



Ashlands
Church of England
Primary School

Love of Learning, Love of Life, Love of One Another
'Life in all its fullness' John 10:10.



Behaviour and Relationships Policy

Date Agreed by Governing Body: This policy will be reviewed every year and is due for renewal in the 2025/2026 Academic Year at GB1

Headteacher: Nicola Ball

Chair of Governors: David Harvey

Distribution:	<ul style="list-style-type: none">• Shared Drive• Staff Room• Website• Paper copies are available upon request.
Source:	This policy has been reviewed and rewritten using our previous policy, guidance from the School Bus RSHE Policy and the QET RSHE Policy
Review	Sept 2024 - No changes
Review	Sept 2025 – updated Very Serious to ensure protected characteristics are recognized and protected

Promoting Positive Behaviour

- We recognise that our children's successful learning and personal development are dependent on how they feel about themselves and how they are responded to within their school community.
- We recognise that learning about behaviour enables children to develop character by learning more about themselves, others and the world and gaining a sense of respect. Also, this enables children to make better outcomes in terms of their learning.
- To learn effectively children's personal, social and emotional needs should be understood, supported and met as far as possible, alongside clear, fair and developmentally appropriate behavioural expectations.
- Having a culture of self-discipline, high expectations and a consistent system in place to support children to achieve makes the school a safe place so that high quality learning may take place unimpeded.
- We understand that all behaviour is a form of communication and we endeavor to understand what is being communicated so that we can respond effectively and helpfully. (This may imply specific forms of communicating and getting specialist support.)
- We recognise that although a consistent approach is required all across the school when it comes to behaviour, it does need to be age and stage appropriate. There are Early-Years Specific approaches at various parts of this policy. They may also be suitable for children still at that stage of development. How we manage behaviour with older children is in Appendix 3 'At a Glance'. This has the same aims and staged approach as the rest of the school but how this looks is different with older pupils.

KEY IDEA OF OUR POLICY: *How adults interact with children and carry out this policy is the key to success with behaviour in school.*

All adults interacting with children at Ashlands CofE Primary School aim to:

- help children to learn about boundaries, (what is OK and what is not), learning the impact of their behaviour on others and on their environment;
- model and teach children clear ways of communicating their needs and opinions, with regard to the needs and rights of others (adults and children), thus helping children to develop a sense of social responsibility, the wider community and towards the environment
- model and teach ways to safely self-regulate, including regular class-based stilling, relaxation and calming, as well as safe opportunities to vent (let off steam) to deal with agitation, anxiety and distress
- provide mediation, modelling and containing responses when children struggle with conflict and emotional dysregulation, leading to safer self-expression and improved self-regulation
- act upon a Behaviour policy that is evidence-based, created and owned by all in the school and is in line with our school values, particularly **Trust, Respect, Compassion**

This will entail:

- attendance and engagement with relevant and at least annually updated training opportunities to develop the self-awareness of both adults and children
- building trusting, warm and respectful relationships within the whole community (staff, children and their families/carers, governors, visitors etc) based on mutual respect, care and kindness and listening to each other
- using the wide range of approaches adopted within the school of acknowledging and celebrating positive behaviour and attitudes
- implementing the Ashlands School whole school community approach to promote the well-being of all and to practice agreed procedures including a staged approach

THE GRADUATED RESPONSE TO BEHAVIOUR 'IN A NUTSHELL'



Three School Rules: Be safe Be ready Be respectful

These rules have been simplified and agreed by the House Captain and their vice Captains on behalf of the children and staff at Ashlands Primary School. Our rules encourage positive behaviour and are simple to remember to help children to take responsibility for their own actions. We have all agreed to try to keep them. Our six values will help us to demonstrate these behaviours, these are Compassion, Respect, Aspiration, Forgiveness, Friendship and Trust.

We all give recognition when a child is seen to be behaving well or displaying a learning behaviour or attitude being focused on in the class, school or shared from home.

