



Ashton St. Peter's Church of England VA Primary School

POLICY for BEHAVIOUR & SELF-REGULATION

Linked to 'Home School Agreement'

Ratified in April 2025

Update in April 2026

We are a 'Values Education School' and aim to provide a caring secure and well disciplined environment in which children learn to live together happily with mutual trust and respect for each other. Children are encouraged to live in harmony thus enabling them to become confident and fulfilled both as individuals and as members of a changing society.

Code of Conduct

We believe that each individual should be encouraged to develop self-respect and respect for all others in the school community. We endeavour to teach them the difference between right and wrong and fair and unfair to prepare them to go out into the world as young responsible adults.

Responsibilities of Children are:

- To cooperate with parents to enable punctual arrival at school
- To adhere to the code of conduct and classroom rules, whilst following our new school approach (See Appendix One).
- To speak politely to everyone - rudeness, shouting and the use of bad language are deemed unacceptable.
- To behave appropriately, with understanding and consideration to the needs of all - hurting people's feelings, bullying, anti-social behaviour or physical violence of any sort are deemed unacceptable
- To concentrate and work to the best of their ability - not to waste their own or other's time
- To follow the instructions of a member of staff or visiting adult
- To listen to people and not to interrupt
- To respect the building and people's property - not to waste or damage things
- To be honest and never cover up the truth
- To be responsible for all that they do

Responsibilities of the school are:

- To promote a happy, positive and responsible attitude to learning
- To provide a broad, balanced, stimulating and challenging curriculum that promotes and values all aspects of child development and key skills for life
- To provide quality pastoral care, guidance and support

- To help children to develop caring, responsible attitudes toward the lives, opinions and property of all individuals at all times.
- To ensure that children's academic and other achievements are recognised and celebrated.
- To encourage regular communication with parents as a basis for close co-operation between home and school
- To uphold good manners, respect and kindness towards others, reinforcing positive values
- To keep children safe and to de-escalate difficult situations which may arise around individuals' behaviour through a positive approach, 3 members of staff have been trained in 'Team Teach'. These are the only persons who are permitted to implement the 'Team Teach' approach.

Responsibilities of parents are:

- To show, by their own example, that they support the school in what it tries to do
- To make sure that their children come to school regularly, on time, refreshed, alert, appropriately dressed and ready to participate fully in a school day
- To take an active and supportive interest in their children's work and progress
- To support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control
- To control the development of their children's use of leisure time activities and entertainments
- To encourage the development of respect, politeness and good manners. emphasising and reinforcing the schools values.
- To encourage commitment and responsibility in all that their child/children do.

Rewards:

Rewards will include:

- Praise and encouragement for good work
- Praise for thoughtful behaviour
- Praise of effort
- Giving of responsibility
- Giving of team points
- Giving of leaves for our Value Tree
- Headteacher Awards Red and Gold
- Headteachers postcard awards (posted to children's houses)
- Merit Certificates
- Additional approval by the Headteacher and other members of staff
- Termly Reward Day

UNACCEPTABLE BEHAVIOUR

Where behaviour falls below the standard which could reasonably be expected, we will act to ensure a protective consequence as well as an educational consequence for the individual/s concerned. We recognise the importance of a consistent approach for dealing with unacceptable behaviour. There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness or bad language in the school community and these behaviours will always be discouraged and addressed. Children observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this nature. Incidents where children have been deliberately hurt or upset by another will be noted (including the name

of the victim) on file (CPOMS), as part of the regular behaviour monitoring. This forms a record of all incidents, including those of a racist nature, and is maintained by the Head Teacher or a member of the SLT in his absence

- The school may feel that advice from the Behaviour Support Team or other outside agencies is now necessary. Parental consent must be sought before this step can be actioned. If the parent does not agree then this will be recorded but the school can not proceed any further down this route.
- Advice from external services will be acted on by the whole school led by the Headteacher. Parents will also be required to follow advice for use at home to ensure all parties are working together in the best interest of the child.

In extreme cases:

- Exclusion from school at lunchtime or during the school day for a fixed period of time.
- Permanent exclusion from the school.

APPROACHES TO MANAGING NEGATIVE BEHAVIOUR

As part of a consistent response, adults in the school are encouraged to respond to incidents of negative behaviour rather than to react. Our response involves:

- Staying calm
- Following the policy or individual behaviour plan
- Using scripts (See Appendix 1) i.e. words or actions prepared in advance to meet particular events. Our preference for scripts: allows intervention which does not impact on the time spent with the rest of the class; removes the need to improvise when faced with challenging behaviour; allows time to remind the individual of a previous example of their ability to self-regulate; provides a predictable and safe way to remind the child to take responsibility for their behaviour.
- Using positive phrasing
- Offering limited choices e.g. we talk here or in the library; you can sit on your own or with the group
- Being consistent
- Making use of/reference to zones of Regulation
- Making use of a positive phrases menu (Appendix 2)
- Disempowering the behaviour e.g. you can listen from there; ask for help if you need it - I'm happy to help you; come back and join us when you are ready; I can see you are passionate about that; that's an interesting idea- thank you for sharing
- Providing a protective consequence and an educational consequence Adults are always discouraged from shouting, arguing with children, being inconsistent, bribing children or punishing children, rather than facilitating a protective consequence and an educational consequence. Our agreed definition of a consequence is 'something that logically or naturally follows from an action'

Protective Consequences i.e. removal of a freedom to manage harm

These may include:

