



Ashbourne Primary Behaviour Policy

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Ratified by: LGC

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How often should this policy be reviewed: Every three years

Date of next review: Spring Term 2029

Signature: _____ Chair of Teaching and Learning Committee

Signature: _____ Headteacher

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Aims and values.

It is our aim through this behaviour policy that every school member feels valued and respected, and that each person is treated fairly. Our school is a caring community which values high expectations and positivity and is held together through strong relationships and communication skills. We wish to establish a culture which is based on clear teaching and modelling of the correct behaviours; managed in a way which is warm and caring. We believe that children should learn how to be responsible for their actions, property and regard for others. We will work collaboratively with parents to create a positive ethos where all children are given all the tools they need, in order to make positive behaviour choices. We recognise that behaviour is a form of communication and that children may need support to regulate their emotions before they are able to reflect on their behaviour. We adopt a trauma-informed approach which prioritises safety, strong relationships and high expectations.

Sources

Our behaviour policy has been developed after extensive research using these sources:

- Creating a culture: How school leaders can optimise behaviour – Tom Bennett (2017)
- Running the room – Tom Bennett
- Improving behaviour in schools- The Education Endowment Foundation (2019)
- DFE Behaviour in Schools – February 2024
- Restrictive interventions, including the use of reasonable force in schools – DFE April 2026
- Keeping Children Safe 2025

Behaviour curriculum

At Ashbourne Primary, we have designed a behaviour curriculum which ensures that children are explicitly taught how to behave, this is underpinned by the values of the school's PRAISE aims.

P – Pride in our work

R – Respect for all

A – Act with kindness

I – Independent achievers

S – Stay resilient

E – Excellent behaviour

The behaviour curriculum sets out the strategies and techniques used to improve behaviour in our school so that all pupils are able to learn in a safe, calm, orderly and predictable environment.

We believe that our PRAISE aims will help us to provide a safe, friendly, encouraging and positive school environment where each person is valued and has the optimum access to their learning.

These aims will be consistently applied throughout the school by all members of staff, including the play team, teaching assistants and pastoral workers. Due to the teaching, modelling and coaching process, all children will be explicitly taught these skills. All children have a clear understanding of what is expected of them around school and therefore understand the consequences of their actions.

Children will be explicitly taught and have all behaviours modelled to them. Children will practice the different behaviours in different opportunities within school and at different times of the day. Staff will consistently remind, reinforce and re-model behaviours in a warm and caring manner. The behaviour curriculum will be taught throughout the year in assemblies with all adults then modelling in class and around school.

Our behaviour curriculum is aligned with the Zones of Regulation. Children are taught that all emotions are valid and are supported to regulate before behaviour is addressed.

In order to recognise and celebrate pupils who consistently demonstrate our behaviour expectations, staff use positive, specific and descriptive praise linked to our PRAISE aims.

In order to recognise and celebrate children that consistently follow the behaviour expectations, we use the Good2BeGreen card system. This means children display a green card in their class chart against their name to recognise that they are meeting the school's expectations. If expectations are not met, children change their card to a warning card or a red card. Please see sanctions for further information.

Rewards and Praise

It is important that children's successes are celebrated and affirmed through positive praise. Children will receive positive recognition from staff when they are doing the right thing and making good choices. Their behaviour will be described and the reason why it is positive explained.

Ashbourne Primary rewards include:

Reward	Explanation
PRAISE points	Awarded for going beyond the expected. Bronze Award = 50 PP Silver Award = 100 PP Gold Award = 200 PP PRAISE points are recorded on Dojo for parents and children to see and awards sent home.
Gem Jar	Awarded for whole class exceptional work or behaviour. 50 Gems=Whole class treat The Gem Jar whole class treat will be decided via a vote.
Star of the week certificates	Awarded for individual exceptional achievements and awarded in Friday's PRAISE assembly by the class teacher. Certificates sent home to parents.
Kindness board	Awarded for exceptional random acts of kindness going beyond expectations. Children visit the headteacher and their act of kindness is recorded in the kindness book and kindness board. Children are celebrated in Friday PRAISE assembly.
Gold Book	Awarded for exceptional achievements. Children get to celebrate with the headteacher and are recorded in the headteacher's 'Gold Book'. Achievements are shared with parents on Dojo and pupils receive a headteacher's award sticker. Children's achievements are celebrated with the whole school in Friday's PRAISE assembly. The designated Gold Book days are Tuesdays and Thursdays.