In Early Years, we focus initially on keeping ourselves and others safe in all that we do indoors and outside. We want children to feel safe and to trust adults to support them when they start pre-school.

Rewards for good behaviour

Care must be given to not turn rewards into bribes. We expect children to carry out what is expected. However, when children go above and beyond in their work or behaviour, this is recognised. Our Values Display in each classroom focuses on our six values and how they support us to achieve our three school rules. Children are recognised for their efforts. This could result in the awarding of a green leaf, a star of the day, house point or a proud wall. Class teachers may encourage targeted behaviour with an individual system. House Points are given for good examples of learning or behaviour as well for individual efforts (see Appendix for House Point Guidance), Visits to the Headteacher, SLT or Subject Leads are encouraged to share good efforts.

Staged approach to sanctions when dealing with poor behaviour

Step 1

Reminder- if making poor choices or struggling to self-regulate a child will be either supported to practise the relevant school rule or through a scripted approach by an adult to calm or express needs and feelings in a safer way.

Younger or less mature children will need an adult to co-regulate alongside, to model acceptable behaviour, to offer an appropriate alternative and to talk through the consequences of their actions.

We recognise that consistency in our approaches is critical, and we promote positive behaviour and attitudes throughout each day, leading by example as well as using specific praise and recognition (private or public) for examples of positive behaviour or attitude.

Step 2 - Warning: If behaviour that is interfering with other's learning persists, a trusted adult will talk with the child or children concerned in private, repeating reminders, acknowledging their current difficulty and making sure that the child is (or children are) clear and in a position to follow behavioural expectations.

Step 3 - Time out/ Time in

Time out will be the method to minimise lesson disruption and for serious incidents. It is down to the discretion of the staff member to interpret which behaviours are 'serious' and a child doesn't require a reminder or a warning to get this. Usually, a time out is given if misbehaviour has persisted and a child has chosen to go through the three-u stage process of consequences. Depending on the interpretation of the teacher, usually, the child's parent is contacted following a time out. They certainly **must be contacted if a child** gets more than one time out in a day.

MINOR	MODERATE	SERIOUS	VERY SERIOUS
	<i>Becomes MODERATE if occurring more than once after initial reminder as part of Minor Support (not yet classed as persistent)</i>	<i>Becomes SERIOUS if behaviour is classed as persistent disruptive behaviour following Minor/Moderate Support</i>	<i>Becomes VERY SERIOUS if persistent disruptive behaviour is unchanging following support</i>
<ul style="list-style-type: none"> • Making poor choices which disrupts own learning to include calling out, rudeness, inappropriately answering back, not listening or responding to adults, work refusal • Making poor choices which disrupts learning of others, to include: calling out, rudeness, inappropriately answering back, not listening or responding to adults, work refusal • Inappropriate language, to include swearing (understanding of the language and the way it was delivered to be taken into account) • Moving unsafely or disrespectfully around classroom/ school. 	<ul style="list-style-type: none"> • Making poor choices which disrupts own learning to include: calling out, rudeness, inappropriately answering back, not listening or responding to adults, work refusal • Making poor choices which disrupts learning of others, to include: calling out, rudeness, inappropriately answering back, not listening or responding to adults, work refusal • Inappropriate language, to include swearing (understanding of the language and the way it was delivered to be taken into account) • Moving unsafely or disrespectfully around classroom/ school. • Skirmish, scuffle • Unkind behaviour • Behaviour which could risk their own / other children's safety 	<ul style="list-style-type: none"> • Making poor choices which disrupts own learning to include: calling out, rudeness, inappropriately answering back, not listening or responding to adults, work refusal • Making poor choices which disrupts learning of others, to include: calling out, rudeness, inappropriately answering back, not listening or responding to adults, work refusal • Inappropriate language, to include swearing (understanding of the language and the way it was delivered to be taken into account) • Moving unsafely or disrespectfully around classroom/ school. • Deliberately spitting at staff or pupils • Biting (age / stage of child will be taken into account) • Behaviour which seriously endangers themselves or others • Internally absconding, or encouraging others to internally abscond (age/stage of child will be taken into account) • Attempting to externally abscond (or encouraging other's to externally abscond) • Willful damage to school property, other people's property or work • Behaviour which could lead to bullying • Fighting • Deliberately hurting others • Stealing 	<ul style="list-style-type: none"> • Making poor choices which disrupts own learning to include: calling out, rudeness, inappropriately answering back, not listening or responding to adults, work refusal • Making poor choices which disrupts learning of others, to include: calling out, rudeness, inappropriately answering back, not listening or responding to adults, work refusal • Inappropriate language, to include swearing (understanding of the language/the way it was delivered to be considered) • Moving unsafely or disrespectfully around classroom/ school. • Deliberately spitting at staff or pupils • Internally absconding, or encouraging others to internally abscond (age/stage of child will be taken into account) • Externally absconding (or encouraging other's to externally abscond) • Physical abuse of staff • Premeditated or continuing physical attacks on others • Large scale destruction of property • Offensive weapons, drugs, alcohol or offensive material brought into school • Inappropriate touching of adult/ child as indicated in the NSPCC PANTS programme • Racism - colour or culture (protected characteristics) • Homophobia • Bullying (including cyber and discriminatory bullying) • Mobile technology brought into school and deliberately not handed in to the office / CT (locked drawer) for safeguarding

