Ashurst Wood Primary School

**Promoting Positive Behaviour and Conduct Policy**

*Based on When Adults Change Everything Changes 2018 – Paul Dix*

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### Updated June 2023

### Review date Summer Term 1 2025

**1. Policy statement**

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour and conduct policy guides staff to teach self-discipline not blind compliance. It echoes our vision with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

**Our School Charter** (RRS)\*

Ready to learn

Respectful of everyone

Safe in our behaviour

This policy outlines expectations for our children’s behaviour. It extends to all members of our community. Good behaviour and self-discipline have clear links to effective learning. They are vital for children to carry with them both during and after their school years. Staff adhere to a framework of restorative principles that help children recognise the importance of self-regulation and good behaviour. It echoes our vision and values with an emphasis on mutual respect, a partnership approach to managing poor conduct and dynamic interventions that support staff and children. Ashurst Wood Primary School community values diversity and seeks to give everyone in school an equal chance to learn, work and live − free from the action, or fear, of racism, discrimination, or prejudice. We work together to develop the potential of all children and establish a community that is just and fair for everyone who works at or visits our school. At Ashurst Wood Primary School we value good behaviour in the classroom and elsewhere to promote the school as a learning community and ensure safe and effective learning environments. The highest regard is given to quality relationships between adults and children. We seek to develop independent young people who are self-disciplined and who are able to self-regulate and manage their behaviour. Governors contribute fully to school life, providing both support and acting as critical friends.

Appendix 8: Governor behaviour statement.

**2. Aim of the policy**

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour, we promote good relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility. The key aims of this document are:

• To create a culture of exceptionally good behaviour: Ready For Learning and Ready For Life

• To ensure that all learners are treated fairly, shown respect and to promote good relationships.

• To use “affective language “which encourages the learner to engage positively and understand the impact of their behaviour.

• To refuse to give learners attention and importance for poor conduct

• To help learners take control over their behaviour and be responsible for the consequences of it.

• To build a community which values kindness, care, good relationships, good temper and empathy for others.

• To promote community cohesion through improved relationships.

• To ensure that excellent behaviour is a minimum expectation for all.

**Purpose of this policy**

To provide simple, practical procedures for staff and children that:

• Recognise behavioural norms

• Positively reinforce behavioural norms

• Promote self-esteem and self-discipline

• Teach appropriate behaviour through positive interventions.

**Standards of behaviour**

The school understands the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate children or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable children may face. Staff are trained to deal with behavioural issues as part of their continual professional development.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child’s behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff must be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to check that children are using the school grounds respectfully and behaving appropriately. This will support the building of positive relationships outside the classroom.

We recognise that where individual children are engaging in continuing disruptive behaviour this can be as a result of mental health needs. If such needs are identified we will do all we can to ensure that the child receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of children with SEN and/or disabilities. Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children. An Individual Learning Plan (ILP) or Behaviour Plan will be used for children who’s SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school’s special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of children’s social, emotional and behavioural skills.

**Consistency in practice**

• Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

• Consistent follow up: Ensuring ‘certainty’ at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

• Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

• Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

• Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

• Consistent respect from the adults: Even in the face of disrespectful learners!

• Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

• Consistently reinforced rituals and routines for behaviour around the school: In classrooms, around the site, at reception.

• Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

**Working with Children**

Ashurst Wood Primary school expects all children to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other children or staff will not be tolerated. Children are ambassadors for our school including when travelling to and from school premises, and we expect them to act accordingly. Children are expected to follow school rules, listen and follow instructions. School work and homework should be well presented, completed to a high standard, and handed in on time. If children are struggling to meet the requirements of their workload for any reason, parents should discuss this with the class teacher who will work with them to devise a solution.

**All staff**

1. Meet and greet the children every day.

2. Refer to ‘Ready, Respectful, Safe’

3. Model positive behaviours and build relationships.

4. Plan lessons that engage, challenge and meet the needs of all learners.

5. Use recognition mechanisms throughout every lesson.

6. Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.