KS2 PRAISE pupil badges	Awarded for children in Y3-Y6 who consistently follow our PRAISE aims. These pupils are recognised termly and awarded with a PRAISE pupil badge which enables them to have additional privileges around school.
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Any other reward systems are only to be used with the agreement of school leaders and will often be in place temporarily.

Additional support for behaviours

As a school, we recognise our duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being disadvantaged. We value that all children have a variety of needs within their learning and learning behaviours and that some pupils will need additional support and different approaches. Therefore, when needed we work with a range of outside agencies, medical practitioners and educational psychologists to ensure that reasonable adjustments and personalised plans can be developed so that children can be successful. Some children will have an EHCP, individualised behaviour plan or wellbeing plan that is followed by all staff and shared with the child's parents/carers. Our Child and Family Wellbeing Leaders support pupils in a variety of ways throughout the school day. This may include meet and greet, intervention groups or specific 1:1 sessions.

For some pupils, particularly those who have experienced trauma or have SEND, behaviour expectations and responses are adapted through reasonable adjustments.

All children are explicitly taught:

PRAISE listening:

- Sit up straight in their chair/on the carpet two feet are flat on the floor or legs crossed.
- Hands still
- Answer questions – pupils know that everyone is expected to answer questions to the best of their ability.
- Respect others – pupils know not to interrupt others

Children are taught to do this the first time, every time, everywhere with everyone

PRAISE presentation:

- Date and WALT written on the left
- Best handwriting every time
- Neat sticking in first time, every time
- One number in a box
- Use a ruler to underline

Smart walking:

- Facing forward – pupils know that they need to look where they are going to make sure everyone is safe.
- Hands by side – pupils know that they should have their hands down by their side when walking around school.
- Steady pace – pupils know that they should walk at a steady pace and never run in school so that everyone is safe.
- Voices off – pupils know that corridors need to be calm and quiet so learning in classroom is not disrupted.

Smart dress (dress to impress!)

Uniform	Navy blue jumpers and cardigans with black or dark grey skirts, trousers or shorts. Shirts and polo shirts in white should be worn. Dresses in navy blue and white check may be worn in summer.
Bag	Book bags only as large bags and rucksacks cannot be accommodated in school.
PE kit	Navy blue shorts with school logo and navy blue t shirt with school logo. Pumps for indoor PE and trainers for outdoor PE. A dark grey or navy blue track suit can be worn in cold weather. A small drawstring PE bag (no large bags please due to storage).
Jewellery and accessories	A watch can be worn. One stud in each ear for pierced ears. These must be removed for PE. Hair accessories should be navy or gold in line with the school colours. No other accessories can be worn, including nail varnish.
Hairstyles	We like to see our children with smart, professional hairstyles, therefore children should not have ‘tramlines’ or dyed hair.

Corridor expectations

It is expected that corridors will be calm to ensure that distractions are kept to the absolute minimum. Children are expected to move around school calmly using Smart Walking. Adults are expected to consistently monitor, praise and model Smart Walking. Children are expected to keep corridors tidy and well organised at all times.

OPAL play

During OPAL play, children are expected to play safely, respectfully and responsibly, showing consideration for others, the environment and the resources provided. Children are supported to manage risk appropriately, to negotiate rules and resolve disagreements through communication and cooperation, and to seek adult support when needed.

Behaviour expectations focus on safety, consent and inclusion. Play is expected to remain consensual, with all children feeling safe and able to take part. Behaviour which causes harm, distress or exclusion to others, or which presents an unacceptable level of risk, will be addressed by adults in line with the school's behaviour policy.

Adults supporting OPAL playtimes act as playworkers, prioritising observation, facilitation and de-escalation. Intervention and sanctions are used proportionately and only when necessary to maintain safety, support regulation and protect the wellbeing of all children.

