Behaviour Policy

Date policy created: 12/25

Date of last review: 09/26

Date of next review: 09/27

Created by: L.Butterworth & N.Payne

Rationale

Ashton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core 'PROUD' values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Managing behaviour in class is the responsibility of the class teacher as outlined in the Teachers' Standards (updated 2021).

The school has 3 simple rules ***'Be Ready, Be Respectful and Be Safe'*** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Intent

Ashton Primary School believes, that, in order to facilitate high quality teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and addressing misbehaviour using a restorative approach.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Recognising pupils as individuals and tailoring support accordingly.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour using a restorative approach.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'restrictive interventions, including the use of reasonable force, in schools (April 2026)
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2026)
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Restrictive Intervention Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Roles and responsibilities

The governing body will have overall responsibility for:

- Providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher (Miss Butterworth) will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Have regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year and ensuring that this policy is published on the school website.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

The senior mental health lead (Mrs Readey) will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO (Mrs Readey) will be responsible for:

- Collaborating with the governing board and Headteacher as part of the SLT, to determine the strategic development of behaviour and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of pupils' strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- As authorised by the Headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Reporting any incident of bullying or child-on-child abuse to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Managing behaviour

'First, Attention for Best Conduct'

We recognise and reward learners who go 'over and above' our standards. Our staff understand that, at Ashton Primary School, the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

In addition, Ashton Primary School implements a 'Behaviour Passport' system, where children can earn stamps for their behaviour. When the number of stamps has reached a multiple of 25, the child can choose to 'bank' them and work towards a larger reward or 'cash in' the stamps for a smaller reward.

On a weekly basis, all children have the chance to be nominated for a 'PROUD' award by their teacher. These are in recognition of children demonstrating our core values of:

Purpose

Respect

Optimism

Understanding

Diversity

Children are also recognised for using good manners at lunchtimes through our weekly 'Top Table' awards. This allows them to sit on the 'Top Table' with a friend.

At the end of each half term, Children may also be nominated for a 'Headteacher's Award'. This award recognises two children from each class who have made exemplary **progress** or **effort** over the course of the half term.

Where possible, we will aim to hold several trips or activities that reward consistent good behaviour such as cinema trips or bought-in activities.

At the end of the school year, children in Year 6 may be awarded one of our 'Leaver's Awards' in recognition of such things as: most improved reader, co-operation and willingness, embodying the Ashton values, personal growth and sportsmanship

Instances of unacceptable behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond in a calm and consistent manner in order to maintain a calm, safe learning environment for all.

Low level unacceptable behaviour

For the purposes of this policy, the school will define ***"low-level unacceptable behaviour"*** as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness or disrespect
- Graffiti
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Failure of pupils to conduct themselves around school in an orderly fashion
- Aggressive play including grabbing uniform / play fighting
- Name calling and/or unkind words

Where a child's behaviour offers low-level disruption, a member of staff will have a quiet, private conversation to remind the child of the required behaviour and warn them of the consequences of continued disruption.

If the behaviour continues after the initial warning, the adult will award a 'yellow card' which gives the child a final chance to alter their behaviour choices.

If the behaviour persists, past the yellow card, then the adult will issue a 'red card' indicating that the child will then be expected to meet with the adult that issued the red card at the next break.

If the incident occurs at lunchtime, the conversation will be held with either the member of staff who has dealt with the incident or the class teacher, whichever is most appropriate.

In this meeting, the adult will conduct a restorative conversation with the child and will complete a reflection detailing:

Which rule was broken (ready, respectful, safe)

What they did to break the rule

The impact of that behaviour upon others in the class

What action the pupil needs to take to ensure it doesn't happen again

The reflection will be recorded on CPOMS in the presence of the child

This information will be monitored weekly by SLT. SLT will decide whether the repeated behaviour warrants the child's parent/carer being invited in to discuss the repeated unacceptable behaviour with the HT/DHT/Class teacher.

Where appropriate, this may lead to exploration of possible underlying reasons for the behaviour e.g. SEND, ACE's etc… and appropriate agencies will be consulted/involved.

Serious unacceptable behaviour

For the purposes of this policy, the school will define ***"serious unacceptable behaviour"*** as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of protected characteristics.
- **Harassment** – behaviour towards others which is unwanted, and has the purpose of effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Bullying** – repeated and targeted behaviour which is offensive, intimidating, malicious or insulting and that can make a person feel vulnerable, upset, humiliated, undermined or threatened.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession or use of legal or illegal drugs, alcohol, vapes or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Physical assault against a pupil or an adult

- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger to themselves or others
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a member of the senior leadership team
- Failure to hand in and/or use of a mobile phone
- Use of, or threat of use of, an offensive weapon or prohibited item
- Sexual misconduct
- Damage to school premises or property

Inappropriate use of social media or online technology

Ashton Primary School takes a zero tolerance approach to serious unacceptable behaviour and recognises the rights of both adults and children to be able to work in a safe environment.

Because of this, incidents of serious unacceptable behaviour will be reported immediately to the Headteacher or in their absence the DHT (AHT if both HT/DHT are unavailable)

The member of SLT responding will investigate the incident, gathering the views of all parties involved and then decide on appropriate and proportionate sanctions. Parents/carers will also be contacted at this point to discuss the incident. The incident will be fully reported on CPOMS.

Part of the sanction will include work with the learning mentor to conduct a reflective conversation and explore a restorative approach to taking responsibility for their actions.

Repeated incidents of serious unacceptable behaviour

Where a child is repeatedly engaging in unacceptable behaviour, this will prompt an exploration of whether there are any underlying causes for the behaviour such as (but not limited to) undiagnosed SEND, Adverse Childhood Experiences and challenging home environment. At this point a plan will be put in place to implement additional support and commission external agencies such as: Child and Family Wellbeing Service, CAMHS, Reach Behaviour, Safer Communities Team, Home Start or explore alternative provision such as Golden Hill Short Stay School or pursue a reduced timetable.

