



Ashlands Primary School
A Moorlands Learning Trust Academy

Behaviour Policy
"Where every child has the right to shine"

Intent

At Ashlands, we are dedicated to ensuring that all of our children feel safe, happy, and supported in their learning. Children thrive in an environment that is both nurturing and secure, and it is in such an atmosphere that they learn best. We expect polite, respectful, and well-mannered behaviour at all times, across all areas of our school. To foster good behaviour, we believe in the importance of strong partnerships between the school and home, working together to promote positive actions. Central to our approach is our school vision, *"Every Child Has the Right to Shine,"* which helps us reinforce the value of behaving well and respecting others.

We understand that everyone is unique and needs to develop their own personality. However, we also know that being part of a group and working with others is equally important. Our children are always expected to do their best, to show care, consideration and understanding of others. We believe children learn best when they are clear about what they are supposed to do and when they are consistently encouraged to do it.

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

Please refer to Moorlands Learning Trust child protection policy, available via a link on our school website to the policies page of Moorlands Learning Trust website, for more information.

Roles and Responsibilities

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive 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 staff, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding 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.

Staff

Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this behaviour policy, so that pupils can see examples of good habits.

Rights and Responsibilities

At our school, we believe that every child has the right to feel safe, respected, and valued. With these rights come responsibilities, both to ourselves and to others. It is important for every child to understand that their actions can affect those around them, and that they are responsible for treating others with kindness and respect. By balancing rights and responsibilities, we create a positive, supportive environment where everyone can learn, grow, and thrive. We encourage all children to take responsibility for their behaviour and make choices that promote the well-being of everyone in our community.

RIGHTS	RESPONSIBILITIES
To be safe and secure	To not threaten the safety and security of others
To be cared for	To care for others
To be respected	To respect others
To be heard	To listen to others
To be valued for what they can offer	To value the contribution of others
To be able to access learning	To avoid behaviour that disrupts learning
To be in a clean environment	To keep the school tidy
To be taught a rich and ambitious curriculum	To fully engage in our rich and ambitious curriculum
To develop independence and self discipline	To exercise independence and self-discipline
To have their own beliefs and opinions	To respect other people's beliefs and opinions

While promoting positive relationships and behaviour can be a varied and complex task we work hard to create a nurturing, supportive and successful learning environment by focusing on three key words when interacting with children at Ashlands:

READY
RESPECTFUL
SAFE

Rather than focusing on a wide range of rules and expectations, teachers focus on referring to these three keywords for CALM & CONSISTENT engagement with our pupils.

What we support the children to understand by these 3 words

READY

- Be ready to learn by having a positive attitude and a willingness to try your best
- Ask for help whenever you need it
- Arrive at lessons on time, ready to learn
- Wear the correct school uniform
- Have the correct equipment for each class
- Switch off phones and put them away in the teacher's phone box at the start of each morning (*Upper KS2*)
- Line up quietly after breaks and lunchtime

RESPECTFUL

- Listen carefully to the teacher, visitor, or classmate who is talking, without interruption
- Take care of the equipment, resources, and facilities at Ashlands
- Speak respectfully to others in school, avoiding aggressive, foul, or abusive language
- Respect the rights of your peers to access their own learning opportunities
- Include others in activities and conversations, fostering a sense of belonging
- Appreciate differences by being open-minded and kind to everyone
- Acknowledge and celebrate others' achievements and successes
- Be mindful of personal space and the feelings of others
- Apologise when you have made a mistake and show that you care about how your actions affect others

SAFE

- Keep your hands and feet to yourself
- Follow the instructions of school staff regarding safety in school
- Inform school staff of any concerns you have for your own or others' wellbeing
- Follow school rules to help maintain a safe environment for everyone
- Report any accidents, bullying, or unsafe situations to a teacher or staff member immediately
- Move around the school calmly and responsibly, avoiding running or disruptive behaviour
- Understand the importance of emotional safety, and supporting peers who may need help or comfort
- Use appropriate language and behaviour online, respecting each other's' digital space

By following these expectations, we create a positive, supportive, and safe environment for everyone.