Dinner hall expectations

Lunchtime is an important part of the day for children at Ashbourne Primary School to benefit from the social conventions of sharing a meal with others. We encourage children to use good table manners, eat well and to appropriately socialise during the lunch hour. Expectations for the dinner hall include practising good hand hygiene by washing their hands before mealtime, lining up sensibly using quiet voices, using cutlery correctly, giving new foods a try, asking an adult before they begin their dessert, scraping their plate and tidying away.

Assembly expectations

Our assemblies are an important part of bringing the whole school together to share key messages which support our school values. We expect children and adults to use Smart Walking to enter and exit and listening throughout. Detailed expectations for assembly behaviour can be found in our behaviour curriculum.

Visits and visitor expectations

When school welcomes visitors in children and adults will greet visitors warmly by saying good morning/good afternoon. When children are out of school, all members of our school community act as ambassadors and representatives of our values and the highest standards of behaviour and conduct are expected. Detailed expectations for behaviour on school visits can be found in our behaviour curriculum.

Monitoring behaviour


The senior leadership team will consistently monitor and support behaviour through high visibility around school. All staff are expected to record significant incidents about behaviour on MyConcern so the Senior Leadership Team and Pastoral Team can monitor these closely, investigating further when necessary.

Behaviour data is used to identify patterns, evaluate the effectiveness of support strategies and inform school improvement.

Example behaviours at each stage serve to act as a guide. Response will often be very much context driven. For example, not keeping hands and feet to themselves can range in context, severity etc, throwing objects could be in a defiant manner or throwing something carelessly to another pupil. These behaviour stages would not apply to a pupil with an individual behaviour plan.

Ashbourne Primary's Graduated Response To Behaviour

These examples are intended as guidance only. They do not always follow a linear process.

Stages	Sanction	Response/Putting it right
<p>Level 1 - Low level disruption</p> <ul style="list-style-type: none"> -Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children -Inappropriate language (not aimed at others) -Not listening -Not keeping hands and feet to themselves -Wasting time 	<p>1st Verbal warning</p> <p>2nd Warning Card issued- the card will remain on amber until the end of the lesson when the card will be changed to green ready to start the next lesson afresh.</p> <p><u>EYFS</u> 1st Verbal warning</p> <p>2nd Time out in the classroom for 3-5 minutes.</p>	<p>Encouraging positive choices Praise those making the correct choices. Rule reminder/ quiet reminder Support children to make the right choice.</p> <p> Verbal reminder "At XXX we..."</p> <p>Children change their behaviour and turn their card back green by the end of the lesson.</p>
<p>Level 2 – Disruptive and rude behaviour</p> <ul style="list-style-type: none"> -Inappropriate language aimed at others. -Beginning to challenge authority -Treating classroom without respect/damaging property -Continued disruption to class and others despite Level 1 response -Obstructive behaviour in refusing to participate/refuse to work. -Rough behaviour 	<p>Warning Card issued</p> <p><u>EYFS</u> Time out in the classroom for 3-5 minutes.</p>	<p>Consequences/opportunities to put mistakes right may include:</p> <ul style="list-style-type: none"> Loss play/lunch time to reflect on their behaviour Work being redone Loss of sports group participation Repair and clean up Acts of kindness Restorative play Privileges taken away Letters of apology <p>These are for guidance and the teachers will use their professional judgements to make decisions on appropriate consequences.</p>
<p>Level 3 - Serious and deliberate behaviours</p> <ul style="list-style-type: none"> -Rudeness to adults -Leaving room without permission -Continued refusal to complete set tasks after having level 2 consequence. -Upsetting and name calling to other pupils -Highly disruptive behaviour -Throwing objects across the room 	<p>Red card issued sent to SLT</p> <p>Two red cards in one term = parent meeting to discuss concerns</p>	<p>Consequences/opportunities to put mistakes right may include:</p> <ul style="list-style-type: none"> Full play and lunch loss Work sent home Internal isolation for the next lesson/or rest of the day After school detention Privileges taken away Behaviour Plan Pastoral intervention

