



**Ashford Park Primary School**  
'Inspiring a love for lifelong learning'

# Behaviour Policy

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# 1. Rationale

At Ashford Park Primary School, we aim to promote positive behaviour in a supportive, caring and tolerant environment. Within our school community, it is important for children and adults to develop positive relationships grounded in mutual respect. Both children and adults are entitled to a calm, orderly working environment where there is good behaviour which leads to high-quality learning.

Ashford Park is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level or individual needs. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Throughout their time at Ashford Park Primary School, pupils will develop moral values, attitudes and beliefs which will be with them for life.

At

# Ashford Park Primary School

we are:



**Ready**

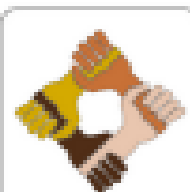


**Respectful**



**Safe**

## Alongside our APPS values:



**Belonging**



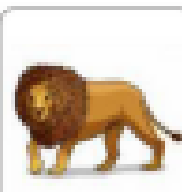
**Peace**



**Aspiration**



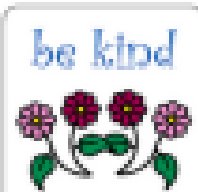
**Compassion**



**Resilience**



**Challenge**



**Kindness**

**to ensure everyone can**

**Achieve Potential Producing Success**

## 2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [DfE Keeping Children Safe in Education 2024](#)
- [Teaching online safety in schools](#)
- [Preventing and tackling bullying](#)
- [cyber-bullying: advice for head teachers and school staff](#)
- [Searching, screening and confiscation](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010](#)
- [Education Act 2011,](#)
- [DfE 'Behaviour and discipline in schools'](#)
- [DfE \(2021\) 'Sexual violence and sexual harassment between children in schools and colleges'](#)
- [DfE \(2018\) 'Mental health and behaviour in schools'](#)
- [DfE \(2015\) Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- [DfE \(2013\) 'Use of reasonable force'](#)
- [DfE \(2024\) Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England](#)
- [APPS Child Protection and Safeguarding Policy 2024](#)
- [APPS Anti-Bullying Policy](#)

### 3. Roles and Responsibilities

The **governing body** has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's complaints procedures policy.

The **head teacher** is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social Emotional and Mental Health (SEMH) related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **Senior Leadership Team (SLT)** is responsible for:

- Standing alongside and supporting colleagues to support, guide, model and show a unified consistency to the learners.
- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

The **Pastoral Team** is responsible for:

- Overseeing the whole school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The **Inclusion Team** is responsible for:

- Collaborating with the governing board, head teacher, SENDCo and the mental health lead to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

All **members of staff**, including teachers and support staff, and volunteers are responsible for:

- Fostering supportive relationships with pupils and treating everyone with respect;
- Promoting positive relationships with parents;
- Knowing and understanding that pupil behaviour has multiple influences;
- Dealing with behaviour calmly, fairly and consistently;
- Establishing clear routines throughout the day;
- Sharing clear expectations with pupils and giving clear, concise instructions;
- Encouraging and motivating pupils through stimulating lessons;
- Modelling and promoting positive behaviour (notice, praise and reward) and sharing these moments with other colleagues in the school;
- Using targeted approaches to support pupils with individual needs and making reasonable adjustments where needed;
- Providing pupils with opportunities to discuss concerns or behaviour;
- Remaining 'curious not furious' when managing behavioural incidents.

**Pupils** are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents** are responsible for:

- Supporting their child in adhering to the school rules.
- Reporting any unacceptable behaviour to a member of staff.

## 4. General Expectations

Within the principles of ‘**ready, respectful and safe**’, pupils can learn and practise key behaviours which are transferable to their next stage of schooling, and beyond. We encourage pupils to have high expectations of themselves and to recognise when they have succeeded in doing so. The following expectations apply throughout the school day and are celebrated when they occur (whether during break, lunch or off site on an educational visit).

