

Behaviour Policy

Our behaviour policy is written to fit in with our school vision:



“Enabling life in all its fullness”

“I came that you may have life, life in all its fullness” (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

Date: July 2026

Date of next review: July 2028

Ashton Keynes C of E Primary School fully recognises its responsibilities for promoting positive behaviour and inclusion.

Policy agreed (date):	July 2026
Policy published (including on website) (date):	July 2026
Next review (date):	July 2028

Introduction

Ashton Keynes C of E Primary School is committed to an inclusive education for our learners that secures the widest access to learning and achievement in a safe and supportive environment.

We believe that every learner and member of staff has the right to feel safe, valued and a sense of belonging. We understand that when learners feel that they belong, they are more likely to thrive academically, socially and emotionally.

We recognise that central to this policy is the Christian ethos of the school, to which everyone in school contributes. Providing a positive climate of openness, good inter-personal relationships and setting high standards is everyone's responsibility. We encourage every adult, all members of staff, parents and governors to take this responsibility seriously. We have high expectations for behaviour in this school and good behaviour is necessary to ensure all children benefit from the opportunities education provides. We aim to ensure that everyone within our school feels valued and respected and that each person is treated fairly and contributes positively to our school community. We are a caring community, whose values are built on mutual trust and respect for all. As a Church of England school, we believe that every person should feel that they are wonderful, individual, loved, valued and unique because God made them that way. It is through fostering good, positive, respectful relationships across our school and within our community that we can work towards ensuring 'life in all its fullness' for our pupils in our care.

"Enabling life in all its fullness"

"I came that you may have life, life in all its fullness" (John 10:10)

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion from schools
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Restrictive interventions, including use of reasonable force, in schools
- Supporting learners with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice
- The Equality Act
- Working Together to Safeguard Learners
- Keeping Children Safe in Education

The aim of this policy is to ensure:

- All our learners are safe and protected from harm
- All our learners experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Pro-social behaviour as that which demonstrates;

- A good level of self-awareness
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills.

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

Our Behaviour Policy is based on the following beliefs:

1. That most children/people like praise, and respond positively;
2. That we all show mutual respect and consideration for each other;
3. That parents want the best for their children and want them to behave well;
4. That the school is a safe and happy place for all children and staff;
5. That the school recognises the importance of working with parents, children and staff to achieve this.

School Rules

Class rules are set at the start of the academic year by each class and are revisited regularly. As well as class rules, the school rules have been agreed by the whole school. They are as follows:

1. We treat each other with kindness and respect.
2. We know it is okay to make mistakes; mistakes help us learn.
3. We say sorry if we do something wrong.
4. We look after each other and make sure that no one is hurt or unhappy.
5. We listen and stay quiet when someone else is talking.
6. We always try our best.
7. We are happy to include everyone in our games.
8. If we make a mistake, we tell the truth so that we can learn from it and be shown forgiveness
9. We do our best to make all visitors and new members of the school community feel welcome.
10. We help look after our school.

The school rules are continually reinforced through assemblies, lunchtimes and when praising or reprimanding behaviours. We use kind hands, feet and words in our daily school life including at play. This is reinforced by all staff throughout the school day.

Scope

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy
- Staff Behaviour Policy
- Health and Safety
- SEND policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Learner** refers to all learners on roll at our school.

Leadership

'The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves'. Elton Report 1989

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school (Appendix A) on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- Curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- Training for staff about teaching strategies and approaches that build learner competence to manage their own behaviour.
- Policies that complement the key positive behaviour management approaches.

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the head teacher to ensure:

- the health, safety and welfare of all learners in the school.
- records are kept of all reported serious incidents of misbehaviour and the actions taken.
- staff are supported to implement the policy through training, monitoring and feedback.

Mandatory Procedures

The consistent approach to behaviour management:

All staff understand the positive impact of certainty as much as consistency on learners at Ashton Keynes C of E Primary School. While learners benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and anti-social behaviour.

Staff ensure:

- their interactions with learners about behaviour focus always on:
 - behaviours that are helpful for the learner more than those that are not
 - what is happening now and expected in the future more than about the past.
- prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- escalating inappropriate behaviour is always managed calmly.
- anti-social behaviour is dealt with consistently and quietly, away from peers.