<ul style="list-style-type: none"> -Physical aggression and fighting -Bullying -Racist/Religious/homophobic behaviour 		<p>These are for guidance and the senior leaders will use their professional judgements to make decisions on appropriate consequences.</p>
<p>Level 4 – Exclusions including internal, fixed term and permanent exclusions Behaviours could include:</p> <ul style="list-style-type: none"> -Violence towards children or adults -Bullying -Persistent level 3 behaviours -Persistent offensive/ abusive language -Racist/Religious/ homophobic behaviour -Theft -Possession of prohibited items -Sexual violence -Sexual harassment 	<p>Excluded from classroom or school site</p> <p>Parents informed</p> <p>LA informed</p> <p>Trust informed</p>	<p>Consequences</p> <p>Internal exclusion</p> <p>Fixed-term exclusion</p> <p>Permanent exclusion</p> <p>Excision procedures to be followed.</p> <p>Behaviour plan written or updated.</p> <p>Risk assessment implemented if needed.</p>

Sanctions

Sanctions are given to ensure children understand the consequences of their actions, to safeguard other children and adults in school and to enable effective teaching and learning to take place. In order to be effective, they do not have to be severe but do need to be consistent and certain. Sanctions are applied as part of the school’s graduated response to behaviour and are intended to support learning, reflection and future positive behaviour

All staff will use the school’s sanctions stages to ensure appropriate and logical consequences are given along with their professional judgement and knowledge of the children to issue an appropriate consequence.

We recognise that incidents can be complex and will always investigate to ensure that the consequence to an action is based around the level of risk to others, the intention and the lead up to the event. Consequences will not always be instant as time must be allowed for investigations to take place.

Definitions:

Internal Isolation

Removal or internal isolation within school is not considered seclusion. Pupils are supervised and able to leave with permission.

Reasonable Force

Reasonable force refers to the use of physical contact by a member of staff that is proportionate and necessary to prevent harm, damage, or serious disruption. It may be used to prevent a pupil from hurting themselves or others, damaging property, or seriously disrupting the good order and discipline of the school.

Restrictive Intervention

A restrictive intervention is an action that limits a pupil's movement, liberty, or ability to act independently in order to manage behaviour that poses a risk of harm to the pupil or others. Restrictive interventions may include physical contact, changes to the environment, or other measures intended to reduce immediate risk.

Restraint

Restraint is a form of restrictive intervention that involves using physical contact to hold or limit a pupil's movement to prevent harm to themselves or others. It should only be used when necessary and must be reasonable, proportionate, and for the shortest time possible.

Seclusion

Seclusion refers to confining a pupil alone in a room or space where they are prevented from leaving.

Significant incident

A significant incident is any event where force or seclusion is used in a way that restricts movement and is more than appropriate physical contact. All significant incidents trigger statutory recording and reporting duties.

Fixed-term exclusion and permanent exclusions (see appendix 2)

The school will use suspension and permanent exclusions in response to serious incidents or persistent dangerous behaviour. The decision to make any exclusions will be made by the Headteachers and the Trust will be informed. Our exclusions policy is in line with the regulations set out by the DFE in September 2022 and the Local Authority information.

Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful, repeated and over a period of time. (STOP- Several Times On Purpose)

There are different types of bullying.

- Emotional: for example, leaving you out or hiding your things, this can be done through a third person who may spread rumours about you or get someone else to give nasty messages.
- Physical: for example, punching or kicking you.
- Verbal: for example, calling you names or being sarcastic.
- Cyber: for example, sending you nasty texts or emails.

Bullying can take different forms:

- Racial, religious, or cultural bullying where the motivation is based on someone's skin colour, culture, nationality or faith.
- Sexual: can relate to the target's gender or body, this can have a sexual and/or sexist element.
- Homophobic and Biphobic: relates to a person's sexual orientation. It is based on prejudice or negatives, beliefs or views about lesbian, gay or bi people. Individual or groups can be targeted because of their actual or perceived sexuality.

- Transphobic: relates to gender identity, it is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.
- SEN and Disability: where an individual or group are targeted because of a special education need or disability that includes learning difficulties, sensory impairments and mental health conditions.
- Appearance or health conditions: where an individual or group are targeted because of their physical appearance or a health condition, for example a disfigurement, a traumatic injury or severe skin condition.
- Home circumstances: where the motivation for bullying is based on the person's living arrangements, for example, young carers, children in care of geographic locality, i.e. where they live.

Please see our anti-bullying policy for more information.

