



**Aston All Saints C of E
Primary School**

Behaviour Policy

2024 - 2025

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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires 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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Headteacher in this policy refers to Executive Headteacher/Headteacher/Head of School or anyone in an acting capacity for any of these roles.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Mobile phones where the school has deemed them prohibited items. Phones that are brought to school should be handed in at the school office before children access other areas of the school premises.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments of a sexual nature that make others feel uncomfortable, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our strategy for responding to allegations of bullying can be found in our Anti Bullying policy

5. Roles and responsibilities

5.1 The Trust (DSAT) and the school's Local School Board (LSB)

The Trust will monitor the school's implementation of the policy through regular review of Teaching and Learning and of the implementation of the school's safeguarding policy and procedures. The Trust delegates responsibility to the LSB for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- 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
- Ensuring this policy works alongside the safeguarding policy and exclusions policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the 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
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- 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

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

The Aston High Five Rules

- Be Courages (try your best, stick at it)

- Be on task
- Be fair (listen & be a good friend)
- Be respectful (to others & equipment)
- Be kind & stay safe

Culture: Protect, Relate, Regulate and Reflect

We believe the most effective way for children to make positive behaviour choices is by ensuring we put procedures in place to enhance their state of emotional well-being. To do this, we believe children need to feel safe and protected in school and they need to gain a sense of belonging through understanding how they relate to others and others relate to them. Children also need developed strategies to regulate their emotions and they need to be able to recognise and reflect on the impact of their behaviour choices and the resulting consequences.

To embed this approach and meet the needs of all pupils, we have incorporated a tiered approach to the implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required.

To help children feel safe and protected Aston All Saints staff will:

Ensure all children have clarity over the boundaries and behaviour expectations

Ensure all children have clarity over the logical consequences related to different behaviour choices

Ensure consistent routines are applied each day

Ensure all pupils experience shame free classrooms

To gain a sense of belonging, Aston All Saints staff will:

Ensure positive relationships are built with all children and all children are viewed with unconditional positive regard.

Put reasonable adjustment strategies in place to meet the needs of all children during each part of the day.

Identify early signs of emotional dysregulation (6 stages of crisis) and use a range of strategies to de-escalate any potential negative behaviours were possible.

To support children to develop strategies to regulate their emotions, Aston All Saints staff will:

Work on pupils' self-regulation capabilities to plan personalised strategies to develop aspects of self-regulation that are under developed.

Support children to develop a toolkit for regulating their emotions were needed.

To support the children to reflect on the impact of their behaviour choices, Aston All Saints staff will:

Consistently deploy the logical consequences relating to the child's behaviour choice.

Use restorative approaches with a shared vocabulary to help the children to reflect on their behaviour choice and the resulting consequences.

Underpinning this approach to supporting the children is:

The Power of 'I see you'

We will seek to improve the systems in place in our school to develop staff knowledge and skills to understand the needs of each child. This will include ensuring all staff understand each child well, asking key questions to help them adapt provision and meet need.

Key questions we will ask about a child:

- What are the barriers to learning that this child is experiencing and in which subjects?
- What support do they need to access the curriculum?
- What are their strengths, interests and aspirations?
- What reasonable adjustments to school's provision can be improved to support this child to learn?

7. Mobile phones

Children are not allowed mobile phones on site. However, in Year 5 and 6 we are aware that children walk home alone and therefore they can bring their phones into school but must switch them off and place them in a class box when they arrive at school. School does not accept any liability for any mobile phone that may be lost or damaged whilst on the school premises.

8. Responding to behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Sharing dojo rewards
 - Celebrating achievements in 'Well done Wednesday' assembly

Positive behaviour will be rewarded with:

- Verbal praise (Praise in public, reprimand in private).
- Positive comments and targets for improvement in books or work produced.
- Special assemblies, to recognise achievement both in and out of school.
- Exhibiting good work in classroom and central areas.
- Use of special award certificates & stickers
- Letters of commendation or phone calls to parents.
- Informal referral to Assistant Heads or Head Teacher for commendation.
- Attendance awards.
- Photographic boards which celebrate activities and events in school.

