



THE ASHBY FEDERATION

Behaviour Policy and Statement of Behaviour Principles

Approved by: Executive Headteacher
Chair of Governors

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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. Sexual harassment

How our procedure for dealing with cases involving sexual harassment is in appendix 3.

We take sexual harassment very seriously, with a zero tolerance approach. Our response to any incident relating to sexual harassment will be:

- Proportionate
- Considered
- Supportive

After all incidents of sexual harassment, the parent(s) of all pupils involved will be informed, and, if a serious incident occurred, the appropriate authorities would be informed, such as the police.

Any situation involving sexual harassment will be taken on a case by case approach, where we will consider: the age and developmental stage of the alleged perpetrator(s); the nature and frequency of the alleged incident(s); how to balance the sanction alongside education and safeguarding support.

If necessary, we will use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Staying in at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- A period of internal exclusion
- A fixed term or permanent exclusion

As a school, will take into account the victims thoughts and opinions. At all times we will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities).

We understand that lower-level incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture. To dismantle this, we encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Through our daily monitoring of their individual welfare through feelings flowers and weekly PSHE sessions, we:

- Take pupils safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Do not tolerate or accept abuse

As well as focusing on what's inappropriate, through our PSHE/RSE lessons we help the pupils to understand what good and healthy sexual behaviour means in the context of:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Our RELATIONSHIPS AND SEX EDUCATION (RSE) policy, indicates how we cover these aspects at the age appropriate level.

In the rare occasion of an incidence at the school, we will show that we are prepared to act, no matter how small the incident. Both the victim and the perpetrator will be given the safe space to discuss the incident. In the case of the perpetrator, we will offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. In the discussion we will, gently but firmly, condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences. We are aware that sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

All incidents regarding sexual harassment will be recorded using the form shown in Appendix 3.

6. Roles and responsibilities

6.1 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.

6.2 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.

6.3 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.

6.4 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

7. 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

8. Rewards and sanctions

8.1 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

8.2 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)

8.3 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.

9. Behaviour management

9.1 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

9.2 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.

9.4 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.

10. 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.

11. 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.

12. 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.

13. 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

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

Appendix 3: Sexual Harassment log

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

Appendix 4: class rules – individual school

Maple Class Rules



Willow Class Rules

Walk in the classroom and look
where you are going.

Listen to the teachers and each
other.

Put up your hand if you have
something to say.

Be patient and polite.

Always try your best.

Look after your environment and
equipment.

Beech Class Rules

- When we move around our classroom we always walk.
- We will always listen carefully to the children and adults in the classroom.
- We will put our hand up if we would like to answer a question or share an idea.
- We will take it in turns when we are working in a group or playing with our friends.
- We will keep our voices calm and always use kind words.
- We will look after each other, especially children who are younger than us.
- We will look after school property.
- We will always ask for permission before we leave the classroom.

Rowan Class Rules

We have worked together to create our class rules and we agree to follow the rules:

- look after equipment and the environment;
- think about other people - share and include them in games;
- be kind - look after other people and help them;
- listen to other people when they are speaking;
- put your hand up if you want to say something during a whole class or group discussion;
- be honest and tell the truth;
- work hard so you can do your best;
- be resilient - if something isn't going right
'Keep Trying';
- behave well to each other - use kind words, hands and feet.

Sycamore Class Rules

We will:

Be respectful to everyone and everything.

Show kindness to one another.

Think before we speak.

Treat people how we would want to be treated.

Arrive on time.

Take pride in the presentation of ourselves, our classroom and our work.

Try our hardest and persevere.

Keep focused.

Be independent.

Use indoor voices.

Raise our hand when we want to speak.

Make sure all four legs of our chairs are on the floor at all times.

HAVE FUN!