Use of Reasonable Force and Restrictive Interventions (align training/with ACE restrictive intervention policy)

Restrictive intervention may only be used when necessary to prevent injury, criminal behaviour, serious property damage, or serious disorder, and must be proportionate, lawful and for the shortest possible time.

The school prioritises prevention and de-escalation strategies to reduce the need for restrictive interventions. Staff will use approaches such as:

- verbal de-escalation
- distraction or redirection
- providing space or time to regulate
- removing triggers from the environment
- accessing pastoral or SEND support

Any use of restrictive intervention methods must be:

- Carried out by trained members of staff (via securi-care training)
- Always as a last resort
- Applied using reasonable, proportionate and necessary force, for the minimum amount of time.
- Applied in a way which ensures the safety and dignity of all involved.
- Recorded on MyConcern as a legal requirement and reported to parents as soon as practicable.
- A full de-brief of the event will be held by SLT with any members of staff involved.
- A full de-brief of the event will be held with the child involved. This includes assessment of injuries, post incident support, immediate welfare checks.
- Training updates will be held termly for members of staff with current restrictive intervention training.

In an emergency situation all staff have the power to use reasonable force to prevent pupils from hurting themselves or others. All staff will receive training on de-escalation and safe responses to behaviour. Staff who may need to use restrictive interventions will receive additional accredited training.

The school prohibits any restraint that restricts breathing, impairs circulation, or involves holding a child on the ground.

It is unlawful to use force for the purpose of punishment.

Pupils with SEND

The school recognises that pupils with SEND may be disproportionately affected by restrictive interventions and will put personalised prevention plans, risk assessments and reasonable adjustments in place. The school must consider SEND-related triggers, including sensory regulation needs and communication difficulties, when evaluating whether a restrictive intervention is appropriate. Individual behaviour plans and risk assessments must explicitly outline prevention and de-escalation strategies for pupils with SEND.

Please see restrictive intervention policy for more information.

Seclusion

Seclusion will only be used when a pupil presents an immediate risk of serious harm to themselves or others and other strategies have been ineffective. Seclusion must never be used as a disciplinary measure and must be recorded and reported as a significant incident under statutory requirements.

While in seclusion:

- the pupil will be continuously supervised by a member of staff
- the environment must be safe and non-threatening
- the pupil will be allowed to leave as soon as the risk of harm has reduced.

Recording and reporting

All significant incidents involving the use of reasonable force, restraint or seclusion will be recorded on My Concern as soon as possible after the incident. The record will include:

- the date, time and location of the incident
- the names of staff and pupils involved
- the reason the intervention was necessary
- the type and duration of the intervention
- any injuries or distress observed
- any follow-up actions taken

Parents/carers will be informed as soon as reasonably practicable, normally on the same day.

Following any restrictive intervention, the school will review the incident to identify triggers and consider whether adjustments to behaviour plans, risk assessments or support strategies are required.

Behaviour out of school

If the school hears of bullying behaviour, intimidation or violence to others by Ashbourne Primary pupils outside of school, the Headteacher will liaise with their parents to discover if any sanction has already been given at home. The Headteacher will then decide if a sanction/additional sanction to the home one, needs to be given at school to reinforce that such behaviour is not acceptable.

Confiscation and searching

Any prohibited items found in pupil's possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline, these items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Screening and searching pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation:

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including pupils).

Mobile Phones

Following mobile phones in school guidance (Feb 2024), pupils in Y6 only, may bring their mobile phone to school but they do not need access to their mobile phones throughout the school day. Therefore, phones should be handed in to the school office on arrival and they can collect their phone at the end of the school day. Pupils do not need to contact their parents during the school day as this will be done via the school office. Parents of children in Y6 must write to the Headteacher at the start of the school year explaining why the child's mobile phone needs to be brought into school. Schools have the power to confiscate mobile phones or similar devices under the DfE behaviour in schools guidance. Mobile phones not handed in to the school office will be confiscated. Children in younger year groups are not permitted to bring in a mobile phone to school.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, never ignored and are investigated thoroughly. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case base

Sanctions for sexual harassment and violence may include:

- Phone call to parents
- Remove to SLT
- Internal isolation
- Suspension
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns about a child's safety or wellbeing. These include clear processes for:

- Responding to a report by investigating thoroughly
- Carrying out risk assessment, where appropriate, to help determine whether to manage the incident internally, refer to early help, refer to children's social care, report to the police. Please refer to our child protection and safeguarding policy for more information.

