SEND, communication needs, attachment difficulties, trauma or mental health. Reasonable adjustments and individual behaviour support plans will be considered where appropriate.

Safeguarding

Changes in behaviour may indicate safeguarding concerns. Staff will follow safeguarding procedures where behaviour raises concerns regarding abuse, neglect, exploitation, mental health or wellbeing.

Monitoring and Governance

Behaviour records, card data, sanction suite attendance, suspensions and serious incidents will be reviewed by leaders and reported to governors to identify trends and evaluate effectiveness.

Additional information to support the Asterdale Behaviour Policy is available in the following documents:

1. Behaviour and discipline in schools – a guide for Head Teachers and school Staff
2. Dealing with allegations of abuse
3. Use of reasonable force – advice for Head Teacher, staff and Governing Body
4. Guidance on the use of restrictive or physical interventions
5. Anti-bullying policy
6. Incident/concern reports/logs
8. Safeguarding Policy