Core Principles	General Expectations
We are ready.	<ul style="list-style-type: none"> <li>- We try our best in all that we do.</li> <li>- We are ready to learn in all lessons.</li> <li>- We collaborate with others.</li> <li>- We listen and follow instructions.</li> <li>- We develop positive learning behaviours.</li> <li>- We observe school / classroom routines (e.g., uniform, equipment, money, jewellery etc.).</li> </ul>
We are respectful.	<ul style="list-style-type: none"> <li>- We care for each other.</li> <li>- We show good manners.</li> <li>- We treat each other with respect and are tolerant.</li> <li>- We encourage and support one another</li> <li>- We take care of our school and each other’s property</li> <li>- With support from others, we can admit when we have got something wrong or have made a mistake.</li> </ul>
We are safe.	<ul style="list-style-type: none"> <li>- We move around the school safely and in a controlled manner.</li> <li>- We follow our school’s e-safety and anti-bullying guidelines.</li> <li>- We do not intentionally physically harm one another.</li> <li>- We do not intentionally use words to harm one another.</li> <li>- We stay on the school premises for the duration of the school day.</li> <li>- We wear appropriate clothing for P.E. (e.g., trainers, long hair tied back)</li> </ul>

## 5. Promoting positive behaviour

### How do we teach and promote positive behaviour?

<b>Sharing our core principles</b>	Staff regularly promote, model, and reinforce our core principles <b>ready, respectful, safe</b> within lessons, assemblies and in reflections on pupil behaviour.
<b>Roles and Responsibilities</b>	Pupils are given <b>roles and responsibilities</b> in class and around school.
<b>Learning behaviours within the curriculum</b>	Through an engaging curriculum, pupils access challenges which allow them to learn and demonstrate a variety of <b>learning behaviours</b> including resilience, perseverance and independence. These learning behaviours are encouraged and applied in all lessons but may be explicitly taught in PSHE lessons. Pupils are praised when they exhibit a learning behaviour which has been an individual, class or whole school focus.
<b>Work in partnership with parents and carers</b>	Praise and positive behaviour are <b>shared with parents and carers</b> . Using: Marvellous Me, house certificates, positive phone calls, weekly celebration assemblies.
<b>The role of adults</b>	Staff <b>model</b> respect, tolerance, patience and professionalism with each other and the children.
<b>Staff and pupil behaviour goals</b>	<b>Both staff and pupils</b> set a <b>behaviour goal that they are working towards as a team</b> . Examples for staff might include establishing learning behaviour objectives for the week which are reflected upon or greeting pupils at the door after break and lunchtimes. Examples for pupils might include saying please and thank you for always holding a door open for those behind them. Achievements are celebrated with both pupils and staff.

### How is positive behaviour rewarded?

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Resilience, perseverance, and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the expected behaviour.

- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are rewarded fairly.

We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

The school has a number of options for rewards that can be given to pupils:

<b>Reward</b>	<b>Additional Information</b>
<b>Verbal and non-verbal praise</b>	To give feedback and to recognise positive behaviour. This could be through a thumbs up, smile, a quiet word of personal praise, a 'well done' or a round of applause from the class.
<b>House points</b>	To recognise positive behaviour in line with our core principles and our Ashford Park values (Belonging, Peace, Aspiration, Compassion, Resilience, Challenge and Kindness). Staff acknowledge where points have been awarded, and what they were awarded for.  House points are awarded in class and on the playground by any member of staff and recognise positive behaviour in line with our core principles (ready, respectful, safe).
<b>Celebration Assembly Certificates</b>	House certificates are awarded weekly to children that have demonstrated our school rules and values.
Other rewards and recognition of achievement include, stickers, class marble rewards, certificates for participation, effort and achievement and Marvellous Me Awards.	

## 6. Managing and discouraging unacceptable behaviour

Engagement with learning and returning to learning is always our primary aim at Ashford Park Primary School. For most of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a brief period, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see and be aware of attachment searching behaviours. All learners must be given ‘processing time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Where a pupil’s behaviour falls below the expectations of the school, all members of staff will support pupils in recognising this and reflecting on why this has happened. Reasonable adjustments to the pupil’s environment may be made to support them in making good choices, e.g., providing a pupil with a concentration tool or a move-sit cushion, removing a distracting item or sitting in a different position in the classroom.

