




## ASHFIELD INFANT AND NURSERY SCHOOL

# WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES 2023-2024

Approved by <sup>1</sup>	
Name:	Amy Barclay
Position:	Head teacher
Signed:	
Date:	November 2023
Proposed review date <sup>2</sup> :	November 2024

<sup>1</sup>Head teacher is free to approve this Policy and procedures. It does not require approval by the Governing Body. Governing Bodies of maintained schools must formulate a 'Behaviour principles written statement'.

<sup>2</sup>Head teacher is free to determine the review period but the Policy and procedures must be brought to the attention of pupils, parents, and relevant others at least annually.

**REVIEW SHEET**

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	February 2012
2	Updated to include DfE revised guidance	September 2012
3	Updated to include DfE revised guidance	January 2013
4	Updated to include DfE revised guidance. Reformatted to match other KAHSC documents. Updated to reinforce inappropriate use of social network sites by parents. Changes highlighted.	September 2013
5	Updated to include DfE revised guidance. Changes highlighted.	February 2014
6	Reformatted only	February 2014
7	Amended to take into account changes made by the Education Act 2011 regarding notice for out of school detentions	March 2014
8	Updated to include DfE advice on bullying that involves an 'imbalance of power' – DfE Advice March 2014 and clarification of wording relating to unauthorised absence	March 2014
9	Update to reference change from County Triage Service to Cumbria Safeguarding Hub effective 03 November 2014	Nov 2014
10	Minor amendments to include reference to the promotion of fundamental British values and general formatting.	July 2015
11	Changes to reflect the fact that from 1 <sup>st</sup> January 2016, schools no longer have a statutory obligation to have in place a Home School Agreement. If schools choose to do so, they can have a voluntary Home School Agreement. Also includes reference to Code of Conduct for staff and other adults.	January 2016
12	Re-formatted to create Policy and procedures document. Minor changes to wording – e-safety now referred to as Online Safety	June 2016
13	Minor change to date of DfE revised exclusions document	Sept 2017
14	Minor update to reflect DfE Screening, Searching and Confiscation – Advice for Head teachers, School Staff and Governing Bodies, January 2018	January 2018
15	Updated to reflect changes made by 'Keeping Children Safe in Education' Sept 2018 and include reference to Peer-on-peer abuse Policy and procedures	Sept 2018
16	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2019	Sept 2019
17	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2020	Sept 2020
18	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2021. Includes references to Mental Health, child on child abuse and sexual violence and sexual harassment	October 2021
19	Updated to remove ref to the Covid 19 addendum and to reflect changes made in KCSinEd 2022 and the revised guidance from DfE Behaviour in Schools July 2022 and Searching, screening and confiscation advice for schools July 2022	2022
20	Rewritten to ensure clarity and in line with revisit of school's Vision and Values	Nov 2023

## **Rational**

At Ashfield Infant and Nursery School (AINS) we believe that good behaviour in schools is central to a good education. Managing behaviour successfully allows us to provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Our aim is to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Our pupils will be taught explicitly what good behaviour looks like although it is recognised that some pupils will need additional support to reach the expected standard of behaviour. Where this is required, we will identify individual support required and put this in place as soon as possible. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. Where suspension or exclusion is deemed absolutely necessary, we will make reference to the DfE guidance on [suspension and permanent exclusion](#) to ensure that these interventions are used appropriately.

We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that our school is a positive and safe place to be.

To achieve a positive ethos, it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in school, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, AINS is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school. We will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously. The school will not tolerate bullying (including cyberbullying, prejudice-based and discriminatory bullying), harassment or intimidation of any description.

## **Ashfield Citizenship Rules**

Our school rules build upon our citizenship values which are explicitly taught and are the 'golden thread' which runs through daily life at AINS. These are:

- We are kind and caring.
- We are respectful.
- We are honest.

Along with these school rules, each class will have their own 'class rules' which are age appropriate and are displayed in the classroom so that any visitors, including supply teachers, will be able to apply these consistently too.

