



Ashbourne Primary Behaviour Policy

Policy written by: Heather Davis

Ratified by: LGC

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How often should this policy be reviewed: Every three years

Date of next review: Summer Term 2029

Signature: _____ Chair of Governors

Signature: _____ Headteacher

Minute number of ratification: LGC23/06/26/8

Aims and values

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Our school is part of ACE Derbyshire Trust. Our vision is for a vibrant community where every child's aspirations are nurtured to reach excellence. United as a family of schools, we celebrate the unique identities of our communities enabling ALL to flourish. The values of ACE Derbyshire Trust are aligned to Christian Values – Honesty, Aspiration, Respect, Kindness, Integrity

Aspiration. Collaboration. Excellence

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

Definitions

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

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.

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 Book	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. 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.

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.

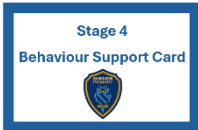
Behaviour data is used to identify patterns, evaluate the effectiveness of support strategies and inform school improvement.

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. Parental involvement may occur earlier where appropriate. These stages are not always linear. Serious behaviour may move immediately to Senior Support.

Stages explained		Example behaviours	Example responses	Example consequences
Stage 1	Seen  (Noticing and redirecting behaviour) The adult notices behaviour early and gives a subtle reminder or redirection to help the pupil return to expectations.	-calling out -low-level disruption -not following instructions first time -off-task behaviour	This may include: -eye contact -proximity -a gesture or agreed signal -removing equipment Staff remain calm and neutral. Positive behaviour is acknowledged once the child resets.	-no consequence as behaviour is quickly back on track
Stage 2	Speak 	-continued low-level disruption after a non-verbal cue	This may include: -verbal reminder(s) of the expected behaviour	-reminder of classroom expectations or PRAISE values

	(Clear verbal reminder) A clear verbal reminder(s) is given, naming the behaviour and restating the expected behaviour.	-calling out or interrupting others -not following an instruction <u>again</u> -off-task behaviour affecting learning -distracting others -misuse of equipment -lack of focus or engagement after prompt	-talking through support to help the child make the right choice -when behaviour improves, learning continues and positive behaviour is recognised verbally	-brief pause in the activity to refocus -redirection to the correct behaviour - short -private conversation with the pupil -reminder that continued behaviour will move to the next stage
Stage 3	Space  (Regulation and reset) The pupil is given time and space to regulate and reset so they can return to learning successfully.	-repeated disruption after a verbal reminder -difficulty remaining regulated in the learning environment -behaviour that begins to affect the learning of others -refusal or avoidance of learning tasks -persistent off-task behaviour -raised voice or argumentative responses -difficulty following adult direction due to emotional dysregulation	This may include: -moving seats within the classroom -accessing the regulation station -a short movement break in or outside the classroom -a short reset in a designated calm area -access to a sensory or regulation space -a brief corridor reset with adult supervision -standing, stretching or a short movement break -access to a drink of water -working in a quiet space within the classroom -use of regulation tools (e.g. fidget, breathing strategies)	-seat moved within the classroom -temporary move to a quiet workspace -short reset away from peers -brief pause from the current activity -short period of independent working -removal from group activity until ready to re-engage -adult reminder that continued behaviour will move to the next stage
Stage 4	Support  (Adult intervention) Adult intervention increases to support regulation, reflection and, where appropriate, apply consequences. A Behaviour Support card can be used to request support from another member of staff. 	-persistent disruptive behaviour despite earlier support -refusal to follow adult instructions -behaviour that significantly disrupts learning for others -unsafe behaviour or lack of awareness of safety -inappropriate or hurtful language directed at others -repeated argumentative or confrontational behaviour -damage to property -behaviour that impacts the emotional wellbeing of others	This may include: -supported regulation with a trusted adult -restorative conversation with an adult -supported reflection on behaviour -adult modelling and rehearsal of expected behaviour -brief work time with another adult -temporary removal from peer group to reset -internal isolation -check-in/check-out support during the day -visual regulation or calming strategies -guided breathing or calming routine -adult support to re-enter learning successfully -planned movement break with adult	-completing unfinished work during own time -supported reflection with an adult in own time -temporary work with support from another adult or classroom -adult support to repair relationships with peers or staff (apology, act of kindness, restorative conversation) -behaviour reflection sheet or discussion with an adult -rehearsal of expected behaviour before returning to learning -temporary removal from group activity to reset learning -completing a repair task where appropriate (e.g. tidying, helping restore resources)

			-reset and restart of the task with adult guidance -recording behaviour on MyConcern	-supported plan for successfully re-entering the lesson
Stage 5	Share  (Communication with parents) Behaviour is shared with parents/carers and relevant staff to ensure consistent support and monitoring.	-share and be transparent about behaviour concerns -identify patterns or triggers -agree strategies to support the child consistently -if there's repeated or escalating behaviours despite earlier support -patterns of behaviour causing ongoing disruption to learning -behaviours that raise concerns about wellbeing or emotional regulation -incidents where additional context from home may be helpful -behaviours that indicate the need for shared strategies or monitoring -behaviour that impacts relationships with peers or adults over time This ensures a shared approach between home and school.	This may include: -communication with parents or carers (phone call, message, or meeting) -sharing concerns with senior staff or the pastoral team -discussion with parents/carers to share strategies that support the child -agreement of consistent expectations between school and home -increased monitoring of behaviour over time -pastoral or emotional wellbeing support -implementing bespoke behaviour plan -review of behaviour support strategies -recording behaviour on MyConcern	-parents and carers are informed -temporary removal from certain activities where appropriate -increased adult monitoring during unstructured times (playtime, transitions) -temporary restriction from specific equipment or areas -temporary seating or grouping changes in class -a period of behaviour monitoring with clear expectations -structured routines/plan put in place to support positive behaviour
Stage 6	Senior Support  (Leadership intervention) Senior leaders including the SENDCo review the situation, consider further support and determine next steps where behaviour persists or is serious. In cases of serious or high-risk behaviour, further escalation may involve the CEO of ACE Derbyshire Trust.	-persistent or escalating behaviour despite Steps 1–5. Support strategies have not been sufficient due to severity, persistence, risk, or complexity -serious incidents that significantly impact safety, learning or wellbeing -behaviours that raise safeguarding concerns -aggression towards others or damage to property -repeated refusal to follow adult instructions -behaviour requiring risk assessment or additional planning -incidents requiring multi-agency involvement	This may include: -provision and support are reviewed -reasonable adjustments are considered -a Behaviour Plan or wellbeing support may be implemented or reviewed -reflect on the support already in place -removal from class -identify proactive and reactive strategies -review progress and risk -agree next steps, which may include formal procedures in line with statutory guidance -referral to external support services if required -multi-agency discussion where appropriate -behaviour is logged and monitored on MyConcern	As above and: -Removal from class -Internal isolation -Fixed term exclusion -Permanent exclusion

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

Suspension and permanent exclusion will only be used where all appropriate in-school interventions, reasonable adjustments and support strategies have been implemented and reviewed, unless there is a serious one-off incident. Only the headteacher can suspend / exclude.

All decisions will be made on a case-by-case basis and will be lawful, reasonable, fair and proportionate.

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.

Suspension 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 Leaders will be informed. The school may use off site direction. Off-site direction is when a school temporarily requires a pupil to attend another education setting to improve their behaviour, rather than suspending or excluding them. Our exclusions policy is in line with the regulations set out by the DFE in August 2024 and the Local Authority information.

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 August 2024 and the Local Authority information.

Bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.

- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)
- Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.
- Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Please see our anti-bullying policy for more information.

Use of Reasonable Force and Restrictive Interventions

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.

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.

Misuse of mobile phones, including taking or sharing images or messages that cause harm, will be treated as a serious behaviour incident and may lead to suspension or further safeguarding action.

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/62d1643e8fa8f50bfbe55c/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
- Personal mobile devices not locked in the main reception
- 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 (Please read our Mobile Devices Policy)

Following mobile phones in school guidance ([assets.publishing.service.gov.uk](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/714441/mobile_phones_in_schools_guidance.pdf) Feb 2024 and [Mobile phones in schools - GOV.UK](https://www.gov.uk/guidance/mobile-phones-in-schools) Feb 2026), pupils in Y6 only, may bring their mobile phone to school but mobile phones are not permitted to be used anywhere on the school site. 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. 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 or used on the school site will be confiscated. Children in younger year groups are not permitted to bring in a mobile phone to school.

Smart watches, and other devices that can be connected to the internet or used for communication are subject to the same expectations.

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
Recognise Smart Walking every time you see it. Examples: • 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. Recognise Smart Dress – Dress to impress! • 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! Recognise PRAISE listening: • 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. Recognise PRAISE presentation: • You're Date and WALT is set out beautifully, just as I asked. • Thank you, you've used PRAISE presentation today.	I need you to show me Smart Walking through school. Have another go. At Ashbourne Primary we do Smart Walking. At Ashbourne Primary we follow instructions the first time, every time, everywhere with everyone. I need you to pick up your pencil and start work now. It was the rule about... lining up/staying on task/staying quiet that you have broken. Have another go. Do you remember last week when you lined up smartly. Let's do that again. That is exactly the behaviour I need to see today... 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? I can see you're not listening because your hands are busy and you're not looking at me.

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.

Separation for Safeguarding

In exceptional circumstances, the school may temporarily prevent a pupil from attending the school site for safeguarding reasons. This may be necessary where allegations or concerns relating to the safety or welfare of pupils require one or more pupils to be separated while risks are assessed and managed.. Used only in exceptional, time-limited circumstances where immediate safeguarding risks cannot be managed on site. Decisions are led by the DSL, risk-assessed, recorded, regularly reviewed, and overseen by senior leaders with appropriate governance scrutiny. This is not a substitute for suspension or exclusion and is not recorded as such. Parents and governors are informed, and suitable education is arranged with relevant agencies where needed.

Suspensions

In line with the Department for Education's August 2024 guidance, the headteacher may suspend a pupil for a fixed period in response to serious breaches of the behaviour policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others. A suspension may be for part of a school day or for one or more full days, up to a maximum of 45 days in a school year. All suspensions will be recorded and reported to the local authority, Trust and Local Governing Committee. Parents will receive written notification including the reason, length, and return date, along with their right to make representations. For suspensions beyond five school days, the school will arrange suitable alternative education from the sixth day. A reintegration meeting will be held following the suspension to support the pupil's return to school. Off-site direction to another setting may also be considered as an alternative to suspension, where appropriate.

Suspension and exclusion data will be regularly reviewed by SLT and governors to identify patterns and ensure equitable practice.

Before any suspension or exclusion, the school will demonstrate that appropriate SEND support, reasonable adjustments, and interventions have been implemented and reviewed

Reintegration from a suspension

Children returning from a suspension 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.

Statutory Exclusion Process (summary)

- **Parent notification:**
Parents are informed without delay of any suspension or permanent exclusion, including the reason(s), duration, dates, and their right to make representations and request a review, as required by statutory guidance.
- **Local Authority (LA) notification:**
The LA (and Trust) are notified without delay of all suspensions and exclusions, including reasons and duration.
- **Social worker / Virtual School Head (VSH):**
Where applicable, the pupil's social worker and/or VSH are notified without delay and invited to relevant governing body meetings.
- **Local Governing Committee (LGC) review thresholds:**
 - Permanent exclusions: LGC must meet to consider reinstatement
 - Suspensions totalling more than 15 days in a term or where an examination is missed: LGC must meet within 15 school days
 - Suspensions totalling 5–15 days in a term: LGC must meet if parents request (within 50 school days)
 - Suspensions totalling 5 days or fewer: LGC considers representations only and cannot direct reinstatement
- **Reinstatement process:**
The LGC reviews the headteacher's decision and may uphold the decision or direct reinstatement (immediate or on a specified date). For permanent exclusions, if reinstatement is not directed, parents have the right to request an independent review panel.

The school will follow DfE guidance on exclusions and the ACE Derbyshire Trust Suspensions and Exclusions policy.

Guidance for parental conversations:

The following structure will be used for parental conversations to ensure consistency:

- During the conversation – do not refer to other children by name and do not engage in discussions about another child's behaviour.
- Greeting and reassurance that child is uninjured.
- Ask the parent if they have five minutes to talk, or if they would prefer you to call later.
- I'm just calling to inform you that an incident has happened today where.....
- Facts should be stated without any emotive vocabulary, using simple language and repeating statements directly.
- Where facts are unclear, please state, *it has been reported by xxxx children that.....it seems that xxxx was involved*. Do not state anything as a fact where different versions of an incident have been given. The following phrase might be helpful – *We are still looking into it, but wanted to give you an idea of what has happened today as we may need to follow this up later in the week*.
- State what has taken place – we have had a conversation and xxxx understands that this behaviour has affected xxxx and has chosen to apologise to xxxx, they have assured me that xxxxx, I am confident that they understand that....
- State purpose of contact – I am just phoning to let you know what has happened. This has been dealt with in school but xxxx may also want to tell you about it at home.

OR The message has been given that xxxx this is unacceptable behaviour and must not happen again. I would appreciate it if you could support this message by having a conversation at home.

- End with – thank you for your time. We will have a fresh start tomorrow and I'm sure we'll see more of XXXX give an example of positive behaviour eg hard work, great listening, kind behaviour.