All staff will:

- ✓ Try to catch children doing the right thing
- ✓ Refer to **Ready, Respectful, Safe** for how we do things at Ashlands.
- ✓ Model positive behaviours and build relationships.
- ✓ Reinforce conduct and attitudes that are appropriate to the context they are in
- ✓ Plan lessons that engage, challenge and meet the needs of all children.
- ✓ Use a visible recognition mechanism personal to their class/cohort
- ✓ Be calm and ensure children understand what is expected of them at any given time
- ✓ Follow up each time, retain ownership and engage in reflective dialogue
- ✓ Never ignore or walk past unacceptable/undesirable behaviours.

*'Watch your thoughts, they become your words. Watch your words, they become your actions.
Watch your actions, they become your habits. Watch your habits they become your character.
Watch your character, it becomes your future.'*

Working with Children

Ashlands 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, they should discuss this with their class teacher who will work with them to support them.

Mobile Phones and Smart Watches

Children should switch off their mobile phones as soon as they enter the school site. Mobile phones must be handed in to school staff at the start of the school day. Phones will be returned to children at the end of the school day and can be switched on when children have left the school site. All communication apps on smart watches should be switched off/ disabled when children are on the school site. This includes capacity to communicate via email, telephone and social media, capacity to use the internet and capacity to record images. Any child who is found to be wearing a watch with these capacities enabled will be asked to hand their watch in to a member of staff.

Entering School at break and lunchtimes

- All teachers will be outside before the bell (or whistle) is sounded, ready to greet the children and take them inside.
- A bell (or whistle) is sounded as a signal to stop, stand still and be silent. On the sound of a second bell (or whistle), children walk to their class line, collecting any equipment on the way.
- Classes line up in the playground with their teacher and walk in calmly. If the children do not act appropriately as a class then they are expected to go back and repeat the process again.

Movement around School

- Children walk on the left of the corridor.
- All staff and children are expected to hold doors open for each other.
- Staff are present in and around the corridors and cloakrooms at transition times. They are encouraged to praise children acting responsibly, e.g. "Thank you for walking safely. You are showing the rest of the school how respectful you are."
- Children walk quietly in a class line to and from the hall, or any other area of the school (including for a fire drill), led by an adult.

Assembly

- All children sit on the floor for assemblies in class lines as instructed - unless for medical, or other agreed, reasons. Year 6 children are allowed to sit on the benches unless they are not following the behaviour policy
- Children and staff are encouraged to listen and participate appropriately in all assembly activities (e.g. singing).

- Children remain seated and quiet until their line is dismissed from the assembly hall. They are led by assembly leads quietly back to their classroom.
- Staff give non-verbal direction to pupils where possible. Sometimes there is a need for a verbal reminder.

All staff are responsible for the behaviour of every child, even if they do not work directly with the child's class. Children with individual behaviours are supported by an adult who knows the child well. Some children may need additional arrangements or provision (as per their IEP or EHCP). All staff are aware of children with individual behaviour plans and are expected to follow this plan when becoming involved with the child in order not to exacerbate a situation.

- Staff present in an assembly should always model expected behaviours.

SEN

There may be children who require separate support for behaviour and their consequences may be slightly different, this should be written into their own individual SEN passports so that the approach to their behaviours is consistent across school.





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.

Rewards used at Ashlands Primary School are the receipt of house points, as well as: praise from the member of staff who give them. Rewards are a powerful tool in promoting positive behaviour.

All adults and pupils are allocated to one of the following houses:

-  Red~ Ghyll
-  Purple~ Moor
-  Blue~ Tarn
-  Green~ Dale

House Captains and vice captains are elected from pupils in Year 6.