Staged approach to sanctions - consistency in our approach is critical. EACH CASE SHOULD BE TREATED AN INDIVIDUAL BASIS, BUT THIS DOCUMENT GUIDES AND SUPPORTS FOR THE MAJORITY OF CASES.

Please see Behaviour Discussion Prompts – Appendix E (on display with Zones of Learning / in Behaviour Books)

<p>Step 1 – for behaviour agreed as Minor</p> <p>Reminder - if making poor choices or struggling to self-regulate a child will be either supported to practise the relevant school rule or through a consistent approach by an adult to calm or express needs and feelings in a safer way, linking to our values where supportive.</p> <p>Younger or less mature children will need an adult to co-regulate alongside, to model acceptable behaviour, to offer an appropriate alternative and to talk through the consequences of their actions.</p> <p>Step 2 – for behaviour agreed as Minor</p> <p>Warning - if behaviour that is interfering with other's learning persists, a trusted adult will talk with the child or children concerned in private, repeating reminders, acknowledging their current difficulty and making sure that the child is (or children are) clear and in a position to follow behavioural expectations.</p> <p>Step 1 - 2 additional guidance</p> <ul style="list-style-type: none"> • If the behaviour happens at lunch or whilst the child is out of class, the child will be invited to discuss the behaviour with a class team member • Child may be given time for reflection and de-escalation in a quiet area to reflect on their behaviour. 	<p>Step 3 – for behaviour agreed as Moderate to Very Serious</p> <p>Time out - time out will be the method used to minimise lesson disruption and for serious / very serious incidents. Usually, a time out will be given if misbehaviour has persisted and a child has escalated through Stage 1 and 2, or if the behaviour has jumped straight to Moderate – Serious.</p> <p>Depending on the interpretation of the teacher, usually, the child's parent is contacted following a time out. They certainly <u>must be contacted</u> if a child gets more than one time out in a day.</p> <p>Where appropriate, in order to support behaviour tracking, recording of minor behaviour should be in place</p>	<p>Step 3 additional guidance for supporting SERIOUS and VERY SERIOUS (also see Appendix D)</p> <ul style="list-style-type: none"> • Child will be invited to discuss the behaviour with member of the SLT • Child may work in an area away from peers - • Unfinished work may be completed during break times (ensuring a fresh air break is in place) • Child may be invited to be part of alternative support during unstructured times • Loss of playtime (whole or in part, ensuring a fresh air break is in place) • Loss of Golden time (whole or in part) • Where a child's actions have wronged another person, then the child will be asked to produce a letter or card acknowledging their poor behaviour and encouraged to apologise • Parents informed of poor behaviour • If the behaviour persists, other needs may be explored e.g. Language and communication, SEMH • Additional provision such as ELSA (Emotional Learning Support) may be offered - PFSA • Emotional coaching strategies may be used • Zones of Regulation may be used • An individual behaviour log may be started to track the child's behaviour – recording behaviour on MyConcern • Extended supervision at playtimes • Loss of other privileges, (e.g. representing the school at a sport, monitor job) • Internal withdrawal may be applied – serious / very serious INTERNAL EXCLUSION • In cases of children internally absconding or externally absconding parents/carers may be contacted and required to attend school site to assist staff to return child to classroom • Agencies may be consulted to support and prevent escalation to Very Serious - e.g. South Somerset Partnership School THRIVE referral/ Boxall • A home school book may be implemented • Possible referral to partnership board • LA guidelines will be followed and the behaviour at the SERIOUS and VERY SERIOUS stage may result in a fixed term exclusion. • In extreme circumstances this could be escalated to a Permanent Exclusion • Targeted work with children, classes or year groups may be actioned
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Appendix 1 BEHAVIOUR SUPPORTS FOR STAFF