8.2 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always addressing behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts, phrases, 6 stages of de-escalation, agreed hand of options and/or bonding through play strategies.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

The school may use 1 or more of the following sanctions in response to unacceptable, cause for concern (CFC) behaviour. The consequences will be dependent on the child's age and the severity of the incident. Examples of the consequences are set out in the stages below.

- CFC 1 = A quiet word to ask a pupil to stop/address a behaviour/reminder of expectations, emotional coaching
- CFC 2 = A verbal warning is given (as discretely as possible) & restorative practice applied
- CFC 3 = two to 5 minutes taken off break (chance to earn back due to positive behaviour), plus the expectation missed work is to be completed at home, or at break or lunchtime
- CFC 4 = Loss of privileges – for instance, the loss of a prized responsibility

CFC 5 = Up to 5 - 15 minutes of break taken away depending on level of behaviour. (children will have a possible chance to earn back, dependent on the severity of the incident). Parents are informed of missed full break and the reasons for this (via phone call, dojo message or conversation).

- CFC 6 - On rare occasions, there may be times when a child's behaviour choices remain consistently poor. This can influence the teachers' ability to teach and other pupils' ability to learn. If the disruption meets this threshold, children will be required to work away from the rest of the class at an independent workspace for a period. Parents will be informed if this procedure is applied
- CFC 7 = There may be times when a child is not making the correct behaviour choices despite CFC consequences. CFC 7 means a child will attend a pastoral session to reflect on their behaviour, this will be during lunch time for a short period to complete a reflection activity with a member of staff
- CFC 8 = School-based community service, such as supporting with a classroom job. Referring the pupil to a senior member of staff.
- CFC 9 = A behaviour log applied. This will be filled in every lesson for a week by teachers and information shared with parents. Risk assessment to be considered with SLT.
- CFC 10 = Internal exclusion or short-term suspension

CFC 11 = Permanent exclusions, in the most serious of circumstances (inline with DFE & DSAT Trust guidance).

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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.

8.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

9.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is recorded on Arbor (the schools management of information system – MIS) as an internal suspension.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

9.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

10.2 Adapting sanctions and reasonable adjustments for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Where a pupil has SEND which means they struggle to uphold the school's behaviour policy in line with all other pupils, the school shall have specific plans in place to document the reasonable adjustments and support which is made to ensure the pupil is not unfairly treated in line with this policy. This may include regularly review risk assessments and behaviour plans.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make appropriate adjustments to daily practice to better meet the pupil's needs. If significant changes are required, the school may request an emergency review of the EHC plan to allow for changes to be made to targets and in some instances, the provision.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents (C4C3 onwards on CPOMs, all C4Cs on Dojo)
- Suspensions & exclusions (logged on Arbor)
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- To identify patterns
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. The policy will be approved annually by SLT & the LSB.

Appendix 1

KS1 Playtime and Lunchtime

Morning break:

- KS2 equipment monitors take equipment out.
- KS1 fruit trays are kept in each classroom.
- Y2 fruit monitors bring the fruit back in to the Y2 classroom as the classes line up.
- Children to always use equipment appropriately. Adults to ensure that children do this.
 - Line 1 and line 2 for Year 1.
 - Line 1 and line 2 for Year 2.
 - Children to know the line that they are to be in. Key children are positioned strategically i.e. line leaders, this is documented in the adjustment to provision.
- Children not to be stood waiting too long – get the children inside.
- Y1 walk down the ramp one line at a time, Y2 walk down the steps one line at a time.

Lunch:

- SJD – lead a focussed activity.
- KS2 play leaders lead a selection of activities eg: skipping.
- One staff member to monitor behaviour, the gate area and the Y2 toilet area.
- Staff always encouraging children to take part in one of the activities on the playground/field. No free choice in play.
- Whistle to be blown at 12.55pm. Children stand still. Then under direction of the staff member line up into their line.
 - Line 1 and line 2 for Year 1.
 - Line 1 and line 2 for Year 2.
 - Children to know the line that they are to be in. Key children are positioned strategically i.e. line leaders, this is documented in the adjustment to provision.
- Children not to be stood waiting too long – get the children inside.
- Y1 walk down the ramp one line at a time, Y2 walk down the steps one line at a time.