### Practical steps in managing and modifying poor behaviour

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

Unfortunately, in some cases, this may result in a consequence. In all circumstances, where these incidents do occur (in class, at lunch, off-site on trips etc.), the five-step sequence below should be followed:

	Steps	Action
1	Redirection and/or reminder	<p>Gentle encouragement, a ‘nudge’ in the right direction.</p> <p>A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible.</p> <p>Repeat reminders if necessary.</p> <p>De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2	Warning	<p>A clear verbal warning delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The learner has a choice to do the right thing. Learners will be reminded of their previously good conduct to prove that they can make good choices. “No thank you, stop, think, ..... make the right choice” “think carefully about your next step”</p>

3	<p>Last chance</p> <p>(5 minutes after class for restorative conversation/10 minutes in reflection time)</p>	<p>Speak to the student privately and give them a final opportunity to engage. A micro-script may be used here to support the pupil in recognising and reflecting on their behaviour.</p> <ul style="list-style-type: none"> <li>• I have noticed that you are... (having trouble getting started, wandering around etc.) right now.</li> <li>• At Ashford Park, we... (refer to the 3 school rules – ready, respectful and safe)</li> <li>• Because of that you need to... (refer to action to support behaviour e.g., moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> <li>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening... then give the child some ‘take up’ time. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS.</li> </ul> <p>At this point, the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p>
4	<p>Reflection Time/ Cool Off/Triage</p>	<p>This might consist of a short time with another teacher in a different classroom, time spent outside the classroom with the class teacher or LSA, or time spent in a quiet area on the edge of a playtime area (2mins or 5mins stood with me – no words). It is a few minutes for the pupil to calm down, breathe and look at the situation from a different perspective and compose themselves.</p>
5	<p>Repair Restorative Conversations</p>	<p>This could be a quick chat or a more formal meeting and allows all of those involved to reflect on their behaviour so that they are ready to return to learning. This conversation may happen sometime after the incident and when the pupil is calm.</p> <p>5 questions are usually enough from the following, please refer to the visuals in the appendices:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p><b>An imposition might be given if lost learning time is significant or seen as beneficial.</b> An imposition is additional work that must</p>

		be completed that evening, countersigned by parent, and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher.
6	<p>Consequences Communication with parent/ carer</p> <p>A formal meeting with SLT and parents/carers.</p> <p>Weekly behaviour meetings</p> <p>Internal isolation</p> <p>External suspension or exclusion</p>	<p>If a child has <b>two incidents in a week requiring reflection the class teacher must inform parents</b>. This must be recorded on CPOMS.</p> <p>If a child has <b>three or more incidents in a week</b> (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who <b>regularly receive more than 3 reflections in a week</b> will have weekly monitoring meetings (during lunchtime) to discuss their behaviour, with a member of the SLT.</p> <p>A serious breach may lead to a period of internal isolation. This could include time away from their peers and the loss of break and lunchtimes.</p> <p>Internal isolation periods will be increased when needed to ensure that all children can be ready, respectful and safe.</p> <p>Children and their families must engage with the school to demonstrate improvements over time.</p> <p>Should the restorative approach and internal isolations not bring about the positive changes expected and needed, children will be referred to external agencies for greater support and at risk of being issued a fixed term suspension or permanent exclusion.</p>

### Serious Incidents

Although rare, there are some more serious types of behaviour which will result in the incident being recorded immediately and the stepped sanctions sequence will begin at step 6.

This is because the behaviour has occurred quickly and has involved bullying, intimidation or physical harm of another pupil or member of staff.

It is important that these moments are recorded on CPOMS and that the pupils involved are asked to reflect on what has happened with an adult so that their behaviour triggers can be identified. Following a conversation with a member of the senior leadership team, a sanction appropriate to the event will be decided on.