7. Follow up every time, retain ownership and engage in reflective dialogue with learners.

*\*PIP & RIP: praise in public; reflect, restore (and reprimand) in private.*

**Classroom/teaching space**

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour they wish to see; not pander to attention seekers. All children must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

**Key Steps and actions in tackling behaviour**

|  |  |
| --- | --- |
| **Steps** | **Actions** |
| 1) Redirection / Reminder | Gentle encouragement, a ‘nudge’ in the right direction. A reminder of our three simple rules - **Ready, Respectful, Safe** delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. |
| 2) Caution | A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.  “stop, think, ……..make the right choice”  “think carefully about your next step” |
| 3) Last Chance  (5 minutes after class for restorative conversation/10 minutes in reflection time) | Speak to the pupil privately and give them a final opportunity to engage.  **Use the 30 second scripted intervention**  • **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now.  • At Ashurst Wood, we… (refer to the 3 school rules – ready, respectful and safe)  • **Because of that you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)  • **See me for** 5 minutes after class/during break  • **Do you remember yesterday/last week when you**... (refer to previous positive behaviour)?  • **That is who I need to see today**...  • **Thank you for listening...** then give the child some ‘**take up’ time**.  If the warning is not heeded and the behaviour continues this must be recorded. At this point the learner may be informed that they will have to miss minutes from the next break/lunch time in reflection time.  Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break. |
| 4) Cool Off | Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space  It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves |
| Consequences Communication with parent/ carer  A formal meeting with SLT and parents/carers.  Exclusion | If a child has two incidents in a week requiring reflection the class teacher must inform parents.  If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. Meetings must be recorded.  A serious breach may lead to a fixed term exclusion. |

**Unacceptable Behaviour**

Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in serious action and possibly exclusion, depending on the circumstances:

• Verbal abuse to staff and others.

• Verbal abuse to children.

• Physical abuse to/attack on staff. •

* Physical abuse to/attack on children.
* Bullying (including cyberbullying in any form which takes place both in and out of school).
* Damage to property with intent.
* Misuse of illegal or legal drugs.
* Theft.
* Serious actual or threatened violence against another child or a member of staff
* Sexual abuse or assault.
* Supplying an illegal or legal drug.
* Carrying an offensive weapon.
* Arson.
* Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child’s behaviour.

**Our School Rules: Ready, Respectful, Safe**

**Ready**

• We arrive at school on time, every time.

• We get to lessons on time.

• We wear our uniform with pride and have the right clothes for PE and playing outdoors.

• We make sure we have the right equipment for all lessons.

• We take part fully in lessons and show resilience.

**Respectful**

• We always listen when an adult is talking.

• We are polite and show good manners to everyone.

• We respect difference and know we are all equal.

• We look after our equipment and share it.

• We look after our environment and never drop litter.

• We queue sensibly and always tidy up.

**Safe**

• We follow instructions – first time, every time.

• We stand up to bullying of any kind.

• We walk sensibly around our school.

• We know who to go to for help and support.

• We stay safe online and outside school.

**Recognition and rewards for effort**

‘It is not what you give but the way that you give it that counts.’

We recognise and reward learners who go ‘over and above’ our standards. Our staff understand that at Ashurst Wood Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is ‘over and above. This may take the form of a positive note home, a phone call or a face to face chat. Children who demonstrate the three core rules will be acknowledged with achieving a House Point for their team. Other rewards and recognition of achievement include, stickers, receiving an awesome certificate, Headteachers Awards, student leadership roles, certificates.

Celebration Assembly

Our celebration assembly is an opportunity for selected children from each class to be identified as students of the week. These children will have consistently gone “over and above” in our school rules and vision during the week. The children receive a certificate and house points. There are also further opportunities to celebrate achievements both within school and from home.

**Working with Parents and carers**

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that all parents respect and support the school’s behaviour policy and the authority of the school staff by:

• Building school life into a natural routine.

• Ensuring your child is at school on time, appropriately dressed, rested, and equipped.

• Encouraging your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child’s learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Headteacher to discuss their child’s behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, parents must provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

Managing Behaviour

Engagement with learning is always our primary aim at Ashurst Wood Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

**Exclusions**

**Fixed Term Exclusions**

Ashurst Wood Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school’s behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil’s reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

**Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Ashurst Wood Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

**Restorative Practice**

Ashurst Wood Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children’s access to learning. Efforts will be made to establish the truth of a situation and a ‘cooling down’ period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

**Pupils’ conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances ‘to such extent as is reasonable’.

Subject to the school’s behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child 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.

**Children with Social, Emotional and Mental Health Problems**

In the rare instances that children reach a level of fixed-term exclusion it is likely they could be categorised as SEMH (Children with social, emotional and behavioural difficulties) and have a level of high need. At this point or before, it would be appropriate to have a multi-professional meeting, including the parents to discuss an ILP or Behaviour Plan. At this meeting, plans will be made to minimise possible permanent exclusion.

Children with SEMH may have issues at home or a medical condition. These children can find it difficult to be praised, struggle to link consequences with actions, feel ‘cornered’ and react in an extreme way. Friendships and relationships are crucial for these children. Some of the options for supporting a child with SEMH include:

• Temporary part-time timetables

• Access to support Family Support Worker (FSW)

• Support from a Teaching Assistant

• Adapting the curriculum

• Individually adapted rewards

• Providing responsibilities

Dealing with children with SEMH is always a balance between the needs of inclusion of the individual and the entitlement and welfare of others. It is crucial that we maintain a climate of support and understanding for the child, their family and the members of staff involved with them. In these cases, the SENCo and Learning Mentor will be involved, as well as Parents. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

**Links with other policies**

This behaviour policy is linked to the following policies:

* KCSIE
* Safeguarding Policy
* School Attendance Policy
* Physical intervention Policy
* SEND Policy

**Reasonable Force**

At Ashurst Wood Primary School staff are trained in Positive Handling. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. Please see Physical Intervention Policy.

Appendix 1 Classroom poster

The Ashurst Wood way

This is how we do it here….

At Ashurst Wood Primary School our vision is for everyone to have

a love of life, a love of learning and a love of people.

We set high expectations of behaviour and respect for each other

underpins everything we do.

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**Microscript**

**30 second scripted intervention**

* **I have noticed that** you are …(Having trouble getting started, wandering around etc.) right now.
* **At Ashurst Wood, we**…(3 rules)
* **Because of that you need to** …(refer to actions to support behaviour e.g. moving to another table, complete learning another time)
* **See me for 2** minutes after class.
* **Do you remember yesterday/last week when you**… (refer to previous positive behaviour)?
* **That is who I need to see today**…
* **Thank you for listening**…then give the child some **‘take up’ time.**

**Restorative Justice**

* What happened?
* What were you thinking at the time?
* What have you thought since?
* How did this make people feel?
* Who has been affected?
* How have they been affected?
* What should we do to put things right?
* How can we do things differently in the future?

**Stepped Sanctions**

1. Reminder (3 riles) privately if possible
2. Caution(outline behaviour and consequences)
3. Last Chance (30 second intervention)
4. Cool off (time in another classroom / nurture / thinking spot)
5. Repair (Restorative conversations)

**Visible Adult Consistencies**

1. Meet and greet
2. First attention to best conduct
3. Calm and caring

**Relentless Routines**

Fantastic walking legendary lines Hand signal for stop Eyes on me

**Over and Above**

1. Vision
2. Effort
3. Initiative

**Rules**

**Ready**

**Respectful**

**Safe**

Appendix 2 Restorative Practice at Ashurst Wood Primary School

**Definition**

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative

**Practices in Schools is about:**

• building safer schools

• changing behaviour not punishing

• adults modelling restorative approaches

• finding ways to repair harm

• supporting staff, children and families to use RP to build community

**Why use a restorative approach?**

• Punishment doesn’t meet needs of those who suffered

• May be kudos or ‘street cred’ attached to the punishment

• Offenders don’t have to face full effects of actions

• Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive

• If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

**Restorative Questions 1**

To respond to challenging behaviour:

• What happened?

• What were you thinking about at the time?

• What have your thoughts been since?

• Who has been affected by what you did?

• In what way have they been affected?

• What do you think you need to do to make things right?

**Restorative Questions 2**

To help those harmed by others’ actions:

• What did you think when you realised what had happened?

• What have your thoughts been since?

• How has this affected you and others?

• What had been the hardest thing for you?

• What do you need to do to make things right?

Appendix 3 General Procedures

**Lining up**

* Hand bell is rung
* Children move immediately to their designated lining up spots.
* If children are on the field, children to walk orderly to their playground spots
* Staff to meet the classes at their spot promptly and ensure lines are quiet before entering the school

**Moving around the school**

* All children should enter and leave all rooms in an orderly fashion. Standing to one side to let others pass
* Teachers will supervise cloakrooms at the changeover of lessons.
* Everyone should walk at all times and keep to the right.
* Courtesy should be shown at all times.
* All teachers should greet children from all year groups, with uniform or behaviour reminders given where appropriate.

**In the Classroom**

* Teachers should discuss the school rules and how this applies to their classroom contract.

The school rules are:

**We are ready.**

**We are respectful.**

**We are safe.**

**Routines should be in place for**

* Positively entering and leaving the classroom.
* Getting out and clearing away materials.
* Accessing the cloakroom.
* Getting changed for P.E.
* Getting the attention of the class.
* Wet play.

**During Lunchtimes**

* Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
* Decide on the course of action, using the right choices behaviour system and language
* Build relationships with children by getting to know children’s names.
* If a child tells, listen to them.
* Decide on the course of action, using the right choices behaviour system and language
* Do not threaten disciplinary action straightaway.
* Hear both/all sides before taking action.
* Ensure that all children have a chance to speak and put their point of view.

**In the Hall**

* Children line up and enter and leave in a quiet orderly fassion, accompanied by their teacher.
* For assemblies uniform should be checked before going into the hall.
* Assembly order’ lines are good practice and ensure that children who are likely to chat are not sitting together.
* During assembly, children should sit in silence unless asked to participate.
* Two members of staff should be present in all assemblies and all staff in an achievements assembly.

**On educational visits**

* Children should wear school uniform in so far as it is appropriate.
* Lining up should be in register order.
* Routines used in the classroom should be used when on trips or visits.

The Crew- The role of a Crew member is:

* To help include children who are on their own.
* To help children who have hurt themselves.
* To be friendly and caring to everyone.
* To be approachable.
* To encourage children from different year groups to mix.
* To introduce and encourage playground games.
* To support staff who are on duty.
* To ensure children are following the playground rules.

Appendix 4 – Middle and Senior Leaders

**Middle Leaders**

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show unified consistency to the children.

**Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the children.

Senior leaders will:

• Meet and greet children at the beginning of the day

• Be a visible presence around the site and especially at changeover time

• Celebrate staff, leaders and children whose effort goes above and beyond expectations

• Regularly share good practice

• Support middle leaders and teaching staff in managing children with more complex or entrenched negative behaviours

• Use behaviour data to target and assess school wide behaviour policy and practice

• Regularly review provision for children who fall beyond the range of written policies

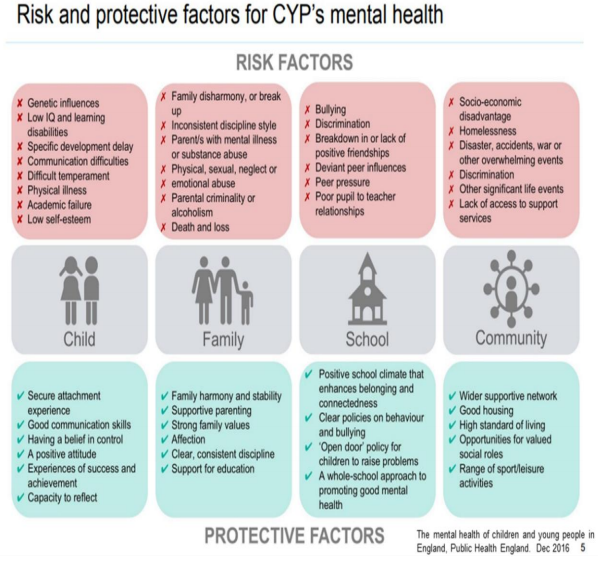
• Be a daily visible presence around their corridor and the site.