Afternoon break:

Daily Mile laps around the playground or field.

Appendix 2

KS2 Playtime and Lunchtime

Morning break: 10.50-11.05am

- Children exit their classroom and go on to the playground/field.
- Two staff must supervise the playground, walking around, paying particular attention to areas such as the footpath to Year 3 and Year 5/6 and the Year 4 doorway.
- Third member of staff to monitor/support a specific named child.
- KS2 equipment is kept in the storage unit outside the Year 5 classroom.
- Children check with an adult before using trim trail (follow risk assessment)
- Children to always use equipment appropriately. Adults to ensure that children do this.
- Healthy snacks may be eaten and any rubbish disposed of in the bin.

Lunch: 12.00-1.00pm

- KS2 children exit their classroom and go on to the playground/field at 12.00pm.
- One SJD will lead a focussed activity.
- One SMSA to supervise other children.
- Third member of staff to monitor/support a specific named child.
- Children are lined up and led inside class by class when it is time for their lunch.
- Children wash their hands before lining up at the door quietly. One child at the front holds the door open. Children are led to the hall door and lined up again before passing through – child at the front to hold the door for all the class.
- Children to walk sensibly from the hall/junior bay and exit to the playground via Year 4.
- If children lose minutes of playtime, staff on duty are responsible for supervising the child or children as they walk with them outside.
- Verbal disputes may be dealt with by SMSA's and SJD at the point that they happen. If a child challenges an SMSA's authority at lunchtime, that SMSA should send for a member of staff immediately.
- SMSA's to record all incidents in note books and report back to class teacher and AHTs at the end of the lunch period.
- Serious breaches of conduct or physical harm must be referred to the Headteacher or Assistant Headteachers.

Afternoon break:

- **Children to complete 10 minutes of active jogging or walking to participate in the 'daily mile'**

End of all breaks:

- Staff to be on the playground 2 minutes before the whistle is blown (by Mr Davies) and stood ready to take lead children in.
- Key children are positioned strategically i.e. line leaders, or taken straight inside by support staff: this is documented in the adjustment to provision.
- Equipment monitors collect and store equipment (2 children from each class)
- Children not to be stood waiting too long.
- Children leave the playground in single file then quietly and sensibly line up outside their classroom door.
- Children to enter classroom learning ready – first child holding door open.
- Clear instructions and expectations will be given by class teacher on entry to classroom i.e. stand behind chairs, sit down and begin the task.

Appendix 3

Walking Through School Protocols

Whole Class

- Children will line up inside the classroom silently.
- First child will open the door and hold it for the class to pass through.
- Children will line up again at the next door and again the first person will hold it for the rest of the class when instructed.
- Clear instructions and expectations will be given by class teacher on re-entry to classroom i.e. stand behind chairs, sit down and begin the task.

Assembly

- Children will enter the hall in silence.
- The class will stand in position then be seated all together by the lead teacher.
- Children sit cross legged with hands on knees, lips closed.
- TAs may do interventions/read during assemblies.
- Children will be asked to stand a class at a time in silence and line up at the door. First person holds the door for the rest of the class.

Individuals

- Individual children walking through school will do so quietly and with respect for others.
- Individuals will remember others are working when leaving and entering the classroom.
- Children will greet staff and visitors around school politely, showing good manners.

Classdojo

- All classes will have the same criteria for awarding dojo points.
- Each class to have access to dojo for adding dojos and taking photos. (Photos to be added to dojo regularly showing children in class)
- Headteacher awards will be given for the highest scoring individuals at achievement assemblies.