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff.

All serious behaviour matters must be referred immediately to phase leaders, senior leaders or the head teacher.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults or other children
- Serious damage to school property that could impede other pupils' ability to access part of their education.

### **Physically and Verbally Abusive Behaviour Towards Peers or Staff**

The school has clear sanctions for physical and verbally abusive behaviour towards peers. These will reset every half term. Children who have SEND may have alternative sanctions put in place depending on their need. All incidents will be recorded on our CPOMS system.

1 <sup>st</sup> incident	Miss one day of play and lunch and sit with Senior Staff
2 <sup>nd</sup> incident	Miss 3 days of play and lunch and sit with Senior Staff. Parents invited into school for a strategy meeting to positively support their child and to stop an escalation in behaviour. This may include different activities away from other pupils and the need to be supervised by an adult during break and lunchtime.
3 <sup>rd</sup> incident	Miss 5 days of play and lunch and sit with Senior Staff Where there are subsequent incidents within the same half term, formal meetings will be held with parents / carers and advice will be sought from external agencies regarding how best to support the pupil concerned.

### **Fixed Term Suspensions and Permanent Exclusions**

Ashford Park Primary believes that, in general, suspensions are not an effective means of moving behaviour forward.

However, for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Head Teacher may take the decision to suspend for a fixed period.

If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Head teacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to

avoid exclusion [DfE 2024 Suspension and permanent exclusion from maintained schools ...](#)

The governors at Ashford Park Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school.

### **Restorative Practice**

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

Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

### **Children with Social, Emotional and Mental Health Needs (SEMH)**

Children who exhibit regular and greater behavioural needs will need a Proactive Intervention Plan (PIP) put in place (see section 7). For some children it will be necessary to place them on the SEND register for social, emotional and mental health issues. Further support and assessments may also be appropriate. In these cases, a team around a child meeting will be held, as well as additional meetings with parents/carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

### **Definitions**

For the purposes of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of illegal drugs, alcohol or tobacco.
- Possession of banned items.
- **Truancy** and **running away** from school.
- Refusing to comply with disciplinary sanctions.

- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or destructive behaviour.
- Use of mobile phones without permission.
- Graffiti.
- Any behaviour that requires the immediate attention of a staff member.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that threatens safety or presents a serious danger.

For the purposes of this policy, the school defines 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of the child exhibiting the behaviour and/or other pupils, including, but not limited to, the following:

- Lateness;
- Low-level disruption and talking in class;
- Rudeness;
- Failing to follow an instruction.

#### **What are the expectations of staff when dealing with unacceptable behaviour?**

- To support children in recognising and reflecting on their behaviour choices;
- To remain calm, fair and consistent, giving clear instructions;
- When the pupil is calm, to discuss their behaviour with them, including the reasons for it, how it could have been avoided and how and why it is being recorded;
- To make reasonable adjustments in order to support pupils with their behaviour, e.g., providing a pupil with a fidget tool or a move-sit cushion, changing seating positions in the classroom, finding out what is bothering them, removing a distracting item of stationery;
- To review behaviour with pupils privately (not in front of the whole class) wherever possible;
- To recognise that the behaviour may be the result of a particular need or circumstance which extends beyond the classroom and follow appropriate safeguarding measures where necessary;
- To have positive, unconditional regard for a child, understanding that children are not defined by their behaviour.
- To implement new routines which may be needed to support a child who is finding it difficult to regulate their behaviour;
- To support each other when de-escalation is needed;
- To have the opportunity to take time to reflect on behaviour incidents where appropriate and review a pupil's behaviour with the inclusion lead if required;
- To keep clear, consistent and dated records of incidents, consequences, strategies which supported the pupil and any records of meetings with parents (CPOMS);
- To consult with the leadership team where additional support is required and implement recommendations where appropriate;
- To be able to attend training sessions regarding behaviour when required.

