



Ashby Hastings Primary School

"Inspiring minds to foster confidence"

Behaviour Policy

Adopted by Ashby Hastings Primary School on:	Date: 8 th September 2023	
This policy will be reviewed	As policies, procedures and regulations are updated.	
Version	4	
Signed by Chair of Governors:	Charlotte Owen	
Reviewed:	Date:	Initials:
	11 th May 2025	RM
	26 th March 2026	RM (Governing Board)

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

AH-BEHAVIOUR POLICY

At Ashby Hastings Primary School, we are committed to providing a caring, friendly and safe environment for all pupils so they can learn and thrive in a relaxed and secure atmosphere.

In order to maintain the exemplary standards of behaviour that we expect at Ashby Hastings, we have a whole school approach with all staff working together as a team. In order to do this, we promote a positive culture with clear routines, rewards and sanctions. Rewards and sanctions are used consistently and fairly.

Aims of the Behaviour Policy are 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
- Instil a respect for each other, belongings and needs
- Be kind and caring members of our school community, who help others
- Be positive role models in relation to behaviour for others to follow
- Remain positive at all times in relation to positive behaviour management
- Strive to be consistent in our approach supporting each other in relation to working as a staff team to apply this policy consistently within school.
- Ensure our 'Core Values' drive pupil conduct and behaviour throughout school

Responsibility

The responsibility for the discipline of the overall behaviour in the school lies with the Headteacher and Senior Leaders.

Class teachers and teaching support staff have day to day responsibility for the discipline of the children in their classes. They share the responsibility for the positive behaviour of all children in and around school with all staff who work within our school community. This should always be managed within the context of whole school policies. A caring classroom atmosphere helps to reinforce good behaviour. Midday supervisors share this responsibility during lunchtime.

Promoting a positive culture

Curriculum

At Ashby Hastings, our 'Core Values' are an integral part of each classroom and are used to demonstrate excellent conduct, and support improved conduct of pupils as well.

- Respect
- Empathy
- Kindness
- Excellence
- Resilience
- Teamwork
- Confidence

Our PSHE curriculum and SMSC (which is integrated within all areas of the curriculum) also promotes these. This includes teaching about rights, rules and responsibilities, antibullying and managing emotions.

AH-BEHAVIOUR POLICY

Our key school rules are a simple, consistent approach which give each child the chance to be successful.

Be safe
Be kind
Be your best

The School Environment

A happy environment is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond well to a caring system that appreciates their needs and strengths; they reciprocate with a respectful and caring attitude towards others.

Appropriate behaviour is a priority and is expected at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school and its wider community.

Praise and Reward

We wholeheartedly believe in praise and reward and do this through our house points system.

Verbal Praise

Verbal praise is given by all staff throughout the school day. This could be for showing any of our core values, following rules or behaviour expectations.

Consistency of approach

We believe that consistency with all children, across school with regard to behaviour, expectations and rewards is the key to a happy school where children achieve their best. Pupils understand that all staff have the same high expectations of behaviour in any situation. We expect staff, including those who are not part of the teaching team, to use the same, positive simple approach to behaviour in our school.

Rewards

At Ashby Hastings, staff use a variety of ways to encourage good behaviour and reward excellent conduct to reinforce our school's positive culture and ethos.

House points are used to encourage children to take part in school life with an understanding of the importance of:

- Behaviour for learning
- Empathy and kindness towards others
- Aspiration and motivation
- The rights of everyone

Can be given by any member of staff for:

- Following the key school rules
- Being a good example and role model to peers
- Effort and high-quality work in any subject
- Being helpful and kind towards others
- Being a good citizen

AH-BEHAVIOUR POLICY

Individual house point awards

When an individual pupil reaches 100 house points (or a multiple of 100) they are awarded a small prize by the headteacher (given out in celebration assemblies). These individual house points are collected each week by house captains and contribute towards the total for the whole house.

Whole house point award

Once the whole house achieves a set target, eg 5000, they receive a reward; this is usually a non-uniform day. All houses get the opportunity to receive this award but may reach the target at different times.