Appendix 4

<i>Day</i>	<i>Morning work</i>	<i>Assembly</i>	<i>Session 1 (a)</i>	<i>Session 1 (b)</i>	<i>Break</i>	<i>Session 2</i>	<i>Lunch</i>	<i>Session 3</i>	<i>Break</i>	<i>Session 4</i>
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Appendix 5

SAMPLE LETTER IN CASES OF INTERNAL EXCLUSION – MODIFY AS NECESSARY



Aston Church of England Primary School, Lodge Lane,

Aston, Sheffield S26 2BL

Telephone No: 0114 269 2677

e mail: enquiries@aasp.dsat.education

Website: www.astoncofe.co.uk

Headteacher: Mrs R Webster

Dear

I regret to inform you that **NAME** has breached the behaviour policy in school today. **NAME** has persistently... **INSERT DETAILS**. Several members of the senior leadership team have been involved in the management of this situation, including the head teacher.

As a result of the serious nature of this incident, **NAME** has been directed to work away from the other children for the remainder of the day. This will provide **NAME** with the opportunity to de escalate/reflect on their behaviour while this sanction takes place. An appropriate plan of support will be put in place by the SLT following this incident.

We have a duty of care to all staff & children in our school and I cannot allow this behaviour to negatively impact on the learning of the other children in the class.

As you are aware, disruptive and challenging behaviour is a serious cause for concern, and your support is vital in this matter.

Yours sincerely

Headteacher

Appendix 6 (a)

Aston school behaviour signs, sayings & responses:

Silent signal - MTYT – my turn, your turn = gesture with both hands towards the collar bone then out towards the child.

Silent signal - TTYP – talk to your partner = show both hands out in front, flat with thumbs on top, gesture these inwards to show fingertips facing each other.

“Think, pair, share” = take time to think for yourself, talk to the person near you then share with your table.

Team stop! = lead teacher to raise their hand and have finger over lips, children know to stop, show that they are looking at the lead copying them to cover lips and raise one hand. (Younger children may be sped up by counting down from 3).

Magnet eyes = shares the expectation with children that they need to focus by looking at the lead teacher, gesture to your eyes.

1,2,3 = teacher says 1,2,3 then silently show 1 finger raised to signal for children to stand up, shows 2 fingers raised to signal for children to go to their position and 3 fingers raised to indicate for children to show that they are ready to begin.

Silent signal – perfect partner = teacher to move their right hand up and down their left arm to indicate children need to be positioned next to their partner ready for paired talk/work.

Appendix 6 (b)

If a question is worth asking, it is worth everyone answering!

Children practise what they are taught. Partner talk regularly supports learning routines of back and forth talk (particularly those who do not experience this before they come to school).

'Hands up' cuts down opportunities for learning & talk. Older children develop a stigma of putting hands up 'not cool'.

Talk routine should be:

1. TTYP - talk to your partner signal.
2. Time given to listen to a partner.
3. Use the team stop signal to end discussions, ask chosen for responses.

For longer responses:

- Choose two partnerships to feed back what they or their partner said.
- Paraphrase (lead teacher listening in and then paraphrase on the groups behalf once drawn back together)

For shorter responses:

- word wave
- choral response

Appendix 7

Misbehaviour	Possible consequences. (The school may use 1 or more of the following sanctions in response to unacceptable, cause for concern (CFC) behaviour)
<p>Lower-level misbehaviour such as:</p> <ul style="list-style-type: none"> • Non disruptive non-completion • Poor attitude • Unkindness 	<ul style="list-style-type: none"> • CFC 1 = A quiet word to ask a pupil to stop/address a behaviour/reminder of expectations, emotional coaching • CFC 2 = A verbal warning is given (as discretely as possible) & restorative practice applied • CFC 3 = two to 5 minutes taken off break (chance to earn back due to positive behaviour), plus the expectation missed work is to be completed at home, or at break or lunchtime
<p>Misbehaviour such as:</p> <ul style="list-style-type: none"> • Disruption in lessons, in corridors between lessons, and at break and lunchtimes • Continued noncompliance • Disruptive non compliance • Repeated unkindness • Online one-off incident • Making threats • Damaging resources • On going poor attitude • Disrespectfulness 	<ul style="list-style-type: none"> • CFC 1 = A quiet word to ask a pupil to stop/address a behaviour/reminder of expectations, emotional coaching • CFC 2 = A verbal warning is given (as discretely as possible) & restorative practice applied • CFC 3 = two to 5 minutes taken off break (chance to earn back due to positive behaviour), plus the expectation missed work is to be completed at home, or at break or lunchtime • CFC 4 = Loss of privileges – for instance, the loss of a prized responsibility • CFC 5 = Up to 5 - 15 minutes of break taken away dependent on level of behaviour. (children will have a possible chance to earn back, dependent on the severity of the incident). Parents are informed of missed full break and the reasons for this (via phone call, dojo message or conversation).
<p>Serious misbehaviour such as:</p> <ul style="list-style-type: none"> • Repeated breaches of the school high five rules (Be Courages (try your best, stick at it) Be on task, Be fair (listen & be a good friend), Be respectful (to others & equipment), Be kind & stay safe). • Deliberate damage to property • Any form of bullying • Cyber incident • Sexual violence • Sexual harassment • Vandalism • Theft 	<ul style="list-style-type: none"> • CFC 1 = A quiet word to ask a pupil to stop/address a behaviour/reminder of expectations, emotional coaching • CFC 2 = A verbal warning is given (as discretely as possible) & restorative practice applied • CFC 3 = two to 5 minutes taken off break (chance to earn back due to positive behaviour), plus the expectation missed work is to be completed at home, or at break or lunchtime • CFC 4 = Loss of privileges – for instance, the loss of a prized responsibility • CFC 5 = Up to 5 - 15 minutes of break taken away dependent on level of behaviour. (children will have a possible chance to earn back, dependent on the severity of the incident). Parents are informed of missed full break and the reasons for this (via phone call, dojo message or conversation). • CFC 6 - On rare occasions, there may be times when a child's behaviour choices remain consistently poor. This can influence the teachers' ability to teach and other pupils' ability to learn. If the disruption meets this threshold, children will be required to work away

<ul style="list-style-type: none"> • Fighting • Racist, sexist, homophobic or discriminatory behaviour • Possession of any prohibited items. • Stealing 	<p>from the rest of the class at an independent workspace for a period. Parents will be informed if this procedure is applied</p> <ul style="list-style-type: none"> • CFC 7 = School-based community service, such as supporting with a classroom job. Referring the pupil to a senior member of staff. • CFC 8 = A behaviour log applied. This will be filled in every lesson for a week by teachers and information shared with parents. Risk assessment to be considered with SLT. • CFC 9 = Internal exclusion or short-term suspension • CFC 10 = Permanent exclusions, in the most serious of circumstances (inline with DFE & DSAT Trust guidance).
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Appendix 8

Lunchtime behaviour report slips: [Lunch time behaviour & communication card.docx](#)

Behaviour & communication card

The Aston High Five Rules:
 Be Courages - Be on task - Be fair - Be respectful - Be kind & stay safe

Staff member: _____

Name: _____

Year: _____

Date: _____ **Time:** _____

- CFC 1 = A quiet word to ask a pupil to stop/address a behaviour/reminder of expectations, emotional coaching
- CFC 2 = A verbal warning is given (as discretely as possible) & restorative practice applied eg support to mend friendships, modelling an alternative game to play
- CFC 3 = *between 2 - 5 minutes* taken off break (walk & talk with an adult on duty)
- CFC 4 = Loss of privileges – for instance, the loss of a prized responsibility eg playground for the day
- CFC 5 = *between 5 - 15 minutes* of break taken away depending on level of behaviour. (child to walk with adult on duty)

Contextual information if required:

• _____

- NB if behaviour escalated/or is beyond these CFCs, the matter should be taken directly to SLT
- CFC 3s + will be logged on dojo & this account uploaded. Consistent CFC 1 & 2 needs to be reviewed by class teacher.
- At the end of lunch please complete tally of behaviour logs issued for SLT to cross reference.