**Strategies which are not acceptable (please see the [APPS Child Protection and Safeguarding Policy 2024](#) for further detail):**

- sanctions that deliberately humiliate children;
- keeping a child after school, unless a personalised behaviour plan is in place;
- breaching professional conduct and contravening safeguarding guidance.

**Micro-scripts**

As referred to earlier, we recognise that it is important to support children in recognising when their behaviour is falling below the expectations of the school, and that positive relationships with pupils is key in doing this. A quick, scripted conversation (such as the one below), may support pupils in recognising that they are responsible for making a change to their behaviour. It is predictable, safe and reminds pupils of positive moments; it should take place when pupils are calm and at a crucial point before behaviour may escalate further:

- I noticed you are... (having trouble getting started/struggling to get going)
- It was the rule about... (lining up/staying on task) ...that you haven't followed.
- You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and (this) will happen...I'll leave you to make your decision.
- You have chosen to... (move to the back/catch up with work at lunchtime).
- Do you remember last week when you... (arrived on time every day)?
- That is who I need to see today.
- Thank you for listening and speaking with me.

**Restorative Justice**

Restorative conversations form an approach to teaching about behaviour. During reflection time with a child's teacher (or the adult involved), pupils have the opportunity to reflect on their choices and appreciate the effect of their decisions on others. These questions will form the basis of a restorative conversation:

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

**Working with parents/carers**

Where a class teacher has a concern about a child (one-off incident or a general concern), they should contact the child's parent/carer to inform them of the concern and discuss what is happening in school. This should be either via a face-to-face meeting or a phone call to ensure that there is dialogue about the child / incident. This contact should be recorded on CPOMS.

If parents/carers feel that additional support or action is required to support a child, they should contact the class teacher to discuss this. If further support is required, the class teacher will contact the SENDCo who will work alongside the class teacher and parent/carer to further support the child.

Parents can support their children in the following ways:

- By working in partnership with the school to reinforce expectations regarding good behaviour and the home/school agreement;
- By ensuring that their children attend school regularly and on time;
- By ensuring that homework is completed;
- By attending events for parents, such as parents' evening, open mornings and parent forum meetings;
- By helping their children to bring appropriate materials and books to school;
- By supporting the aims of the Behaviour Policy;
- By contacting the school if there are any concerns regarding their child's work or behaviour.

### **Supporting pupils with individual needs**

The school will take into account the particular needs of more vulnerable including those with SEND and SEMH, including those who attend the Acorn centre.

We will ensure that we will:

- support newly-arrived pupils in understanding and following the behaviour policy
- plan proactively how our Behaviour Policy should be applied for each of these identified pupils
- make reasonable adjustments in the application of our behaviour policy
- make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made
- identify pupils at-risk in advance

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, social interaction difficulties or sensory disorders. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, parents/carers, outside agencies/professionals) to best meet their needs.

We also recognise that children with social, emotional and mental health needs (SEMH) may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning, e.g., pitch of task or classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on their behaviour and find ways to repair the situation. We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

Actions taken to support these pupils will be in line with the school's Special Educational Needs and Disabilities policy.

### **Pupils with High-Level Behaviour Needs**

We aim to support all pupils, regardless of need, to follow the whole school behaviour policy. However, we recognise that this will be more difficult for some pupils for some of the time. For those pupils who need more intensive support with managing their emotions, we use a Proactive and tailored approach through the implementation of a Proactive intervention Plan (PIP). We gather pupil, parent/carer and teacher voice to design a plan to help the pupil move back into a positive learning space. With parent/carer permission, we also consult outside agencies for additional advice.

Our Proactive intervention plans (PIPS) are reviewed every half term and identify:

- challenging behaviours
- Triggers
- strategies that work
- provision to support positive regulated behaviours
- a plan of support when dysregulated behaviours arise that all staff follow

We also recognise that pupils who have an Educational Health Care Plan (EHCP) may need the whole school behaviour management system to be modified to allow them to continue to access the curriculum as much as possible.