Behaviour Logs

The behaviour log will be completed where a pupil's behaviour needs supported. Where appropriate, parents will be informed that behaviour has been supported. The log will indicate all actions and communications. In some cases, a child may require additional support, such as individual reward charts, social stories or focused individual or small group support from an adult. In this case parents will be informed of the support, and it may form part of a Special Support Plan.

The Behaviour log will be checked regularly by the Head Teacher or SLT to ensure all concerns are appropriately supported and that no further action needs to be put in place. Persistent concerns and emerging behaviour patterns will be monitored and tracked.

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Home Communication book

The diary is a useful communication *book* to record important daily communication between home and *school*. The aim of the diary is to enable good communication for the whole team working with your child, resulting in the best possible care and education for your child. The diary will be completed by the class teacher at the end of most days. This will inform you about your child's day, identify any areas which may have been a challenge but also celebrate their successes. There is a parent's section for sharing of regular communication. Parents can share successes at home and identify if their child has had any struggles with specific areas.

Examples of what this could look like in a classroom

Class teachers are responsible for behaviour management in their learning areas. Classroom Behaviour displays will be established with the class cohort. These displays should support positive behaviours. The displays can be different but the approach and underpinning principles will be the same.

Class Behaviour Charter

At the beginning of each year Class Teams should agree and write their own class charter to establish high expectations of behaviour towards one another in their learning environment. This should be signed by all parties and displayed.

ABCC chart

Date/ time/ context	ANTECEDENTS TO BEHAVIOUR (what was happening before)	BEHAVIOUR OCCURRED Observed behaviour	CONSEQUENCES (what happened as a result of the behaviour?)	WHAT WAS THE BEHAVIOUR COMMUNICATING?

Example of a Weekly Report

Behaviour Report

Name..... Year/ class Wb:.....

To adult on duty. Please sign and assess whether my behaviour has met Ashlands High Standards using a smiley face, straight face or unhappy face.

Target this week-

	Lesson 1	Break	Lesson 2	Lunch inside	Lunch Out	Lesson 3	Lesson 4
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Result- ____/ 35

Target next week: _____

Can be adapted for same day reward or for half-day reward depending on how frequently it is needed