Growth Mindset and Learning Behaviours

We are constantly developing children's ability to discuss their learning and helping them develop a language to talk about their own learning. The children in school today are going to be facing a variety of challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful.

Each class creates an environment in which the differences between a fixed and growth mindset are evident be easily referred to, from Reception to Year 6. Through our teaching and through leading by example, we encourage our pupils to adopt a growth mindset approach to their learning. A Growth Mindset is about recognising it's ok to make mistakes and that our brains grow when we try. It can help alleviate frustrations

that some pupils experience in their learning and hence reduce the frequency of potential low-level disruption.

In their lessons, pupils are expected to be supportive of each other. Their mature, thoughtful behaviour is an outstanding factor in their successful learning. Their learning behaviours should make a strong contribution to good learning in lessons and they are expected to show responsibility in responding to expectations and set consistent standards for themselves. At all times, pupils should apply themselves wholeheartedly, listen carefully and show respect and encourage others to conduct themselves equally well.

Rewards and sanctions:

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour.

All staff who deal with learners directly:

- set clear expectations about learner behaviour (positively phrased) that are displayed clearly in each teaching and learning space.
- ensure rules, routines, learning habits and specific activities and rituals are mapped out for learners who need an individual response.
- encourage learners to recognise and explore their motivation to follow the behaviour expectations.

Staff promote good and improved behaviour by learners through a positive verbal and (where appropriate) written feedback system that is consistent and meaningful to each learner.

While our primary focus is specific, targeted, verbal feedback to individuals and groups, we also use some tangible rewards, primarily to reinforce messages about learner progress to parents.

This includes:

- Displaying learning, in written or photographic form in school and on our website
- Effort and achievement points which lead to star awards
- Celebration of success in weekly Time to Shine/termly Heroes and Heroines assemblies. Teachers reward children with reading merits each week and this could be based on successful reading at home or in class, or their attitude to reading.
- Headteacher/deputy headteacher rewards e.g. visits and verbal praise, scented stickers etc.
- Whole class rewards e.g. scented stickers, stars of the day, merits, ClassDojo etc.
- Praise for taking responsibility and taking up new opportunities e.g. running clubs, leading across the school (organic clubs, councils, subjects), roles and responsibilities across the school e.g. register monitors, buddies etc.
- Pupil leadership/ambassador star badges (Learning, Sports, Forest School, Wellbeing, leadership and Reading Leaders)

The leadership team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

Learners have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate negative consequence or sanction is one that functions as a deterrent, encourages prosocial behaviour in the future and rectifies any harm done where possible.

Staff implement a consistent range of strategies and logical negative consequences to deal with inappropriate behaviour including bullying by learners. In determining whether a consequence is 'logical' and 'reasonable', the following will be considered:

- the extent to which the consequence provides an opportunity for the learner to rectify harm
- the extent to which the learner has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was a proportionate in the circumstances;

- any special circumstances which are known to the person setting the consequence, including:
 - the learners age
 - any special educational needs or disability they may have.

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disengaged behaviour may constitute a safeguarding concern for either the instigator or learner subjected to that behaviour and record and report accordingly.

Negative consequences comprise:

- low-level sanctions used for minor or first incidents of inappropriate behaviour including verbal warnings or reminders of expectations
- medium-level sanctions for repeated low-level behaviour or more serious incidents including lunchtime or after school detention, with appropriate notice or time-out in another classroom or designated area
- high-level sanctions for serious or persistent breaches of the behaviour policy including internal exclusion (removal from normal lessons within school), suspension or permanent exclusion.

The success of rewards and sanctions and teaching and leadership approaches used is monitored and reviewed within:

- this policy's annual review
- staff performance reviews
- senior leadership team meetings monthly
- key stage phase meetings

Suspension from our school, or permanent exclusion, will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the learner is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy i.e. behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the learner's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no sanctions are given that are ever degrading or humiliating;
- all rewards and negative consequences are applied fairly

Restrictive physical intervention and/or seclusion should only be used when all other options for de-escalating a conflict situation have failed. To prevent or stop a learner from:

- causing injury to themselves or other
- committing a criminal offence
- damaging property
- causing disorder among learners at the school

Staff will try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the learner) will only be used as part of a support plan set up incorporating the views of the parents and the learner where possible. Learners are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governors for behaviour and safeguarding.

Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all learners. All physical intervention is to be carried out in such a way as to safeguard the learner and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs or alcohol
- pornography
- fireworks or flares

Staff can search a learner for any banned item, or any item believed to be stolen if the learner agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the learner. However, the headteacher and staff authorised by them can search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a dangerous/ unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other learners talking about the item, or they might notice a learner behaving in a way that causes them to be suspicious. The member of staff conducting the search will understand that learner's expectation of privacy increases as they get older.

Teaching and the curriculum

Our learners access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing learner self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes learners' self-control and ability to self-regulate, and strategies for doing so. We aim to help learners to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages learners to be engaged.
- Invest time and energy in building positive relationships with learners. This may include:
 - Greeting learners in the morning/at the start of teaching sessions.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).

- Highlighting and promoting prosocial behaviour.
- Concluding the day positively.

Liaison with parents

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.

We aim through our interactions with parents to help them to focus on examples of positive, pro-social behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

Parents as well as our learners are given an opportunity to contribute to the review of this policy.

Managing transitions to the next stage of their education/life

We recognise that how learners start and leave our school is a key indicator of

- success with us and
- success at their next school

Consequently, we work closely with parents to ensure we have the most up-to-date information about our learner's social emotional and mental health needs. We ensure learner's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations e.g. schools, Wiltshire Council, to ensure any welfare records for learners are shared on transition:

- by the setting/school previously attended by the learner.
- by the DSL/Pastoral lead in the next school when the learner leaves us.

For any learner dual-registered with another school or supported by an alternative provider commissioned by the school, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the learner. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

Training

We recognise that all behaviour is a form of communication; that it is interactional and contextual.

Consequently, staff who work directly with learners are provided with continuous professional development in this area.

This includes training in:

- Positive behaviour management and restorative strategies
- SEN and disabilities associated with challenging or withdrawn behaviour e.g. autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child-on-child abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of learners.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and learners.

Staff support

Due to the demanding nature of our work dealing with learners who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Monitoring and review

Governors ensure that wellbeing is an agenda item on the for every full governing body meeting.

The head teacher ensures that learner welfare is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor for safeguarding meets the head teacher every term (six times a year) to monitor the effectiveness of this policy.

Ashton Keynes CE Primary School Behaviour Principles

Governing Board Statement of Behaviour Principles

The Governing Board believes that every child has the right to learn in a safe, calm, inclusive and nurturing environment where they are known, valued and encouraged to flourish.

"They shall have life, life in all its fullness" John 10:10

As a Church of England school, our approach to behaviour is rooted in our Christian vision and values. We seek to model the love, compassion, forgiveness, justice and dignity shown by Jesus Christ, recognising that every individual is made in the image of God and has inherent worth.

The Governing Board expects the Headteacher to develop and implement a behaviour policy that:

- Promotes high expectations of behaviour, conduct and attendance for all pupils.
- Creates a culture where kindness, respect, honesty, responsibility and perseverance are explicitly taught, modelled and celebrated.
- Supports pupils to develop self-regulation, emotional literacy and positive relationships.
- Is inclusive, fair and free from discrimination, recognising the diverse needs of all learners, including those with SEND and other vulnerable groups.
- Uses relational and restorative approaches alongside clear boundaries and consistent consequences.
- Ensures pupils feel physically and emotionally safe and that bullying, discrimination, harassment and prejudice are not tolerated.
- Recognises behaviour as a form of communication and provides appropriate support where behaviour reflects unmet needs.
- Works in partnership with parents, carers, governors and external agencies to promote positive behaviour.
- Is underpinned by relevant legislation, statutory guidance and safeguarding responsibilities.
- Includes appropriate rewards, recognition and proportionate sanctions that are applied consistently.
- Ensures staff receive appropriate training and support to implement the policy effectively.
- Is regularly monitored and evaluated using pupil, parent and staff voice alongside behaviour and attendance data to ensure positive outcomes for all pupils.
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The Governing Board expects the Headteacher to review the behaviour policy regularly (and fully reviewed annually) and report to governors on its implementation and impact, ensuring it reflects current legislation, statutory guidance and the school's Christian vision and values.

These principles should be read alongside the school's vision, safeguarding arrangements, SEND policy, attendance policy and equality objectives.