For our pupils with high-level behaviour needs, a detailed, individual Behaviour risk assessment is written collaboratively with input from all stakeholders and is used to form part of the pastoral support plan for that pupil. The purpose of the risk assessment is to consider the risks to the individual pupil and the school community and mitigate these risks as much as possible.

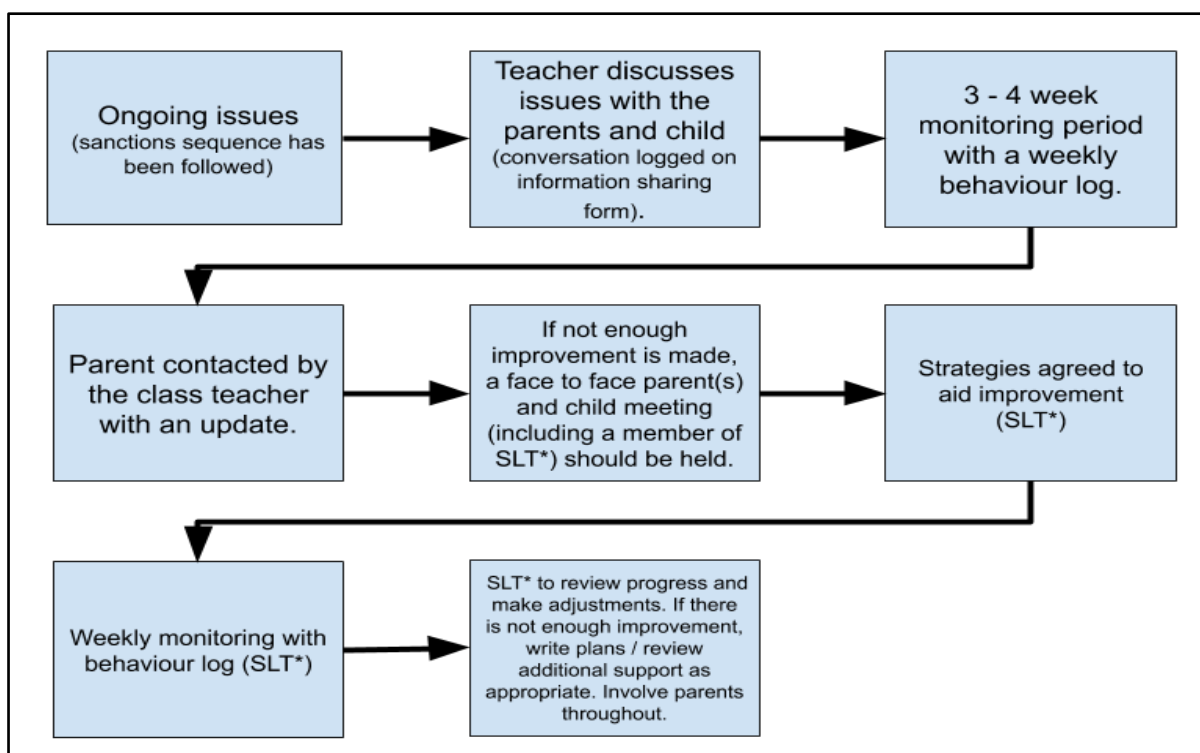
### **Zones of Regulation**

'Zones of regulation' are used across the school to give a common language for discussing and reviewing situations as well as thinking about how to solve a problem which may have arisen. This is also taking place as a small group intervention using role play to consider a pupil's emotions in different scenarios.

### **Bullying/discriminatory language**

Behaviour that threatens, upsets or hurts children is not tolerated. If this behaviour is persistent and targeted, this is bullying. Please refer to the [APPS Anti-Bullying Policy](#) for further information about the ways in which the school addresses bullying.

We are an inclusive school and encourage children to respect people from all backgrounds. If a pupil uses racist, sexist or homophobic language with or without intent, a member of staff will investigate and educate the pupil on the impact of using this language, allowing them the opportunity to reflect on their use of language. Any racist or discriminatory language should be logged by the adult recording it on CPOMS which will later be shared with Surrey County Council (SCC).



