



Ashby Hastings Primary School

"Inspiring minds to foster confidence"

Behaviour Policy

Adopted by Ashby Hastings Primary School on:	Date - 23 August 2021
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	2.0

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

AH-BEHAVIOUR POLICY

In order to maintain the exemplary standards of behaviour that we have achieved, all staff at Ashby Hastings work together as a team to ensure that behaviour at our school is the best it can be. In order to do this, we deal with issues of unacceptable conduct in a consistent, fair and effective manner, as outlined in this policy.

When applying this policy, individual circumstances will be considered, particularly in relation to children with SEND and other vulnerable children to ensure no discrimination takes place.

Aims

- The main aim of this policy is to instil a respect for each other, belongings and needs through the Core Value of respect and empathy.
- To be kind and caring members of our school community, who help others (Core Value: Kindness).
- To promote and maintain the high standards in behaviour (Core Value: Excellence).
- To be positive role models in relation to behaviour for others to follow.
- To remain positive at all times in relation to positive behaviour management. (Core Value: Resilience).
- To all strive to be consistent in our approach supporting each other in relation to working as a staff team to apply this policy consistently within school. (Core Value: Teamwork)
- To ensure our 'Core Pupil Values' drive pupil conduct and behaviour throughout school

Teaching

At Ashby Hastings, our 'Core Values' are an integral part of each classroom and are used to demonstrate excellent conduct, and support improved conduct of pupils as well.

Also, we teach about relationships as part of our Citizenship, Personal, Social and Health Education work (PSHE), our Spiritual, Moral, Social and Cultural (SMSC) work which is integrated within all areas of the curriculum. In addition, British Values are discussed in relation to the curriculum and in respect to incidents that may occur in school and the wider world from time to time.

We endeavour to keep the incidents of bullying to a minimum. We do this through an annual Anti-Bullying Week (Guided by The Anti-Bullying Alliance) where children are educated on what is bullying and having a 'toolbox' of ways to deal with it. Teachers treat bullying very seriously and if a solution is not found within school, parents will be informed so that a quick resolution can be found.

Rewards

At Ashby Hastings, staff use a variety of ways to encourage good behaviour and reward excellent conduct:

- Staff congratulate children verbally and develop their self-esteem using positive praise.
- Immediate recognition of success (e.g. stars, merits, marbles, house points etc.)
- Winning Houses for House Points are rewarded at the end of each half term through a variety of different events, e.g. non-uniform days.
- Good work can be shown to the Head of School for recognition.
- Governor Awards are given annually to reward one member from each class for exemplary behaviour throughout the year, trophies and badges are awarded.

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Sanctions

At Ashby Hastings, sanctions for unacceptable behaviour are used to demonstrate that there is a consequence for behaviour which is less than exemplary.

Sanction 1:

Low level incidents of distraction or disruption.

1. First warning
2. Second and final warning
3. Missed playtime (amount to be determined by an adult) to stand outside Executive Headteacher/ Head of Schools Office.

Sanctions 2:

Continuation of poor behaviour or escalation in level.

1. Removal from playground for break or lunch time for a fixed period
2. Work in isolation – if class related
3. Implementation of a weekly behaviour chart with specific behaviour targets, created in liaison with parents.

Final Sanctions:

For extreme behaviour or persistent offence without change.

Parents of perpetrator invited into school to discuss inappropriate behaviour.

- Child subject to report card to be monitored by Head of School/ Executive Headteacher, Class Teacher and parents. Meeting/phone call between teacher and parents of child in report, including Head of School/ Executive Headteacher when necessary.
- Fixed Term exclusion (from lunchtimes if appropriate) to be determined by the Head of School/ Executive Headteacher.
- Permanent exclusion.

Behaviour involving gender, race, 'hate' and/or bullying

Any incidents in school which involve comments or actions relating to gender, race, 'hate' or bullying **MUST** be reported to the head teacher for recording and appropriate sanctions followed. These will be logged electronically.

Class Information/ procedures

Kept in the class Register is a 'concerns list' which contains information pertinent to that specific class. Included on there are children whose behaviour may be erratic or of concern. This is to inform a covering teacher, at a glance, of children they should be aware of and reasons why this may happen.

If a Class Teacher, Teaching Assistant or Lunchtime Supervisor encounters a situation, whilst they are on their own with a class, in which they feel the safety of the child or other children in the class is in question they should seek the help of another adult. This may be from a nearby class or a member of the Senior Leadership Team. A walkie-talkie could be used to summon help. If a walkie-talkie is not available then asking a child/children to get an adult from a nearby class would be appropriate. If the child causing the incident cannot be safely removed from the situation then removal of the rest of the class may be necessary until the situation is calmed and safe. This incident should then be recorded appropriately and reported to the Senior Leadership Team.

Lunchtime Behaviour

Good behaviour at lunchtimes is achieved through positive praise and behaviour management. Midday Supervisors can reward children with stickers and house points.

Midday Supervisors are responsible for the behaviour and safety of all pupils during the lunch hour, therefore they are afforded the same responsibilities as any other adult in school, i.e. the ability to reward and the ability to manage inappropriate behaviour through the use of agreed sanctions.

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Consequences for inappropriate behaviour at lunch:

At Ashby Hastings, we operate the 'Time Out', for inappropriate behaviour.

The 'Time Out' is used for children who have misbehaved or need time to calm down. It is a time for them to reflect on their actions and think about how they should behave in the future.

There are many reasons when it may seem appropriate for children to take a little time out from the playground to reflect on their actions or be spoken to by a member of Senior Leadership. Here are a few:

- Any action that is deemed a danger to themselves or others.
- Inappropriate language or gestures.
- Play fighting, rough play or wrestling type games.
- Not following the rules or being deliberately disobedient.

'Time-out'

- The child will be expected to stand outside the Head's office for a designated time.
- They may be spoken to by a member of Senior Leadership Team, depending on the severity.
- Other consequences may be sanctioned, depending on the severity of the action.
- An apology should be given, if appropriate.

If the inappropriate behaviour takes place repeatedly at lunchtime a child's parents may be informed and a meeting set up to discuss the issue and seek a solution.

Parents/Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Staff will endeavour to keep parents/carers informed about any serious concerns with behaviour.

Use of Reasonable Force

All staff at Ashby Hastings have a duty (and a legal right under the Education and Inspections Act 2006) to intervene and use reasonable force in any aggressive or physical behaviour in order to keep pupils and adults safe from harm or distress. Reasonable force is **only used** in order to 'control or restrain' a pupil and will only be used as a last resort. If used to control extreme behaviour it should be recorded in a specific book in the office. Positive Handling will be used to negotiate with the child to create a safe and positive conclusion whenever possible.

All use of reasonable force is governed by the DfE's guidance document 'Use of Reasonable Force' document July 2013.

Some children exhibit patterns of behaviour which at times can be aggressive. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned.

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Appendix 1

Record of Sanctions

Name	Date	Incident	Sanction