Roles and responsibilities

It is the overall responsibility of the senior leadership team to ensure that high standards of behaviour and conduct are maintained on a daily basis.

However, it is imperative that all members of the Ashbourne Primary team play their part in the teaching, learning and maintaining of high standards of behaviour at all times.

The Senior Leadership Team will

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school.
- Ensure the health, safety and welfare of all staff and children.
- Lead by example in the consistent implementation of the behaviour policy by being a positive role model. Consistency refers to shared principles and expectations, not identical responses in every situation.
- Consistently use the shared language such as Smart Walking/PRAISE learning/PRAISE listening/First time, every time when talking to children about their behaviour
- Ensure all teaching staff, support staff, play team and others will receive high quality training, CPD and resources to support the teaching and management of expected standards of behaviour.
- Regularly monitor that the behaviour policy and behaviour curriculum is being implemented with fidelity across the school, with all staff members

- Share information in regard to the effectiveness of the behaviour policy and behaviour curriculum with the governors and the Trust
- Model positive relationships alongside high expectations when praising and modelling behaviour strategies throughout the school day
- Support staff in dealing with dangerous pupil behaviour, including coaching, de-briefing after significant events and wellbeing checks.
- Support staff in strategies to be used with persistent disruptive or difficult behaviours, including the development and use of personalised behaviour plans.
- Ensure appropriate and proportionate use of sanctions are implemented in line with this policy.
- Investigate behaviours and trends logged on MyConcern, updating any actions with outcomes in a timely manner.
- Support staff to work closely with parents/carers when a child/children show challenging behaviours.

All teaching and support staff will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school.
- Explicitly teach the whole school rules and behaviour curriculum to children using the resources provided.
- Make sure that they are always present in the classroom to supervise children.
- Be positive role models- use of appropriate, warm tone of voice, language and volume to model good behaviour to children.
- Ensure that they stay in control in conflict moments to enable them to be proactive instead of reactive.
- Prepare equipment and materials before the lesson begins.
- Plan and deliver/support effective lessons, taking into account children's starting points and behavioural needs.
- Be proactive and limit the opportunities for pupils to lose focus or misbehave.
- Use positive praise and reinforcement to encourage good behaviour.
- Celebrate children's successes through verbal positive praise, PRAISE points, whole class gems, certificates, Gold Book, Kindness board and kindness book.
- Work consistently with the play team to ensure good behaviour is promoted over lunchtime.
- Use and apply the school sanctions in line with the school's behaviour policy
- Work with SLT to create personalised behaviour plans/wellbeing plans where necessary.
- Work with SLT to support the development of strategies for children showing challenging behaviours.
- Build strong links with parents, communicating successes and positive feedback as well as concerning behaviours in a timely manner- be sensitive to parents need for feedback to be given in a confidential manner, away from others.
- Consistently use the shared language Smart Walking/PRAISE learning/PRAISE listening/First time, every time when talking to children about their behaviour

The Play Team will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted during lunchtime.
- Be positive role models.
- Be proactive in using a range of strategies to limit confrontation, de-escalate situations and minimise misbehaviour.
- Greet children as they enter the dining hall.
- Use children's names when addressing them.
- Smile and use positive feedback often throughout lunch time to identify good behaviour.
- Encourage children to join in with different activities on the playground.
- Ensure children use Smart Walking around school.
- Communicate successes of behaviour and any concerns with class teacher in a timely manner
- Use and apply the school sanctions in line with the school's behaviour policy
- Ensure the chain of adults to intervene is followed correctly and matches the behaviour type
- Report significant behaviours to the class teacher or SLT depending on the behaviour type
- Consistently use the shared language Smart Walking/PRAISE learning/PRAISE listening/First time, every time when talking to children about their behaviour

Children will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted around school.
- Always follow the school rules and routines
- Accept responsibility for their actions and the impact this has on others.
- Accept feedback from adults, including sanctions for their actions, modelling of correct behaviour and use this to make better choices in the future.