### **Child on Child Abuse, Sexual Harassment and Discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, the use of sexualised language, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Staff members will record incidents on CPOMS. Where inappropriate language has been used, the process described above in point 6 should be followed.

### **Safeguarding**

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of their educational or other needs not being met. At this point, the school should consider whether a multi-agency assessment is necessary.

### **Ongoing behaviour issues**

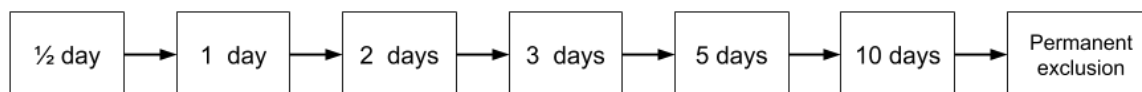
Where a child demonstrates ongoing issues with behaviour, class teachers should review the pupil's behaviour with a member of the SLT. Where possible, the pupil's behaviour triggers will be identified so that a behaviour log can be put in place. This will support the child by providing them with small steps to work on so that they can develop their behaviour in school. The pathway below should be followed:

### **Fixed Term Suspension or Permanent Exclusion**

When a child's behaviour is not showing signs of improvement, the school works with other professionals and agencies to support the child and their family. Persistent negative

behaviour or serious incidents may lead to a fixed term suspension or in the most serious of cases, a permanent exclusion. The decision to suspend or exclude is taken by the head teacher. If a child receives a fixed term suspension or is permanently excluded, the school follows Surrey's policy and guidelines, and statutory [guidance](#) from the Department for Education.

Exclusions will follow the sequence below:



Parents/carers have the right of appeal to the governing body against any decision to permanently exclude a child.

### **Monitoring**

Behaviour in the school is monitored by the SLT, SENDCo and Pastoral Team during fortnightly meetings. Any serious incidents are discussed so that further school action can be implemented or planned for. At the end of each half term the behaviour and incident logs are analysed for patterns and trends. This is monitored by SLT and the safeguarding governor. This policy is revised annually with all staff and governors. This policy must be read in conjunction with the school's SEND Policy, Child Protection and Safeguarding Policy, Anti-bullying Policy and Uniform Policy. Staff should also consult the Staff Code of Conduct for further guidance.

# Appendices

## Appendix 1 - Governing Body's Statement of Behaviour Principles

This document is not policy or practice, rather it is a statement to set out Ashford Park Primary School's broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the head teacher, Mr Boulton, who will view each case in light of these principles and any relevant policies.

The governing body is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

This is why, at Ashford Park Primary School, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

### **Principles**

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of poor behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, against disability, religious or age-based.
- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy.
- Good behaviour around school is to be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- At Ashford Park Primary School, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – fixed term suspensions and permanent exclusions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a

parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.

- Guidance on the use of reasonable force will be agreed upon by the head teacher and governing body, and clearly set out within the school's Behaviour Policy.

### **General expectations**

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils should help staff by showing good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the pupils and staff safe, the head teacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- Everyone in the Ashford Park Primary School community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Ashford Park Primary School.

## Appendix 2 - Screening and searching pupils

At Ashford Park Primary School, staff may confiscate items that are of high value, deemed inappropriate, are against school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion as to whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. Parents/carers should be made aware if an item has been confiscated and given the reason for the confiscation, (e.g., inappropriate or valuable).

Staff do have the power to search without consent for prohibited items, which include the following:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that a member of staff reasonably suspects 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.

The legislation sets out what must be done with prohibited items found as a result of a search: [DfE 2022 Searching, Screening and Confiscation Advice for Schools](#)

## Appendix 3 - Use of reasonable force and other physical contact (including restraint)

In line with [DfE Guidance on the Use of Reasonable Force](#), members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in the most extreme circumstances. Parents are informed if this has been used and children are given a chance to explain or write how it made them feel and what could have been done differently.