## **Roles and Responsibilities**

**The role of the class teacher/support staff is to:**

- Ensure that the three rules are observed in their class, throughout the school, and on the playground.
- Have high expectations of each child in terms of behaviour within the classroom, around the school, during collective worship and assemblies, and strive to ensure all pupils learn to the best of their ability.
- Treat each child fairly and enforce the three rules consistently.
- Build a supportive dialogue between the home and the school, and inform parents if we have concerns about their child's welfare, attitudes to learning or conduct.

**The role of the Headteacher is to:**

- Implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.
- Promote good behaviour, self-discipline and respect.

- Support staff in the implementation of the policy.
- With the Deputy Headteacher, keep records of all serious reported incidents of misbehaviour.
- Be responsible for giving fixed-term exclusions to individual children where appropriate.
- Permanently exclude a child in line with LA guidance for repeated or very serious acts of anti-social behaviour.

#### **The role of parents is to:**

- Familiarise themselves with the behaviour policy and support the high expectations set by the school.
- Work collaboratively with school so that children receive consistent messages about required behaviour at school, on their journeys to and from school, when representing the school or wearing the school uniform.
- Support the implementation of the school behaviour policy if consequences have been issued to a child by a member of school staff.
- Contact the class teacher, in the first instance, if there are any concerns.

#### **The role of the Governors**

The Governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The Governors support the Headteacher in carrying out guidelines.

### **Rewards and consequences**

Excellent behaviour is encouraged through a mixture of high expectations, clear policy, and an ethos which fosters self-discipline and mutual respect between pupils, and between pupils and staff. At AINS, we have a range of rewards to praise and reinforce excellent behaviour and clear consequences for those who do not comply with the school's very high expectations and policy.

#### **Rewards**

**Praise:** We recognise and reward learners who go 'over and above' our standards. A quiet word of personal praise can be as effective as a larger, more public, reward. As a school we believe in the power of positive praise. Praising positive behaviour in children helps those who are not sure what is expected of them by providing them with a role model. School staff should be consistent, firm and fair in their expectations of children's behaviour and deal calmly with inappropriate behaviour. Where possible, staff should advise the children what to do rather than saying what not to do.

**Extras:** Acceptable behaviour can be reinforced in a number of ways; through verbal commendation, the use of congratulatory stickers and stars.

**Golden Tickets:** All staff are able to give 'Golden Tickets' to children who are good Ashfield Citizens, demonstrating our values and therefore following the school rules. Tickets are placed in a box in each class and at the end of each half term one is drawn from each class to receive a reward (a voucher).

**Citizenship Awards:** At the end of each half term we hold a 'Citizenship Assembly' when five children from each class receive a special Citizenship certificate for consistently demonstrating our values and being 'good citizens'.

### **Consequences and Sanctions**

There are occasions when children need to see that there are consequence for their behaviour. During these times, we deal with children as individuals in a fair and consistent manner, which is age appropriate, so pupils know with certainty that misbehaviour will always be addressed.

#### **Strategies/ steps used to prevent or reduce poor behaviour:**

- 1) A reminder to make good choices
- 2) A verbal 'warning' making explicit the next consequence
- 3) A conversation about why behaviour is not acceptable and how to make amends. In Key Stage 1 their name will also be written on the board and removed once unwanted behaviour has been addressed.
- 4) Child taken to the Headteacher for a more serious conversation around behaviour, making the right choices and any restorative actions that may be necessary. Parents will be informed.

- 5) If poor behaviour continues, parents will be contacted to arrange a formal meeting.
- 6) Where necessary a behaviour management plan will be put in place.

While these steps are sequential, there may be times where the more serious unwanted behaviour warrants moving to step 4) immediately (such as violence and abusive behaviours). Staff will use their professional judgement to make this decision.

### **Exclusions and Temporary Suspension**

If a child's poor behaviour cannot be modified, despite moving through all the steps identified, then temporary Suspension procedures may be considered. This would start with temporary in-school exclusion. If safety (of children or staff) or learning of others is compromised by continued inappropriate behaviour, then action for suspension will be taken in line with the guidelines published by Cumberland County Council.

### **Systems for children who find conformity difficult**

It is important to acknowledge that we have a legal duty to make reasonable adjustments for disabled children and children with special educational needs. We recognise that behaviour thresholds for some children will be different to those of others. To enable all children to succeed and have a positive school experience, it is our responsibility to ensure that behaviour management strategies are matched to the child's individual needs. From time to time, children in school will have needs more significant than can be addressed through the rewards and sanctions documented within this policy. Where this is the case, support from outside agencies is sought. For these children the following should be considered, depending on the severity of the case:

- Staff will keep a behaviour diary for those children whose behaviour is consistently inappropriate. This will be analysed to see if there is a pattern to the behaviour.
- Advice from SENCO / SLT.
- Partnership with parents.
- IEP or Behavioural Contract giving clear guidelines / expectations of behaviour.
- The use of a home/school log, charts, stickers, rewards, etc. to promote success.
- Educational Psychologist involvement.

### **Power to use reasonable force**

While our policy is based on de-escalation and encouraging pupils to develop self-discipline, members of school 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. The decision on whether or not to physically intervene, is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances. When considering individual circumstance, staff will reflect upon the pupil's behaviour and level of risk presented at the time of the incident, the degree of force used, effect on the pupil or member of staff and the child's age. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom, when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

The DfE document 'Use of reasonable force 2013' sets out clear guidance followed by staff and should be read in conjunction with this policy

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

On the rare occasion where reasonable force is used, this will always be recorded by the adult and any other adult witnesses to the incident. Parents will be contacted and informed of the serious breach to this policy and support strategies to be put in place.

## **Bullying**

Bullying is unacceptable and will not be tolerated in school. Bullying is the use of physical, verbal, or emotional aggression repeatedly over a period of time. It can be inflicted by an individual or group, by a child or adult and can include 'cyber bullying' (the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature). Legislation supports the school's firm determination to deal with bullying against any individual or group covered by the following 'protected characteristics'

- Age Pregnancy and maternity
- Disability Race
- Gender Religion and belief
- Gender reassignment
- Sexual orientation

The PSHE curriculum will highlight the school's abhorrence of bullying and incorporate work on rights and responsibilities. The following strategies will also be applied to combat and deal with bullying:

- Children will be encouraged to tell an adult if anything or anyone is distressing them or if they see someone in distress.
- Incidents of bullying will be dealt with speedily and effectively.
- Bullies will be confronted by their actions and the 'victim' should be seen by the bully to be given support by someone in authority.
- Parents will be informed if their child is acting in a bullying way.
- The normal consequences of unacceptable behaviour will apply following bullying behaviour.

## **Behaviour on Residential Visits, Offsite Activities and Outside School premises**

We have the same high expectations of children's behaviour off the school premises. If we have any concerns about a child's behaviour possibly impacting on their safety while on an off-site activity or if any child misbehaves while on an offsite activity, consequences will be taken that are appropriate to the child and the misdemeanour. As well as the consequences that are normally applied, non-inclusion on the next school outing may be considered, particularly where a child's behaviour compromises his/her own safety or the safety of others. We may also ask parents or family members to accompany their child on the trip to support school staff and their child. If we are made aware of misbehaviour outside of the school premises we have the power to sanction children to such an extent as is reasonable. Misbehaviours outside the school premises include behaviours that could have repercussions for the orderly running of the school, behaviours that pose a threat to another child or behaviours that could adversely affect the reputation of the school.

## **Confiscation of Inappropriate Items**

The headteacher and staff they authorise have statutory power to search a child and/ or their belongings if they suspect that a child may have a prohibited item in their possession as listed in <https://www.gov.uk/government/publications/searching-screening-andconfiscation>. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the document above.

## **Behaviour of parents and visitors to the school**

The school encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. Most parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document [A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community](#) and DfE non-statutory guidance [Controlling access to school premises](#). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. It is an offence under Section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately, and the person will be instructed to leave the premises. The school may take further action.

The school will take action where behaviour is unacceptable or serious and breaches this Behaviour Policy and procedures.

### **Monitoring and evaluating the success of the policy**

The policy will be monitored and evaluated by:

- Headteacher and deputy head teacher
- Governors

The policy and/or procedures will, where necessary, be revised in light of these evaluations.