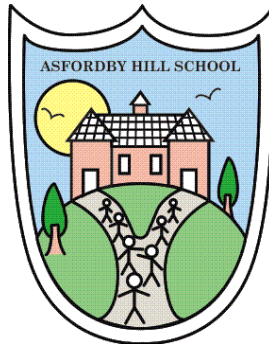


The Asfordby Hill School



Positive Behaviour Policy

This Policy Links With:	
SEN Policy	Exclusions Policy
Equality	Child protection Policy
Positive Handling Policy	Internet safety
Anti-Bullying Policy	
Recommended:	Y
Statutory:	
Date Reviewed:	Autumn 2021
Date of Next Review:	Autumn 2024
Committee Responsible for Review:	QEHS
Date agreed by committee:	

'In my world there are no bad kids, just impressionable, conflicted young people wrestling with emotions and impulses, trying to communicate their feelings and needs the only way they know how.'

Janet Lansbury

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At Asfordby Hill School we set high standards of behaviour. We believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly and fair. We promote positive behaviour in all of our pupils, creating an environment where everyone feels valued. We want to help our children to develop into caring, tolerant, understanding and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others. We encourage our children to see themselves as part of a whole school community, recognising their responsibility within this, developing the skills of co-operation and discussion. Asfordby Hill School takes into account the latest safeguarding and SEND advice and guidance provided to help address specific vulnerabilities when considering the expected behaviour of our children eg extremism, e-safety, ASD and peer on peer abuse.

We encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour. Our 'When lightning strikes ...' skills support children in developing the skills to become successful and respectful members of our community.

At Asfordby Hill School, we believe that it is vital that positive behaviour is rewarded in a variety of valued ways, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

1. Legislation and statutory requirements

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

- Behaviour and discipline in schools (2016)
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

2. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
 - Knives or weapons
 - Stolen items
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

3. Bullying

The school does not tolerate bullying of any kind. Any act of bullying or intimidation will be dealt with immediately. Any child caught abusing a peer will be dealt with immediately and the victim of the abuse will be supported. Allegations of abuse will be investigated by the Head teacher. Peer on peer abuse will

not be tolerated and looked upon or treated as ‘typical child foolery’. We want to ensure that all children attend school free from fear.

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
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 or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy.

4. Roles and responsibilities

4.1 The governing board

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

4.2 The head teacher

The head teacher is responsible for reviewing and approving this behaviour policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. They will record misdemeanours in the behaviour log.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

6. Rewards and sanctions

We have 4 school rules, which all school staff promote:

- **Listen and always follow instructions**
- **Show good manners**
- **Be helpful, kind and friendly towards each other**
- **Keep hands, feet & objects to ourselves**

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through a variety of rewards

- Praise
- Merit marks/Stickers
- Letters or phone calls home to parents

- Special responsibilities/privileges
- Recognition in our celebratory assembly
- Tea with the Head Teacher

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Asfordby Hill School recognise that it may be necessary to employ a number of sanctions to ensure a safe and happy learning environment. The sanctions are dependent on the severity of the behaviour. As with matters relating to rewards, consistency and fairness are vital in the applications of sanctions which should be appropriate to the inappropriate behaviour. Children are made aware that they are responsible for their actions and know **why** they have been received the sanction. Strategies and skills that could be used to avoid similar behavioural incidents are discussed.

This is a **daily** pattern with a fresh start each day for every child.

1: Specific verbal warning

2: Time out within class for a designated time.

This is graded across Key Stages - Key Stage 1 - 5mins, Key Stage 2 – 10mins
Privilege status will also be lost.

3: Time out outside class for a designated time

Children to be sent to next class teacher or Head Teacher if appropriate. Again graded across Key Stages: Key Stage 1 – 10mins, Key Stage 2 – 15mins.

Parents will be informed by standard letter if the behaviour is persistent or extremely poor and children will make up the time/work missed at the start of the next play or lunchtime. Behaviour reports may be considered to encourage acceptable behaviour.

4: Removal from class for a whole morning or afternoon session

Children to work with next age group and parents will be informed by letter. They will be welcome in school to discuss issues with the head teacher.

5: Parents contacted immediately

Parents telephoned to meet with head and class teacher

Severe Clause is implemented when it is impossible to deliver a lesson and the above sequence is suspended and moves immediately to stage 5

6.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip. Furthermore, disciplinary sanctions may be imposed, in relation to conduct which takes place outside school premises or not in school hours, for example when using a home computer, mobile phone or other electronic device to intentionally upset or abuse another child or member of staff.

7. Behaviour management

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement

7.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

7.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils 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 pupil 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 pupils transferring to other schools.

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and Full Governing Body every two years. .

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

COVID-19 addendum – when applicable

This policy applies during the Covid-19 pandemic unless the above procedures result in breaking social distancing guidelines.

Adjustments include:

- i) Celebrations of positive behaviour will take place within a bubble.
- ii) Verbal headteacher recognition will take place with a 2m distance.
- iii) School Uniform will not be enforced during this time.
- iv) Removal from the bubble (Stage 3 and 4) to a designated place will not be able to take place. If the behaviour cannot be managed within the classroom, the teacher will phone the office for support. The head teacher will discuss the behaviour with the child and endeavour to resolve the issue. Time out can take place in the 'library' where the child is on view at all times and social distancing can take place. The cleaning schedule will include equipment used by the child. Parents will be informed by telephone and email to discuss next steps.
- v) Constant breaking of school rules that put other children and staff in danger will result in exclusion.
- vi) As physical restraint is a last resort and used at stated specific times (7.2), for the safety of others and the child themselves, it will be used for a minimum length of time possible