Celebration Assemblies

Pupils attend a weekly Celebration Assembly. During his assembly, teachers award certificates to two pupils who have shown the core values and they are congratulated by everyone.

Governors Award

At the end of each term, one pupil in each class is awarded the 'Governors' Award. This award is voted for by the class teacher. Class teachers are asked to nominate a member of their class who has shown the Ashby Hastings Core Values consistently throughout the term. The Governors' award is presented in assembly by members of the governing body and Headteacher. Pupils receive a certificate.

Year 6 Symphony Learning Trust Award

As part of Symphony Learning Trust, some Year 6 pupils are awarded a Trust award and invited to an awards evening at the Symphony school that is hosting the event.

Adapting to our policy

When applying this policy, individual circumstances will always be considered by the staff, particularly in relation to children with SEND, to ensure no discrimination takes place. Some of our pupils have differentiated approaches attached to dealing with their behaviour and if necessary, additional support plans are used to support the development of a positive behaviour. Staff should refer to the Headteacher or Senior Teacher if a child's behaviour requires a differentiated approach.

Poor behaviour

Poor 'behaviour for learning' should be challenged and children's attention drawn to the School Rules. It is essential that pupils' behaviour does not negatively affect the learning of others. Poor 'Behaviour for Learning' includes:

- Talking over the adult or other children
- Raised voices
- Shouting out
- Disrupting the learning of others
- Disrespectful comments

Dealing with challenging behaviour

Some of our pupils have differentiated approaches attached to dealing with their behaviour. As such, the Behaviour Policy is adjusted to meet their needs.

When a member of school staff becomes aware of misbehaviour, this is responded to predictably, promptly and assertively, in line with the policy. A member of staff should use

AH-BEHAVIOUR POLICY

non-verbal cues e.g. make eye contact and praise good behaviour in the class before moving to stage 1.

For behaviours which threaten the 'good order' of our learning environment and impact upon children or adults' well-being or learning opportunities the following consequences should be used (in order):

Stage 1 – Low level incidents of distraction or disruption. These may include:

- talking over others
- raised voices
- shouting out
- disrupting the learning of others
- poor attitude
- disrespectful comments

1. A glance to show disapproval
2. A verbal reminder of the expected behaviour by referring to the School Rules.
3. If the behaviour continues, a period of break/lunch is missed in exchange for reflection time. They are reminded that good behaviour could lead to them regaining that amount of break/lunchtime.

Stage 2 – Continued low-level behaviour

If further disruptions occur, Parents and SLT will be informed by the class teacher. SLT may decide that a pupil may miss an extended period of break or lunchtime. The pupil may be moved away from other pupils in class.

Stage 3 – no improvement in behaviour, continued repeated breaches of the school rules or behaviour is serious in the first instance.

1. Staff member to discuss with the Headteacher or member of the SLT in their absence.
2. Appropriate sanctions will be applied depending upon the nature and seriousness of the misbehaviour. This may include missing longer periods of break/lunchtime and/or completing supervised school-based community service for a period of time e.g. tidying classrooms, litter picking, completing jobs for the office.

No improvement in behaviour

Parents will be informed and targeted intervention may be used to improve pupil behaviour. This may include an individualised behaviour plan and/or social stories. The Headteacher, class teacher, parent and child (and the SENCO if appropriate) may all be involved in writing the plan to support an improvement in behaviour.

Continued repeated breaches of school rules

1. Parents will be informed and may be asked to attend a formal discussion.
2. A risk assessment will be written by the Headteacher if deemed necessary.
3. If the child is at risk of suspension or permanent exclusion, an individual behaviour support plan will be written. The Headteacher, class teacher, parent and child (and SENCO if

AH-BEHAVIOUR POLICY

appropriate) will be involved in writing the plan to support an improvement in behaviour. External agencies advice may be sought e.g. Inclusion team and Oakfield.

Behaviour is serious in the first instance

Serious misbehaviour may include:

- physical abuse
- verbal abuse
- any form of bullying

Parents will be informed if deemed necessary. This will be dependent on the misbehaviour.