- Limiting access to outside space
- Escorting in social situations

- Provision of a differentiated teaching space
- Spending time in a different classroom
- Increased staff ratio, if possible
- Exclusion (as a last resort)


Educational Consequences i.e. learning, rehearsing or teaching so a freedom can be returned. They may include:

- Completing tasks
 - Rehearsing expected behaviour
 - Restorative meetings
 - Assisting with repairs
 - Educational opportunities
 - Conflict resolution/peaceful problem solving Adults will always be encouraged to analyse pupil behaviour that gives cause for concern to establish whether it is conscious behaviour (the result of thought or planning) or sub-conscious behaviour (evident without any thought or planning) and which may lead to a sub-conscious response which is typically of a 'fight' or 'flight' nature or may be driven by a diagnosed condition. Responding to conscious behaviours may involve:
 - Exploring boundaries we can set
 - Providing limited choices
 - Establishing a consistent plan
 - Identifying a learning consequence Responding to sub-conscious behaviours may involve:
 - Considering which scripts we have in place to utilise
 - Teaching coping strategies
 - Establishing a consistent plan
 - Identifying ways to reduce anxiety
6. DE-ESCALATION PRINCIPLES In order to de-escalate a potential incident we will follow agreed principles:
- Use the individual's name
 - Acknowledge their right to their feelings
 - Tell them why we are here
 - Offer help
 - Offer a 'get out' (positive phrasing) We will make use of De-escalation scripts (See Appendix 1)
- De-escalating Body Language We will aim to keep a good distance from the individual and avoid getting too close We will take a sideways stance rather than eye to eye or toe to toe We will

leave an exit pathway rather than blocking the pathway We will show a relaxed stance/ relaxed hands rather than displaying overbearing height or gestures After Significant Incidents We will make use of reflection, repair and restoration to inform future practice. During an incident of challenging behaviour the individual's behaviour may be influenced by anger, shame, frustration, disappointment etc. In order to effectively change behaviour we will re-visit the experience with the child when they are calm, relaxed and reflective. Restorative Approach 'An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment' Following a significant incident we will always:

- Explore what happened e.g. what happened?
- Explore what people were thinking and feeling at the time e.g. What were you thinking at the time? How were the rest of the group feeling?
- Explore who has been affected and how e.g. How can we make things better for ____/you?
- Explore how relationships can be repaired e.g. What can you do to help put this right?
- Summarise what has been learnt so there can be a different response next time e.g. How can we make it OK for you to play/use ____ safely? What could you do differently next time? What do you think ____ might need?

Appendix One



Our Behaviour Guide

A reminder gives me chance to reflect on my choices and to 'turn over a new leaf'.

Stage One: I will get my first 'reminder' if I am not making positive behaviour choices and not following 'ready, respectful, safe'.


Stage Two: I will get my second 'reminder' if I continue to make the wrong choices with my behaviour.

Stage Three: I will spend some time in my class 'thinking space' to calm down and reflect on how I will turn my behaviour around.

Stage Four: I will spend some time in another class 'thinking space' if I continue to show that I am not being ready, respectful and safe.

Stage Five: I will be sent to **Mr Bower** or **Mrs Day** to make the positive changes needed in my behaviour so that I can turn over a new leaf.

I am able to ask for time out if I need it. This may be in my own class or another class' thinking space.



Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school. Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:
 - Could negatively affect the reputation of the school.
 - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
 - Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks. · Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: - To commit an offence; or - To cause personal injury to any person, including the pupil themselves; or - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes · Lighters · Aerosols · Legal highs/psychoactive substances
- Energy drinks

Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Review Procedures

The School's policy will be reviewed when:

- Every year October
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by: David Bower
(Headteacher)

Date: March 2025

Linked Policies and Procedures:

Equality

Inclusion

SEND

Home School Agreement

Appendix 1

Script examples

I noticed that you are...

It was this behaviour expectation that you didn't show

You have chosen to...

Do you remember last week when you....

Thank you for listening

De-escalation Scripts

Individual's name

I can see something has happened (oh dear, tell me what happened)

I am here to help you

Use your words

Tell me

Talk and I will listen

Come with me and we can....

Let's go over here and....

APPENDIX 2

Positive Phrases Menu

Positive Phrasing:

EXAMPLES

- Come and sit next to me for
- Everyone needs to tidy up before we.....
- You need to finish your work by _____

Limited Choice:

EXAMPLES

- Would you like to sit on the _____ or the _____?
- You can have ____ or _____ to help you if you like
- You can start with the picture or the writing

Disempowering Behaviour:

EXAMPLES

- You can listen to the _____ from there
- I understand making a start is difficult, I am here to help you
- I know it's difficult to get started , we are here to help

Consequence:

EXAMPLES

- We will check you understand _____ before going out for break time
- If it isn't completed by _____ you will need to stay behind to finish it while everyone else _____
- If it's not completed by _____ you will need to stay in for learning catch up time to finish it

Appendix 3

POSITIVE BEHAVIOUR MANAGEMENT PLAN

Name: _____ DOB: _____ DATE: _____
Version of Plan: _____
Review Date: _____

Brief Description of presenting difficult/dangerous behaviours: Positive behaviour(s) we wish to see/have:

Differentiated measures to promote/support positive behaviours:

POSITIVE behaviours you will see:

What you will say and do:

DIFFICULT behaviours you will see: What you will say and do:

DANGEROUS behaviours you will see: What you will say and do:

Post incident recovery and debrief measures

Signature of plan co-ordinator: _____ Date: _____

Signature of parent/carer: _____ Date: _____

Signature of young person (if appropriate):

Date: