



Behaviour Policy

Governor approval	Next review	Responsible Person
September 2024	September 2026 or as required	Assistant Headteacher

Behaviour Policy

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools: Advice for headteachers and school staff](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

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 must publish their behaviour policy online

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management
- 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 consequences

2. Rationale

At Ashdene, we consistently implement our behaviour policy in order to value responsible behaviour that contributes to the life of the school. We aim to develop children's skills in social interactions, effective relationships and a growing understanding of their own emotional and social development. Through a system of rewards, we aim to raise the self-esteem of every child by valuing good behaviour. By applying a clear and consistent consequence system, we aim to discourage undesirable behaviours to ensure that our children feel happy, safe and secure in school. Through discussion, modelling and direct teaching, we support children to know and understand the reasons for and consequences of behaviour choices, equipping them with the skills and knowledge to make appropriate behaviour choices.

Ethos

Staff and Governors believe that effective learning takes place when:

- Children feel safe, happy and secure in school.
- Excellent behaviour is consistently and positively encouraged and valued.
- Undesirable behaviour is consistently and positively discouraged.
- Staff consistently model the expected behaviours.

We recognise the value of:

- A consistent practice throughout the whole school
- High expectations of behaviour
- Rewarding good behaviour and discouraging undesirable behaviour
- Positive attitudes to learning
- Developing a sense of pride in our achievements.
- Enabling every child to achieve their potential.
- Working closely with parents

Teaching and Learning

We recognise the interrelationship between effective behaviour management and effective teaching and learning strategies. We plan for excellent behaviour through the delivery of our curriculum by:

- Delivering an interesting, creative and engaging curriculum.
- Making lessons accessible to all pupils, which includes challenge for all.
- Having high expectations of all pupils.

3. Roles and Responsibilities

The governing board

The board of governors is responsible for reviewing and approving the written *statement of behaviour principles* (appendix A).

The board of governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the board of governors, giving due consideration to the school's *statement of behaviour principles*. The Headteacher will also approve this policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, modelling this in their own practice, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.
- Directing behaviour management support and provide intervention when necessary or appropriate.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

The Assistant Headteacher – Behaviour Lead

The Assistant Headteacher, along with the support of the Senior Leadership Team, will:

- Support with behaviour management throughout the school both within and outside the classroom, ensuring consistent and appropriate use of behaviour systems.
- Monitor behaviour within school, collating and making use of data where appropriate, to identify any emerging patterns of behaviour.
- Provide appropriate training/support where necessary and share updates with all staff as needed to promote consistent and effective behaviour management throughout the school day.
- Provide regular consultation between all staff in order to support behaviour management across the school and to discuss where strategies of behaviour management can be monitored and evaluated.

Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the school's behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents accurately and in the appropriate format

The Senior Leadership Team will support staff in responding to any behaviour incidents.

Parents and Carers

Parents/ Carers are expected to:

- Get to know the school’s behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school’s behaviour policy
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Model appropriate behaviours in their interactions with all members of the school community
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

4. Pupil Code of Conduct



Pupils are expected to:

- Be ‘Ready, Respectful and Responsible’ at all times
- Display the school’s RESPECT values to the best of their ability at all times
- Aspire to be, and do, their best.
- Work to the best of their ability, helping to uphold an environment where others can learn effectively.
- Behave in an orderly and safe way in all areas of school life.
- Follow school rules and routines diligently.
- Respond positively to differences, showing respect and inclusivity.
- Wear the correct uniform at all times.
- Care for the school building and property respectfully.
- Represent the school appropriately, both within and outside the school grounds.
- Communicate politely and honestly with all members of our school community.
- Accept consequences when given and engage in restorative discussions and actions where they are needed.

These expectations are informed by the Governors’ statement of behaviour principles. All children are made aware of these expectations and they are displayed around school for reference.

5. Rewards and Consequences

As a school we have a critical role to play in helping to shape rounded, determined young people who can face the challenges of the modern world with confidence. Providing opportunities and encouraging pupils to develop a wider set of skills and qualities such as resilience, leadership, communication, empathy and

perseverance which, far from being a distraction from achievement, are vital for each pupil's successful learning. This personal development journey acts as a foundation for both individual achievement and interpersonal relationships. We aim to provide a character learning journey that can be personalised to the needs of our children, whatever their background or circumstance - encouraging our children to think critically and develop a mindset that thrives on looking at themselves and others from different perspectives.

The ultimate aim of character learning is the development of good sense and capacity to 'think and choose intelligently' between alternatives and it is with this aim in mind that the curriculum is based.

To create strong links with our personal development curriculum, we use the acronym RESPECT to outline the personal development characteristics we wish to see in pupil behaviour. These are:



Encouraging children to think differently and more deeply about their actions are significant elements of our RESPECT Curriculum.

These characteristics underpin our behaviour management and are explicitly referred to when praising good behaviour and managing undesirable behaviour. We also

Rewards

Verbal praise

Children are routinely rewarded with verbal praise and attention is drawn to positive behaviour models by doing so. Teachers aim to make links to the praise they are giving and the school's RESPECT values

Teachers may share praise with parents/carers at home time or by making a telephone call.

Merits

Merits, collected via Class Dojo, are awarded to children who demonstrate the RESPECT characteristics. All staff, including Midday Assistants, can allocate merits. Merits are collated and can be exchanged for pupil-selected reward items from the school's merit shop on a termly basis.

Assemblies

Weekly certificates are presented in an assembly. These are linked to the RESPECT values and celebrate children who have displayed the school's values to a high level.

Through our termly Jigsaw certificate assemblies, children peer-nominate classmates who have demonstrated RESPECT skills related to the current topic of study, such as *celebrating differences* and *relationships*.

Presentation rewards

To encourage pride and excellence in presentation, children are rewarded for consistently high standards of handwriting with the allocation of a pen licence, allowing children to write in pen in their schoolwork.

In Maths, excellence in presentation is rewarded with an Ashdene maths pencil.

Headteacher stickers and postcards

Headteacher stickers are given for children whose work merits heightened praise. Children are invited to discuss and share their work with the Headteacher and receive two stickers – one to be attached to the work, the other to be worn by the child.

Postcards are sent home to children and their families in recognition of children who have demonstrated the school's RESPECT values exceptionally.

Other rewards

Many other rewards can be used as positive reinforcement for good behaviour, such as a smile or a positive comment being specific to the reason for it. Stickers or written remarks are often effective.

We value the professional judgement of our staff so additional rewards may be used in some circumstances.

Consequences

At Ashdene, we employ a tiered consequence system, preceded by a verbal 'warning' and increasing from C1 to C4, with corresponding actions for each. The tiered system is used consistently through the whole school but the corresponding actions differ slightly in order to make them age appropriate as shown below.

EYFS/ KS1

- W Warning: verbal reminder – pupil is asked to make a better choice.
- C1 The child's name is written on the board. This shows that 10 minutes of break time has been lost. This is to be served outside in the playground apart from in Reception where the children lose ten minutes of their provision. This time can be earned back by making significant improvements to their behaviour in the same lesson.
- C2 The child is sent to their partner class for 10 minutes and will miss 10 minutes of their break time (e.g. 2C to 2W).
- C3 The child spends 20 minutes of lunchtime in isolation. This is to take place during their non-dining time and is spent in the supervision of a member of teaching staff who will ensure a restorative conversation takes place. All C3 consequences should be discussed and agreed with the Senior Leadership Team before being given.
- C4 The child spends lunchtime in isolation under the supervision of a member of teaching staff. A member of the Senior Leadership Team will ensure a restorative conversation takes place. All C4 consequences should be discussed and agreed with the Head Teacher/ Head of School/ Behaviour Lead before being given.

KS2

- W Warning: verbal reminder – pupil is asked to make a better choice.
- C1 The child's name is written on the board. This shows that 10 minutes of break time has been lost. This is to be served outside in the playground. This time can be earned back by making significant improvements to their behaviour in the same lesson.
- C2 The child is sent to their partner class for 10 minutes and will miss 10 minutes of their break time (e.g. 3D to 3EG).
- C3 The child spends 30 minutes of lunchtime in isolation. This is to take place during their non-dining time and is spent in the supervision of a member of teaching staff who will ensure a restorative conversation takes place. All C3 consequences should be discussed and agreed with the Senior Leadership Team before being given.
- C4 The child spends lunchtime in isolation. Lunch is eaten and playtime spent in the supervision of a member of staff. They will spend the afternoon session learning in isolation, under the supervision of the Headteacher / Head of School who will ensure a restorative conversation takes place. This should be discussed and agreed with the Head Teacher/ Head of School/ Behaviour Lead (Assistant Head Teacher) before being given.

For all children, they may be immediately removed from their classroom during lessons if they are highly disruptive; they will be expected to complete the same work as they would in class. They will then also complete the relevant consequence during break- or lunch-time. A member of the leadership team must be informed.

See Appendix C for a guide providing further details on why different consequences may be given. This is a guide and should not be taken as rigid.

All staff, including Midday Assistants, can allocate consequences. C3s and C4s must be discussed as stated above.

As part of any relevant consequence, children undertake **a restorative conversation** with an adult in which they look to understand: why the incident happened; what the impact of the child's choice was (on self and others); what better choice could be made in future and what needs to happen to set right any negative impact. Children are then supported as needed to make appropriate restoration. The adult will assure the child that the matter is then closed and that better choices are expected in the future.

All children are aware of the behaviour system and corresponding rewards and consequences; these are discussed with children by class teachers in September each year and visuals are displayed in each classroom for children to refer to.

Consistency in the application of consequences is supported with an exemplification guide (see appendix C), which outlines undesirable behaviours and appropriate corresponding consequences, and was produced from discussions with pupils and staff. These have also been shared with pupils and are on display in each classroom.

Staff are, however, encouraged to use their professional judgment when dealing with any situation and, after full investigation, may feel that a lesser or more severe consequence needs to be given than those suggested. Higher level consequences are to be discussed with the Senior Leadership Team before being allocated to the child.

Staff are also encouraged to consider the individual circumstances of an incident and any needs which are specific to the child, such as Special Educational Needs; Social, Emotional and Mental Health or safeguarding and/or trauma. Decisions on appropriate consequences may alter in response to such considerations.

Recording

Consequences issued at C3 and C4 level are recorded on our record keeping system, CPOMS. They include details of the incident, the investigation, the consequence issued and the restorative conversation. Such incidents are discussed with the School Leadership Team prior to the allocation of the consequence, are discussed with parents and monitored by the school's behaviour team.

Pupils' conduct outside the school gates – teachers' powers

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

5. Exclusion

There are sometimes exceptional circumstances, in which behaviour is so severe that none of the other consequences seem sufficient.

Fixed term and permanent exclusions

Fixed term and permanent exclusions are at the discretion of the Headteacher based on actions, evidence, the balance of probability and previous history.

Only the Headteacher or the acting Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion to a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, their parents/carers are immediately informed, giving the reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents of how to make any such appeal.

The Headteacher informs the local authority and the governing board about any permanent exclusion and about any fixed term exclusion beyond five days in any one term.

The governing board itself can neither exclude a pupil nor extend the exclusion period made by the Headteacher.

The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the local authority, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

All exclusions will be recorded on CPOMs. Letters will be sent home to parents/carers and a meeting will take place with the pupil, their parent/carer and the head/a member of Senior Leadership Team when a child returns after fixed term exclusion or if the appeal of a permanent exclusion is upheld.

6. Behaviour management

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 the classroom routines clearly and to make reference to these in order to support classroom management
- Both display and promote the RESPECT characteristics through their own behaviour and their interactions with learners
- Develop a positive and mutually respectful relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines and consistent expectations
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Employing a range of strategies for dealing with low-level disruption
 - Using positive reinforcement

- Using non-confrontational, assertive language to manage behaviour

Zones of Regulation

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. In school we teach the children to use the Zones of Regulation in order to help the children to organise their feelings, states of alertness and energy levels into four coloured zones – Blue, Green, Yellow, and Red. Ultimately, we aim to teach the children how to regulate their zones in order to meet their goals and task demands, as well as support their overall well-being.

Reasonable Force

School staff are enabled by statute to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or if under the age of criminal responsibility, from committing what would be a criminal act for an older pupil).
- Causing damage to property.
- Causing personal injury.
- Prejudicing the maintenance of good order and discipline at the school or among any pupils at the school whether during a teaching session or otherwise. This is regardless of whether the behaviour in question would constitute a criminal offence or not.

The power to use reasonable force applies to:

- Any member of staff at the school.
- Any other person whom the Headteacher has authorised to have control or charge of pupils. This can include people who have been given that power temporarily, such as unpaid volunteers (eg. parents accompanying pupils on school-organised visits).

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation

Any prohibited items found in pupils' 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.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#), which states that schools can search for:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

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.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year and overseen by the senior leadership team.

Equality Act 2010

Meeting our duties

Under the statutory duties, all schools have responsibilities to promote race, disability and gender equality. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Policy Statement

1. The School acknowledges and welcomes diversity among pupils, staff and visitors.
2. We do not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins or physical or mental abilities.
3. We promote the principles of fairness and justice for all through the education that we provide in our School.
4. We ensure that all students have equal access to the full range of educational opportunities provided by the School.
5. Ashdene is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
6. We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
7. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
8. We will make reasonable adjustments, when required, in order to: increase access to the curriculum; improve access to the school building; and improve delivery of information.

Parent Partnership

We recognise the importance of positive home school communication and relationships. Parents are kept informed, as far as possible, both about behaviour which meets the expectations of the school, as well as that which gives cause for concern. At Ashdene we:

- Create a welcoming environment.
- Encourage parental involvement in the classroom and in home learning.
- Believe in early contact with parents of pupils who are experiencing difficulties.
- Have a *pupil code of conduct* to clearly outline our expectations.
- Encourage all members of the school community to model the behaviours outlined in the *pupil code of conduct*.
- Ask that parents are understanding of the need for consequences within the school environment and supportive of the school's aims in making appropriate use of them to deal with behaviour incidents.

Appendix A

Statement of behaviour principles from the Governing Board of Ashdene Primary School

The Department for Education requires governing bodies to publish a statement of behaviour principles for their school. This is purely a statement of principles and not practice. Practical applications of these principles are the responsibility of the Head Teacher.

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Ashdene Primary School is proud to be a Rights Respecting School and we share a strong and passionate commitment to Rights Respecting values. The school’s aim is to approach discipline in a positive and consistent way. We promote a positive attitude to behaviour by focusing on values so that all children can reach our school aims. These values are felt and believed; they are seen and heard throughout the day. A set of core values, underpinned by British values - democracy, the rule of law, individual liberty, mutual respect and tolerance - gives all in our community a common purpose, an ethos that supports our pupils as reflective, analytical and responsible learners and in turn promotes quality teaching and learning.

At Ashdene Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The Governors at Ashdene Primary School believe that the principles underlying our schools behaviour policies and practice should include:

The right for everyone to feel safe at all times:

- All young people, staff and other members of our school community have the right to feel safe at all times whilst in school or whilst participating in school activities and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. Measures to protect children should be set out in the appropriate policies, reflecting the duties of the Equality Act 2010.

Inclusivity and Equality:

We are dedicated to promoting high standards of learning, attainment and care to improve outcomes for our children and staff and to maintain good relations across the whole school community. We believe that

all members of our school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. We are also committed to adhering to the fundamental British values and we will actively challenge any member of the school community expressing opinions contrary to these values, including 'extremist' views. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. The school's legal duties in order to comply with the Equality Act 2010 and which are described in the school's Equality Objectives will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard any vulnerable pupils.

School Rules:

- At the beginning of every school year, the children will explore the school rules.
- We believe and support consistent systems, in taking responsibility for our behaviour – in the choices we make and the consequences.
- Governors expect that all staff, visitors and parents will support our values, rules and policies and ensure consistent applications and expectations across the school day including beyond the school gates.

High standards of behaviour:

- We strongly believe that high standards of behaviour lie at the heart of our school and its success in helping us work towards our vision of giving pupils the confidence to embrace life and encourage a love of learning.
- Every child has the right to learn in a safe and stimulating environment and staff have the right to teach in a classroom in which they feel they are valued and respected too.
- We also believe that the expectation of high standards of behaviour as required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful and independent individuals in the wider community and active citizens of the future.
- Good behaviour is not just about respecting those around you and their rights to learn but also looking after our school property and resources.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.

Managing behaviour

- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- Staff have the power to search and screen pupils where prohibited or banned items are suspected to be in a pupil's possession. The guidance for this should be outlined in the school's Behaviour Policy.
- Physical restraint may be used by staff in instances where it is deemed necessary. Incidents of physical restraint must always be used as a last resort and be applied using the minimum amount of force and for the minimum amount of time possible.

- We recognise that the use of rewards and consequences must have regard to the individual situation and must be applied fairly, proportionately and reasonably, taking into account SEN, disability and the needs of vulnerable children, offering additional support to meet behaviour expectations if necessary.

Rewards:

- A school priority is to encourage good behaviour and promote self-discipline. We believe that positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in school.
- The Governors expect that any reward system is explained to others who have responsibility for our pupils.
- We monitor the general behaviour at the school as well as the behaviour management systems in place regularly to ensure there is consistency, fair application and effectiveness.

Consequences:

- Consequences for unacceptable/poor behaviour should be known and understood by all staff, pupils and parents/carers including extended provision.
- Restorative approaches should be used where possible, so that children learn to reflect on their behaviour and its consequences, and to make reparation where needed.
- It is important that consequences are monitored for their proper use, consistency and effective impact.

Wider school considerations:

The school behaviour policy should outline that teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

The school also has a policy outlining how it deals with allegations made against staff. The pastoral support available to staff accused of misconduct should be included in Staff Discipline policy/procedure documentation.

The statement has been adopted by the Governing Body as a whole, following consultation with the Head Teacher and members of the school community and will be reviewed in line with the Behaviour Policy every three years.

Appendix B

Pupil screening, searches and confiscation of prohibited items.

Staff at Ashdene Primary School have the right to screen and search pupils in line with government guidance.

Searches can be undertaken without consent where there is a reasonable suspicion that a pupil may have in their possession any prohibited item.

Prohibited items are defined as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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 the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

These include:

- prescribed medication which is not permitted to be held by the pupil
- non-prescribed medication and herbal 'remedies'
- other items which may pose a safety hazard
- mobile phones and IT devices, including specific content
- any further items deemed necessary for removal to ensure the safe and orderly undertaking of school activity

Appendix C

Consequence implementation guide

As part of Ashdene's behaviour policy, we seek to ensure that 'undesirable behaviour is consistently and positively discouraged'.

To support consistency in our application of consequences, the lists below outline behaviours and the consequences they would normally receive – this is, of course, sometimes influenced by context and wider factors, and **should not be taken as a rigid guide**.

C1

Shouting out
Failing to follow instructions
Provoking /teasing others
Unkind comments
Disrupting others' learning
Misuse of resources, items & objects

C2

Failing to correct behaviours following an S1
Refusing to follow instructions

C3

Play fighting
Unintentional harm due to poor choices
Property damage due to lack of care
Disrespect to others
Threatening words / behaviour

C4

Intentional harm / violence
Racism
Bullying
Swearing
Deliberate damage to property
Homophobic language
Forcing a person to do something they don't want to do
Theft