Stage 4: Suspension – If behaviour has not improved despite targeted intervention or an incident is deemed to be very serious in the first instance, for example:

- violence / serious fighting
- verbal or physical assault
- malicious damage
- possession of banned items
- threatening behaviour
- misbehaviour, which is deemed outside the remit of the normal range of sanctions

1. Discuss with the Headteacher or a member of the SLT in their absence.
2. An appropriate sanction will be applied, determined by the Headteacher or member of the SLT.
3. Parents will be informed.
4. If suspension (or Exclusion) is deemed as an appropriate sanction, this will only be authorised by the Headteacher. A suspension or exclusion will be used in line with Symphony Learning Trust's Suspension and Exclusion Policy.

Stage 5: Permanent Exclusion – If despite targeted intervention, behaviour has not improved, a pupil may face exclusion. This may also be the sanction for an extremely serious breach of school rules. This final decision will be taken in line with Ashby Hastings Governing Body.

This will be actioned in line with the Symphony Learning Trust suspension and exclusion policy.

Pupils should be treated in a calm manner. Often a, 'private' conversation with the child (without the audience of the rest of the class) has a positive impact on the pupil's understanding of their behaviour and eradicates embarrassment.

In all cases above, the school staff will investigate incidents in a fair and open manner, giving all children the opportunity to 'have their say'. It will be up to the investigating adult to decide (based upon all of the information provided) the most accurate picture of events. We request that parents trust the school staff in their impartiality and work with us to help bring about improvements in behaviour where they are required,

Behaviours will be recorded and monitored by class teachers and SLT on CPOMs (online).

AH-BEHAVIOUR POLICY

Lunchtime Behaviour

Though OPAL assemblies, clear expectations are set and children are reminded that their play should keep everyone safe and happy.

Lunchtime supervisors are responsible for the behaviour and safety of all pupils during lunchtime, therefore they are afforded the same responsibilities as other adults in school, i.e. the ability to reward and the ability to manage misbehaviour through the use of the agreed sanctions:

1. Reminder of expected behaviour
2. A verbal reminder – “if xxxxx behaviour continues (adult to outline unwanted behaviour) you will miss some of your lunch and walk with me”
3. If the behaviour continues, the pupil will walk with the adult for 5 minutes and reflect on behaviour, discussing what could be done differently.

If an incident involves a group of children, the adult dealing with it should listen to all parties involved.

Once it has been determined what happened, an appropriate sanction should be given.

If the outcome is that a child has purposefully:

- Kicked, punched, hurt another child
- Stolen
- Maliciously damaged property
- Been swearing

They should be sent to a member of SLT who will respond in line with the behaviour policy.

Pupils who are struggling to regulate after an incident may be offered a quiet space to give them time to calm down before returning to class.

Behaviour outside of school premises

If school received a report of non-criminal poor behaviour or bullying which occurs **off** the school premises or online for example:

- when taking part in any school organised or school related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

Sanctions in line with this Behaviour Policy will be followed on the school site. Parents are reminded however that they are responsible for behaviour (including online behaviour) that occurs outside the school day and off the school premises.

AH-BEHAVIOUR POLICY

Use of Reasonable Force

Any use of reasonable force is governed by the DfE's guidance document 'Use of Reasonable Force', April 2026.

[Use of reasonable force and other restrictive interventions guidance](#)

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Key staff, who are likely to need to use reasonable force and/or other restrictive interventions, are trained in 'Team Teach', an accredited provider of training in behavioural support strategies.

When considering using reasonable force, staff should consider if it is necessary and proportionate as well as the pupil's welfare. They should carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Any incidents of the use of reasonable force or seclusion will be recorded and parents informed.

Ashby Hastings Primary School recognises the importance of minimising the need to use restrictive interventions and adopts whole-school and tailored measures to do so.

Who school measures include:

- considerations of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of restrictive interventions to inform improvement planning

Individual approaches include:

- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs, including the development of behaviour support plans. Where a pupil has a disability, schools have

AH-BEHAVIOUR POLICY

a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers

- giving pupils time, space and strategies to calm down before the behaviour escalates

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. This will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Any use of seclusion will be recorded and parents will be informed.

Staff induction, development and support

Staff at Ashby Hastings receive regular training in managing behaviour and this forms part of our induction process.