• Take time to welcome children at the start of the day

**Recognition and rewards for effort**

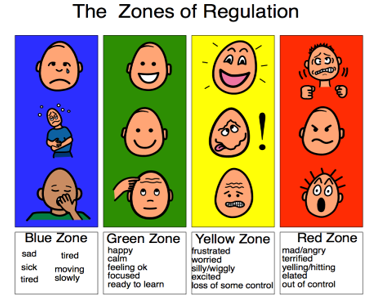
We recognise and reward children who go over and above our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be overestimated. It is the key to developing positive relationships, including with those children are hardest to reach.

Appendix 5-Risk and protective factors



Appendix 6

At Ashurst Wood children are taught to be aware of their emotions and to self-regulate these. The tool we use is zones of regulation.



Appendix 7 Behaviour C

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Be **READY**

Be **RESPECTFUL**

Be **SAFE**

We arrive at school on time, every time

We get to lessons on time

We wear our uniform with pride and have the right clothes for PE and playing outdoors

We make sure we have the right equipment for all lessons

We take part fully in lessons and show resilience

We always listen when an adult is talking

We are polite and show good manners to everyone

We respect differences and know we are all equal

We look after equipment and share it

We look after our environment and never drop litter

We queue sensibly and always tidy up

We follow instructions first time and every time

We stand up to bullying of any kind

We walk sensibly around the school

We know who to go to for help and support

We stay safe online and outside school

Ashurst Wood Behaviour Charter RRS

Appendix 8 – Governing Body Behaviour Principles

**Ashurst Wood Primary School Governing Body**

**Statement of Behaviour Principles**

Section 88(2) of the Education and Inspections Act 2006 requires the governing body to:

a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and

b. notify the head teacher and give him or her related guidance if the governing body wants the school’s behaviour policy to include particular measures or address particular issues.

This statement is to be taken in conjunction with the school behaviour policy and home school agreement which are reviewed and approved annually by the governing body.

The Behaviour Policy is publicised to staff and families every September. It is also available on the school website.

Principles

1. **The importance of good behaviour:** The Governors of Ashurst Wood Primary School strongly believe that high standards of behaviour lie at the heart of a successful school and enable (a) all pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to teach and promote good learning without interruption or harassment.

2. **Safety at school:** All pupils and staff have the right to feel safe at all times in school. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school. The Governors expect procedures to be in place and well-known, and measures to be taken when necessary to ensure the safety of all at the school.

3. **Discrimination and bullying:** Ashurst Wood Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-Bullying Policy that is known and understood by all, and is consistently applied and monitored for its effectiveness. The Governors expect measures to protect pupils from bullying and discrimination on the basis of gender, race, ability, sexual orientation or background to be clearly set out and regularly monitored for their effective implementation.

4. **Equality and safeguarding:** The school’s legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, are set out in the Behaviour Policy and known to all staff. The Governors expect that the implementation of the Behaviour Policy will be regularly monitored and the results of monitoring reported to them.

5. **Parents and carers:** Parents/carers should be encouraged and helped to support their children’s education, just as pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils’ behaviour are outlined in the Behaviour Policy.

6. **School rules:** The School Rules are clearly stated in the Behaviour Policy. These set out expected standards of behaviour, which should be displayed in all classrooms and other relevant parts of the school, and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness by the class teacher and the leadership team.

7. **Consequences** for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of consequences should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

‘Unofficial’ exclusions are illegal and are avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if she/he fears that one may take place, e.g. if illegal drugs are discovered during a search, cyber-bullying is reported, or there is evidence of criminal harassment. The Governors expect consequences to be monitored for their proper use and effective impact.

8. **Procedures:** The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy or in separate policies:

a. The power to use **reasonable force** or make other physical contact: the situations in which reasonable force may be used should be stated. A definition of ‘reasonable force’ should be included, which should also explain how and when pupils may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint. This information is detailed in the Physical Intervention and Use of Reasonable Force Policy.

b. The power to **discipline outside the school gates**: disciplining beyond the school gates covers the school’s response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that consequences can be applied in these circumstances.