

## THE ASHBY FEDERATION

# Behaviour Policy and Statement of Behaviour Principles

**Approved by:** Executive Headteacher  
Chair of Governors

**Last reviewed on:** September 2020

**Next review due by:** September 2021

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## 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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, at break and lunchtimes and at any other points of the school day
- Non-completion of classwork
- Rudeness to fellow pupils and staff
- Being unkind to fellow pupils

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, or discriminatory behaviour

## 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

**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 body is responsible for reviewing and approving the Written Statement of Behaviour Principles (appendix 1).

The governing body will also review this Behaviour Policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

### 5.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the governing body giving due consideration to the school's Statement of Behaviour Principles (appendix 1). The Executive Headteacher will also approve this policy.

The Executive Headteacher 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 in the behaviour log
- 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 behaviour principles
- 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 Expectations**

Pupils are expected to:

- 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
- 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**

Positive behaviour will be rewarded with:

- Praise
- House points
- Achiever letters or certificate
- SMART Stars
- Always Award
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime

- Staying in at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents

## 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. (Denton only)

## 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 headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Executive Headteacher 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
- Display their own classroom rules (Please see Appendix 2)
- Develop a positive relationship with pupils, which may include:
  - Establishing clear routines
  - 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

**The school's approach to physical restraint is detailed in the Restrictive Physical Intervention Policy.**

## **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.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions (move-up mornings) with their new teacher(s). In addition, Early Years 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, where necessary.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Executive Headteacher and full governing body every year. At each review, the policy will be approved by the Executive Headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Safeguarding Policy
- Restrictive Physical Intervention Policy
- E Safety 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, governors and visitors are free from any form of discrimination
- Staff, governors and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy. Reasonable force will only be used as a last resort and in line with the Restrictive Physical Intervention Policy.
- The Behaviour Policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and as per DfE guidelines and legislation.
- Pupils are helped to take responsibility for their actions
- Families are involved in dealing with 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 body every year.

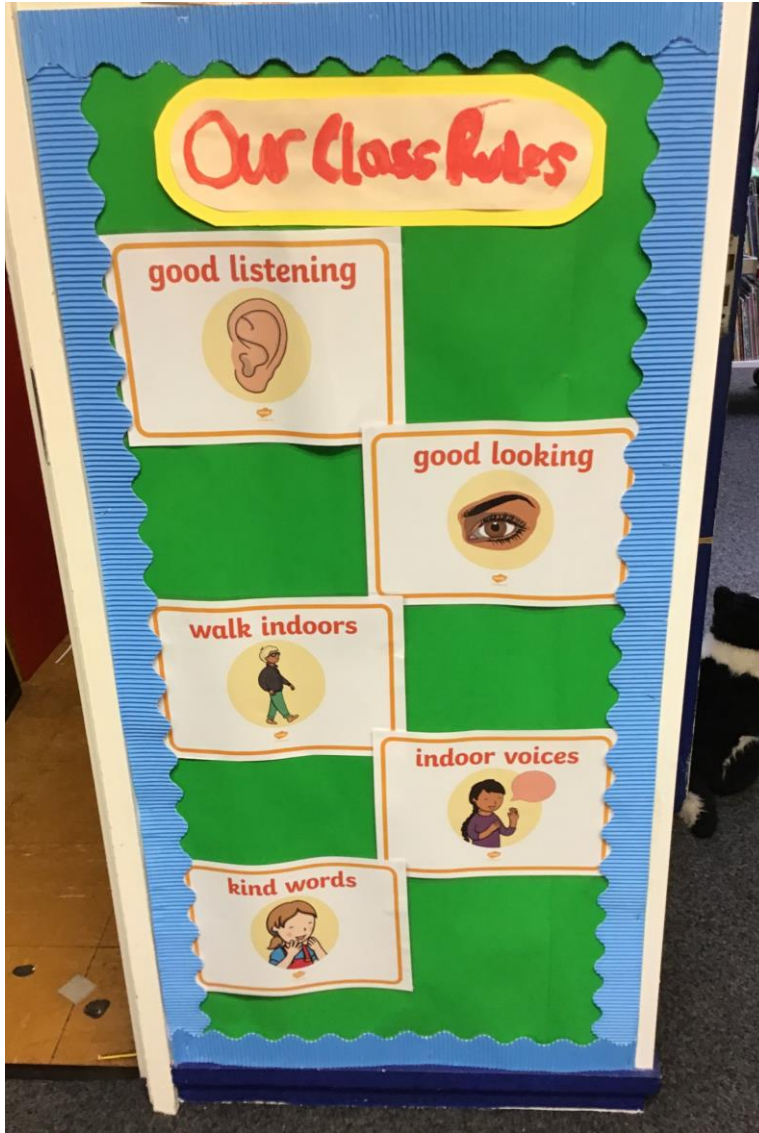


## Appendix 2: Behaviour log

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	

## Appendix 3: class rules – individual school

### Maple Class Rules



## Oak Class Rules

- Be kind to each other
- Listen to others
- Put your hand up when you want to speak
- Use indoor voices
- Walk in the classroom
- Try your best
- Be patient

## Willow Class Rules

When we move around our classroom we always walk.