Parents will:

- Support the high expectations of behaviour and conduct at Ashbourne Primary School, the behaviour policy and behaviour curriculum including sanctions.
- Work closely with school to communicate concerns and to share successes for their child.
- Inform the school of any events or changes which may impact on their child's behaviour.
- Attend meetings to discuss behaviour and conduct for their child when requested.
- Discuss the expectations of behaviour and conduct with their child, emphasising their support.
- Recognise that high quality teaching and learning is not able to take place unless good behaviour is in place.
- Be assured that all staff will respond to behaviour concerns appropriately following the schools' policies, procedures and professional judgements.

Governing body/Trust will

- Carry out their statutory duty relating to exclusions and disciplinary issues.
- Review the frequency of significant behaviour incidents.
- Give support to school in implementing policy documents, monitoring its implementation and effectiveness.

- Ensure a compliant system is in place for recording, reporting, analysing and reviewing all significant incidents
- Monitor all restrictive intervention data, analyse patterns, and ensure actions are taken to reduce their use

This policy will be published on the school website.

The policy will be part of new staff induction.

Appendix 1 - Ashbourne Primary example behaviour responses to develop consistency of high expectations

Praising from the mouth – recognising the positives	Reminders about expectations
<p>Recognise Smart Walking every time you see it. Examples:</p> <ul style="list-style-type: none"> • Brilliant, I can see you walking smartly through school. • Well done, class XX you're walking smartly out of assembly. • Thank you for walking smartly through school. <p>Recognise Smart Dress – Dress to impress!</p> <ul style="list-style-type: none"> • Everyone in class has smart uniform on today. • Your navy headband matches smartly with your smart uniform. • Everyone is wearing the smart navy PE kit today-well done! <p>Recognise PRAISE listening:</p> <ul style="list-style-type: none"> • You're sat smartly looking at me ready to learn. • Well done XXX you followed my instructions the first time I asked. • I can see you're listening because your eyes are looking and your hands are still. <p>Recognise PRAISE presentation:</p> <ul style="list-style-type: none"> • You're Date and WALT is set out beautifully, just as I asked. • Thank you, you've used PRAISE presentation today. 	<p>I need you to show me Smart Walking through school. Have another go.</p> <p>At Ashbourne Primary we do Smart Walking.</p> <p>At Ashbourne Primary we follow instructions the first time, every time, everywhere with everyone.</p> <p>I need you to pick up your pencil and start work now.</p> <p>It was the rule about... lining up/staying on task/staying quiet that you have broken. Have another go.</p> <p>Do you remember last week when you lined up smartly. Let's do that again.</p> <p>That is exactly the behaviour I need to see today...</p> <p>I can see you're not wearing smart uniform today. Tomorrow, I'd like you to dress to impress. What do you think you need to do?</p> <p>I can see you're not listening because your hands are busy and you're not looking at me.</p>

Appendix 2

After school detentions

When a child is displaying Level 3 behaviours, it may be necessary for the school to issue an after school detention. After school detentions will last up to 1 hour. The government states that schools do not have to give notice to parents for after school detention so long as the pupil can get home safely after. However, school wishes to work in partnership with parents and would therefore inform the parents and make arrangements for their collection.

Fixed term exclusion

Where the Headteacher feels that the discipline issue is so severe that time in internal exclusion would not be appropriate she has the discretion to issue a fixed-term exclusion for Level 4 behaviour. A fixed-term exclusion means that the child is removed temporarily from school. They can only be removed for up to 45 school days in one school year, even if they've changed schools. If a child has been suspended for a fixed period, school should set and mark work for the first 5 school days. If the fixed term exclusion is longer than 5 school days, the school must arrange suitable full-time education from the 6th school day for example at a pupil referral unit. For the first 5 school days of an exclusion, it is parent responsibility to make sure their child is not in a public place during normal school hours unless there is a good reason.

Reintegration from exclusion

Children returning from exclusion will attend school with their parent for a reintegration meeting. At this meeting, the child's behaviour plan will be discussed/developed. A risk assessment will be implemented if needed.

Permanent exclusion

Permanent means a child is no longer allowed to attend our school. The LA must arrange full-time education from the 6th school day.

The school will follow DfE guidance on exclusions.