SCRIPTED APPROACH FOR SUPPORTING RESOTRATIVE CONVERSATIONS – TO BE USED WHERE APPROPRIATE

Behaviour Scripts	Behaviour Scripts
<p>Stage 1- Reminder</p> <p>“I’ve noticed you have been _____. You know our rule about being ready to learn/ being safe/ being respectful. You are a member of our community and I need you involved. That means following the rules we set. Thank you for listening.”</p> <p>Stage 2- Warning</p> <p>“I’ve noticed that despite our earlier talk, you have chosen to _____. You know our rule about being ready to learn/ being safe/ being respectful. This is your last chance to change what you are doing before this could lead to a time out. Thank you for listening.”</p>	<p>Stage 3- Time out</p> <p>JUMP straight to this for serious misbehaviours.</p> <p>“I’ve noticed you have chosen to ____ many times today/ serious behaviour. You have chosen not to follow the rules we set. You will now need to go inside/ stay in/ leave class. Later on today, we will chat more in-depth about this when you are ready.”</p> <p>Have a restorative conversation as follow-up or ask SLT to do this if applicable.</p> <p>Time in questions-</p> <ol style="list-style-type: none"> 1. What happened? 2. What have you been thinking about since? 3. Who has been affected? 4. What has been challenging for you? 5. What can make things right?

Appendix 2

- **Use of physical intervention:** The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding arms to side or sitting a young child next to you. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
 - Staff should only use physical intervention to prevent a child from injuring themselves or others or damage property.
 - If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
 - Corporal (physical) punishment of any kind will never be used or threatened.
2. **Bullying:** is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires a child to have developed reasoning and thinking skills, usually developed after the age of four along with empathy. Therefore, the term is not used in Pre-School and only cautiously within Key Stage One.

Young children are keen observers and more likely to copy behaviours which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours and unless addressed early, pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. Thus we avoid labels that can stick with the child for the rest of their life. For more information, please read our Anti-Bullying Policy.

3. Challenging unwanted behaviour from adults:

- We will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group (adults or children).
- Initially, the perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- A second occurrence will require the adult concerned to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner anywhere on the school site.
- A third occurrence may result in the perpetrator being banned from the premises which may mean making alternative arrangements for another named adult to bring/collect the child to school.

Appendix 3

'Behaviour with Older Children At a Glance'

This behaviour policy sets out the expectation that all adults take responsibility for behaviour in the school.

Adult Behaviour in our school:

Adults are expected to:

- Show a positive approach to behaviour management
- Show a consistent approach to behaviour management
- Communicate necessary information within our community.

Consequences:

1. Reminder- if making poor choices, a child will be reminded which of the 3 school rules they are contravening through a scripted approach by an adult
2. Warning- if this behaviour persists, child will be expected to chat with adult about this and consequences of persisting are outlined.
3. Time out/ time in (Restorative Conversation)- child sits outside the staffroom working on something set by the teacher or reflecting if out of lesson time. They will be expected to attend a longer restorative conversation with the adult who gave the time out or if applicable a member of SLT. The child is expected to make amends.

For serious misbehaviours, children may go straight to a time out- this is down to the interpretation of the adult attending

*****The 3-stage process resets after each session*****

Parental Communication-

For those children struggling with behaviour consistently, a plan of action should be in place and regular communication between home and

school. Parents will be contacted should a child get onto a time out but this is down to the discretion of their teacher.

3 School Rules:

1. Be safe
2. Be ready
3. Be respectful.

These rules are to be revisited every term in classes as well as learning behaviours to work on to ensure outstanding learning is happening.

How we manage behaviour:

- Being reflective, collaborative and consistent as a staff
- Building excellent relationships with everyone involved in our community
- Giving recognition to positive behaviours
- Teaching learning behaviours
- Dealing with poor behaviour privately and with a scripted approach (if needed) to ensure consistency and so that learning time is not lost.
- Ensuring children learn from their mistakes and are aware of the consequences of their actions
- Endeavouring to put extra support in place for those who struggle with behaviour (loss of play, Behaviour plan, unstructured time plan)
- Repairing broken, damaged relationships through a restorative conversation.

What we do to repair damaged relationships (Time in):

Restorative conversation.

With the attending adult, both will talk through the answers to these questions.

1. What happened?
2. What have you been thinking about since?
3. Who has been affected?
4. What has been challenging for you?
5. What can make things right?

****Each case should be treated on an individual basis, but this guides and supports for the majority of cases**