House points are counted every Friday and the totals are shared each Monday morning in a whole school assembly. They can be given for a variety of positive reasons:

- ✓ During lessons for improved learning behaviours
- ✓ During learning for demonstrating good progress
- ✓ Challenging themselves during lessons
- ✓ Producing improved work
- ✓ Completing additional homework
- ✓ Good behaviour in and around school
- ✓ Good sportsmanship
- ✓ Polite behaviour

Out of the classroom; during assembly, walking around school and in the playground, all children in KS1 and KS2 can receive a house point in the form of a golden coin that they add to their house point pot. The house pots are located in the school hall. These are added into the weekly score. Each half-term, the team with the most points is given a non-school uniform day, and each year, an agreed-prize is allocated to the team that wins the house trophy.

Positive reinforcements also include:

- ✓ Hot chocolate with a member of SLT
- ✓ Stickers, class rewards, certificates
- ✓ 'Always' badges
- ✓ Certificates for good behaviour during achievement assembly
- ✓ Class-agreed reward systems (this may differ to meet the needs of their cohort)
- ✓ All children who receive an achievers award in assembly, have a planned treat with the head teacher each half-term

Reflections on behaviour will form part of communications with parents both formally and informally.

Restorative practice is used throughout school to promote positive behaviour and ensure a consistent approach to dealing with acceptable and unacceptable behaviour.

Responding to behaviour

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

Sometimes, there is a need for a consequence to remind children of the importance of doing the right thing, for this we follow the stages below.

Stage 1

Behaviour

- Calling out or being disruptive
- Ignoring instructions
- Interrupting the teacher or other children when talking
- Any behaviour which disrupts the learning of yourself and/or others

Consequence

- The teacher will use a non-verbal warning (eye contact/frown etc)
- Verbal reminder (3 warnings)*
- Withdrawal from an activity to reflect (outside of own classroom)
- 3 warnings will move the child into stage 2

Stage 2

Behaviour

- 3 warnings have been received*
- Refusal to co-operate in lesson or with an adult in school at any time

Consequence

- Removal of a privilege eg: playtime *
- Completion of work not finished in lesson in own time
- If these behaviours keep happening, move to Stage 3

Stage 3

Behaviour

- Regular stage 2 behaviours
- Continual refusal to co-operate with an adult/s in school
- Deliberate dishonesty to an adult

Consequence

- ✓ Time out (in another class) to reflect and complete work

- ✓ Adult to ask a member of SMT to speak with the child
- ✓ A letter of apology
- ✓ A call to parents (key stage lead to decide who is ringing)
- ✓ Stage 3 behaviours are recorded on Cpoms
- ✓ If these behaviours keep happening, move to Stage 4

Stage 4

Behaviour

- Abusive language, including swearing
- Daily and regular refusal to cooperate
- Assault including, but not limited to, hitting, kicking, pushing, fighting, spitting at, throwing, hurting (or trying to hurt) another person on purpose
- Vandalism
- Racism
- Bullying (SMT will make this decision based on cpoms incidences)
- Child accessing their mobile phone without permission
- Theft

Consequence

- Headteacher (SMT in absence of the headteacher) will make a decision on how to deal with a stage 4 behaviour.
- This will be decided on a case by case and will always be shared with the child's family or carers.

Additional Information

- **Some children will benefit from a visual representation of the concern; this may be a tally on their table or on a whiteboard and can then be used as an opportunity for improvement and removed once dealt with.*
- *Each day should be a new day for all children (unless there is an ongoing individual concern) which is likely to be dealt with as a stage 4 issue.*
- *For some of our younger children each lesson should be a new start (this can be at the discretion of the class teacher)*

Bullying

Ashlands Primary School will ensure that all children feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and children. The school practices a preventative strategy to reduce the chances of bullying. It is made very clear to children what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action. The children know the phrase STOP (**Severel Times on Purpose**) as a way of describing bullying.

If an allegation of bullying (including cyberbullying) does occur, the school will:

- Take it seriously.
- Act as quickly as possible to establish the facts.
- Record and report the incident. Depending on how serious the case is, it may be reported to the Headteacher.
- Provide support and reassurance to the victim.
- Make it clear to the child that this behaviour will not be tolerated.

- Ensure that if a consequence is used, it will correlate to the seriousness of the incident and the child understands why it is being used.
- Consider a fixed term exclusion in cases of repeated bullying.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct/indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyberbullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Recording

All stage 3 behaviours and above should be recorded on CPoms.

We believe that every child has the right to learn in a supportive, caring and safe environment without the fear of being bullied. As a school we emphasise the importance and promotion of caring attitudes, and it is made clear that bullying is unacceptable. It is wrong and will not be tolerated.

Attendance

Regular attendance at school is required by law, and *Ashlands Primary School* takes attendance very seriously. There is a register taken in the morning before lessons *and at the start of the afternoon lessons*, and disciplinary action will be taken against any children who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's **attendance policy**.

Specific behaviour issues:

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the safeguarding principles set out in Keeping children safe in education (KCSIE), specifically Part 5 and dealt with by the Designated Safeguarding Lead.

Sexual violence and harassment, and all inappropriate language and behaviour between pupils, is never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations will be dealt with as per the behaviour policy or through KCSIE documentations which would initiate our safeguarding procedures.

School will take steps to reassure all victims that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual. As with all safeguarding matters, the DSL will lead on these matters and make referrals into support services as appropriate.

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 logged and reported to parents of children involved

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.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child. The school's special educational needs and disability co-ordinator (Miss Archdale) will evaluate a child 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 child, 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. The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

Pupil Transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

Searching, screening and confiscation

Any prohibited items found in a pupil's possession will be confiscated and not returned to the pupil. We will also confiscate any item which is harmful or detrimental to school discipline, these items will be returned to pupils, if appropriate after discussion with senior leaders and parents. Searching and screening pupils is conducted in line with the DfE guidance on searching, screening and confiscation.

Power to search without consent for *prohibited items* including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Off-site behaviour

This means a pupil's behaviour when they are:

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

Our ladder of consequences may also apply where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if their behaviour:

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

Online behaviour

The school may also use the ladder of consequences for online behaviour 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

Malicious Allegations

Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.

Please refer to our (safeguarding policy/statement of procedures for dealing with allegations of abuse against staff) for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will manage the incident in accordance with this policy.

Fixed-term Exclusions

We will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education. In exceptional circumstances, it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- *Incidents where the safety of the child, other children or staff is seriously compromised*
- *Incidents of knife crime or the deliberate use of weapons in school*
- *Incidents of sexual violence*

- *Incidents of significant deliberate damage to property*

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person. Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent Exclusions

It is extremely rare for us to permanently exclude a child at Ashlands Primary School. In the event that the school is not able to meet the needs of an individual child, we will *always aim* to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

Multi-Agency Support

In the rare instances that children reach a level of fixed-term exclusion, support to meet any specific needs will always be considered. At this point or before, it may be necessary to have a multi-professional meeting, including the parents to discuss an Individual Support Plan (ISP). At this meeting, plans will be made to minimise possible permanent exclusion.

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

Supporting children with SEMH is always a careful 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.

Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively.

Links with other policies

This behaviour policy is linked to the following policies:

- KCSIE 2025
- Trust Child Protection and Safeguarding Policy
- Trust Attendance and absence Policy
- Trust Complaints policy
- Anti-Bullying policy
- PSHE policy
- SEND Policy

Approval / Review:

The number of bullying incidents will be reported to Governors termly to the Full Governing Board via the HT report.

Equal Opportunities

All activities relating to Behaviour Management will be delivered through the curriculum to all

children irrespective of gender, race or ability. Instruction and support will be given at appropriate levels.