Where these approaches have been employed but the unacceptable behaviour continues or worsens, this may then lead to the child being suspended from school for a fixed term. In the most serious case, where a child's behaviour has reached a point where they pose a significant threat to the safety and wellbeing of themselves, other children and staff, the Headteacher will consider a permanent exclusion from school, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour. In the event of permanent exclusion, school will follow the guidance set out by DfE in Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- **Thrive –** Every term, each class teacher completes a Thrive assessment of their class, identifying areas of emotional development that require support.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these.

Use of reasonable force

The majority of staff at Ashton Primary School are trained in the safe use of reasonable force. Where possible, challenging situations are de-escalated however on rare occasions, the use of reasonable force is required ensure the safety of staff and pupils. At Ashton Primary School, we follow the DfE guidance on 'use of reasonable force in school'. Use of reasonable force DfE guidance

Bullying

Bullying is a behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally. At Ashton Primary School, we aim to prevent bullying by teaching the importance of value and respect during lessons and assemblies. Children are actively encouraged to talk about problems and worries and staff will always listen carefully to all involved. The school does not tolerate bullying of any kind. If an act of bullying or intimidation has occurred, immediate actions will be taken to prevent any further occurrences of such behaviour. Please refer to the anti-bullying policy for further information.

Searching, screening and confiscation

At Ashton Primary School, we follow the DFE guidance on 'Searching, Screening and Confiscation'.

Please refer to this for further information.

Staff induction, development and support

All new staff and volunteers will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

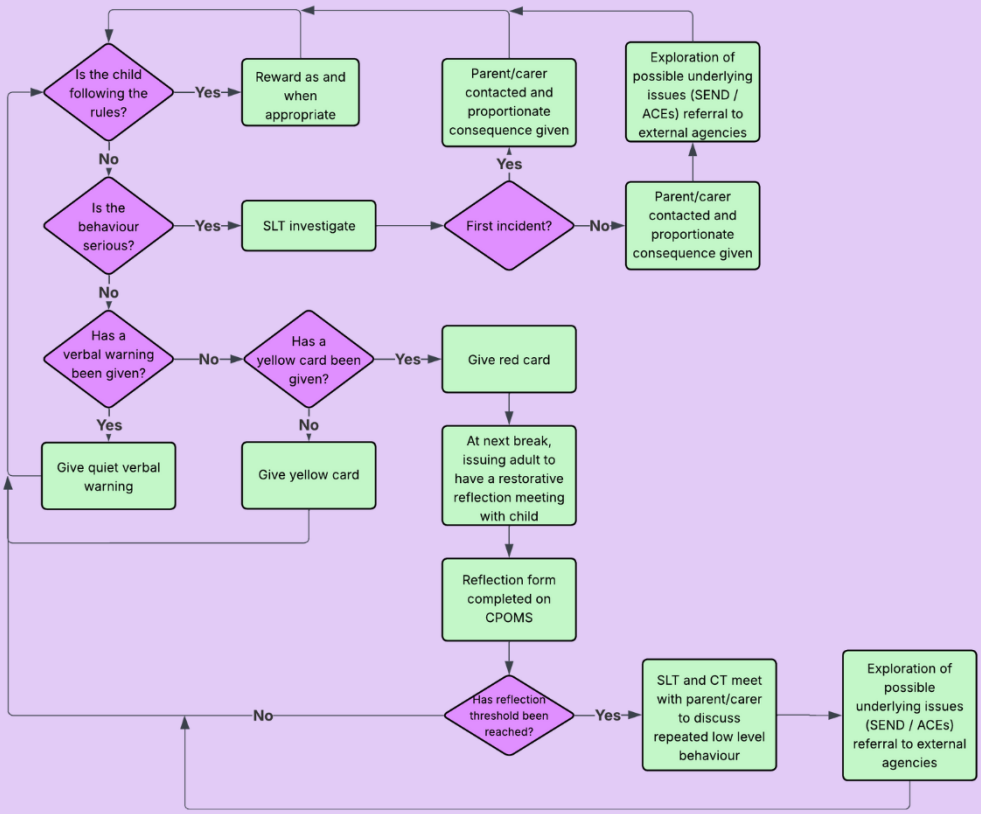
Staff will know where and how to ask for assistance if they're struggling to manage the behaviour of individual pupils.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the smooth running of the school.

Ashton Primary School

Behaviour Policy

Main points



RECORDING A RESTORATIVE CONVERSATION ON CPOMS

On CPOMS, with the child, in the 'incident' box enter the following information:

Which rule was broken? (ready, respectful, safe)

What was done to break the rule?

What was the impact of the behaviour upon others in the class?

What action does the pupil needs to take to ensure it doesn't happen again?

DEFINITION OF SERIOUS UNACCEPTABLE BEHAVIOUR

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of protected characteristics.
- Harassment – behaviour towards others which is unwanted, and has the purpose of effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- Bullying – repeated and targeted behaviour which is offensive, intimidating, malicious or insulting and that can make a person feel vulnerable, upset, humiliated, undermined or threatened.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession or use of legal or illegal drugs, alcohol, vapes or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Physical assault against a pupil or an adult
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger to themselves or others
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a member of the senior leadership team
- Failure to hand in and/or use of a mobile phone
- Use of, or threat of use of, an offensive weapon or prohibited item

DEFINITION OF LOW-LEVEL UNACCEPTABLE BEHAVIOUR

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness or disrespect
- Graffiti
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Failure of pupils to conduct themselves around school in an orderly fashion
- Aggressive play including grabbing uniform / play fighting
- Name calling and/or unkind words