In very rare circumstances, where the child presents either a danger to him/herself or to others, physical restraint will be used. This will be carried out by a member of staff who is trained in restraint in the presence of at least one other member of staff. It will be used only to move a child to a place of safety where the child can calm down. Parents will always be informed and the incident recorded on CPOMS. A risk assessment will also be put in place for all on-site and off-site activities if a child is known to exhibit behaviour that may require restraint.

### **When and where to use restraint**

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff need to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children i.e., those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others. If a member of staff decides that the use of force is appropriate and an action of last resort then they should always:

- advise giving a warning to the child that a physical intervention may have to be used;
- suggest how the child is to be handled ensuring that no form of restraint is used that could constrict breathing. Appropriate means are passive physical contact such as standing between or blocking a child's path, leading a child by the hand or arm, ushering a child away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform;
- try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance.

### **Examples of situations that particularly call for judgements of this kind include:**

- a child attacks a member of staff or another child;
- children are fighting, causing risk or injury to themselves or others;
- a child is causing or on the verge of committing deliberate damage to property;
- a child is causing or is at risk of causing injury or damage by rough play or use of an object;

- a child absconds from a class or leaves school at an unauthorised time and poses a risk to themselves or others;
- a child persistently refuses to follow an instruction to leave a classroom;
- a child is behaving in a way that seriously disrupts a lesson, a school event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the individual needs of the child and their understanding of the situation.

As part of a behaviour plan children will be aware that restraint may be an option. For example, a child leaves the classroom and refuses to return to a safe space within an agreed timescale. At this point assistance will be requested, either to help or to simply ensure all procedures are correctly followed by the adult involved.

### **Recording of incidents**

Staff report on CPOMS any time they have used holding or any kind of restraint. Once completed they must be passed to the head teacher. They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. A member of SLT will inform the parents of the child.

All accident, incident or near miss reports must be recorded.

Following any incidents where force has been appropriate the head teacher will make arrangements to support the staff and children as these can be upsetting times.

Children will also be given the opportunity to discuss how the situation made them feel.

If necessary, first aid will be administered by a trained first aider and emotional support will be provided as required.

Staff will discuss the situation within 2 days with the head teacher to review if all procedures were followed and how we could try to avoid further repercussions, learning from the experience

## Appendix 4 - The power to discipline beyond the school gate

Pupils at Ashford Park Primary School should represent the school in a positive manner. Staff can issue sanctions for behaviour which takes place outside of the school premises when the following circumstances apply:

- When the pupil is wearing school uniform;
- When the pupil is travelling to or from school;
- When the pupil is taking part in any school-related activity;
- When the pupil is in any way identifiable as being a pupil at the school.

As a school, we will also respond to concerns regarding children's behaviour outside of school which could result in the following circumstances:

- Behaviour which could have repercussions for the orderly running of the school; or
- Behaviour which poses a threat to another pupil, a member of staff at the school, or a member of the public; or
- Behaviour which could adversely affect the reputation of the school.

Bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Pupils, parents and staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident.

## Appendix 5 - Pupil allegations against staff, volunteers or other adults

Allegations can be made against anyone. All staff should be aware of their professional duty to provide maximum reassurance to all stakeholders. We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the head teacher. The head teacher on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer). If the allegation made to a member of staff concerns the head teacher, the designated teacher will immediately inform the chair of governors who will consult with the LADO.

The school will follow the Surrey Safeguarding Children Partnership (SSCP) procedures for managing allegations against staff and other adults working with children.

Where the allegation is determined to be **false** or **malicious**, additional support is offered for the pupil, family member and member of staff. Advice may be sought from the local authority for the best course of action moving forward.



## Appendix 7 – Restorative Practice (RP) Definition

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

### **Restorative practice in schools is about:**

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

### **Why use a restorative approach?**

- Punishment does not meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders do not have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into the school community, making rule-breaking more attractive

### **Restorative Questions 1**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

### **Restorative Questions 2**

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

## Appendix 8 – What happened visuals

[What happened visuals.pdf](#)