We always listen carefully to the children and adults in the classroom.

We put our hand up if we would like to answer a question or share an idea.

If we feel sad or we are stuck, we will speak to a friend or a teacher.

We take it in turns when we are working in a group or playing with our friends.

We follow the social distancing rules in our classroom to keep everybody safe.

When we move around our classroom we always walk.

We always listen carefully to the children and adults in the classroom.

We put our hand up if we would like to answer a question or share an idea.

If we feel sad or we are stuck, we will speak to a friend or a teacher.

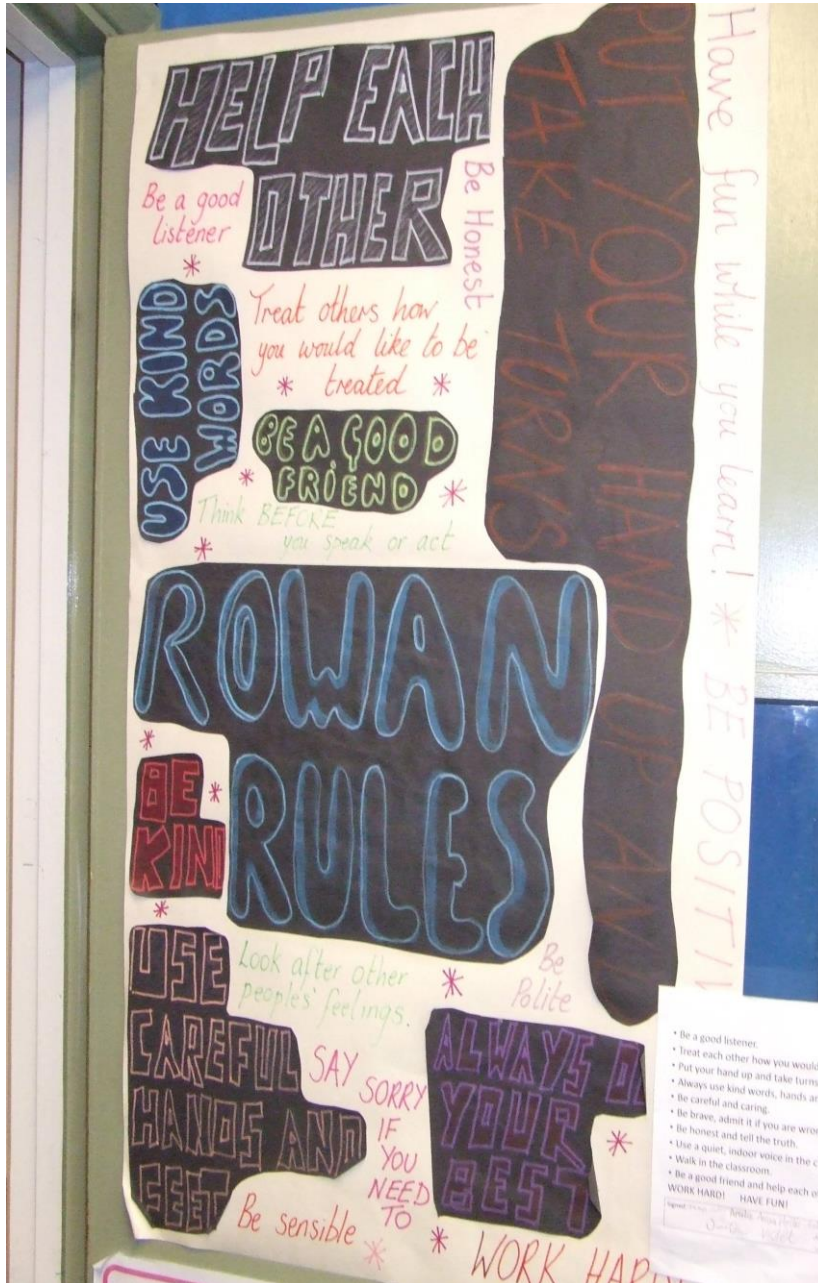
We take it in turns when we are working in a group or playing with our friends.

We follow the social distancing rules in our classroom to keep everybody safe.

## Beech Class Rules

- Please put your hand up when you want to share something with the class or an adult.
- Please show respect to items and people in the class.
- Please only use kind hands and feet.
- Please only use kind words.
- Please tuck your chair in when you get up.
- Please only walk when you are in the classroom.

Rowan Class Rules



## Sycamore Class Rules

### We will:

- be respectful of one other and property
- show kindness to one another
- raise our hand when we want to speak
- use indoor voices
- try our best at everything we do and persevere
- do what we've been asked straight away
- keep our classroom tidy
- make sure all four legs of our chairs are on the floor at all times
- keep our hands and feet to ourselves
- HAVE FUN!

Emilie

Oliner

Tilly

ⓑ

William

Ryan

Chloe

Jack

Joseph

Erica

ⓐ Alfie

Madison

Grace

Olivia

Sam

Maisy