



# ASTON-ON-TRENT PRIMARY SCHOOL



## BEHAVIOUR POLICY

Policy approved by Full Governors on 31<sup>st</sup> March 2025

This policy has been impact assessed in the light of all other school policies, including the Disability Equality Scheme.

Minute Number:

**SIGNED:**

**PRINT NAME:**

C. Jones  
Chair of Governors

**DATE:**

31.03.25

**SIGNED:**

**PRINT NAME:**

S. Moore  
Headteacher

**DATE:**

31.03.25

## **1) Behaviour management policy at Aston:**

Aston is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our school vision is 'Achieving success for all'. In order to achieve our vision, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to our school values – the Aston Way – of being: 'Ready, Respectful, and Resilient.'

## **2) The behaviour management policy ethos:**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Tackle instances of child-on-child abuse efficiently and effectively
- Recognise and share what expected behaviour looks like
- Promote self-esteem and self-discipline
- Promote positive mental health and well-being amongst our children
- Teach appropriate behaviour through proactive, positive intervention

## **3) The behaviour management policy intent:**

- Provide a safe, comfortable and caring environment where everyone can learn well
- Ensure that all children are treated fairly, shown respect and to promote good relationships
- Provide clear guidelines for children, staff and parents of expected levels of behaviour
- Provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally
- Help children take control of their behaviour and be responsible for the consequences of it
- Ensure that excellent behaviour is a minimum expectation for all

## **4) All staff will:**

- Meet and greet children at the start of the day and after lunch time
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who are failing to meet expectations
- Communicate any concerns regarding behaviour
- Always redirect children by referring to our school values – be ready, respectful, resilient

## **5) The Head Teacher and the Senior Leadership Team will:**

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies

#### **6) Children will aim to:**

- Arrive at school ready to start the school day with a positive outlook
- Listen carefully to advice, information and instructions from all staff/visitors teaching them and act positively upon it
- Enjoy and join in the celebration of praise and rewards for other children in their class and the whole school, including praise for their own achievements
- Use excellent behaviour towards other children, staff, parents and visitors to the school
- Be positive role models that other children can follow
- Carefully consider how to respond directly to other children who are misbehaving towards them or other children
- Approach a member of staff if they have been subjected to or have witnessed poor behaviour from other children

#### **7) Parents will:**

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child)
- Inform school about any issues at home that might affect a child's learning or behaviour
- Be notified by school if their child has had to fill out a 'Time to think' sheet

### **A consistent approach – consistency is key!**

#### **8) Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and professional
- Demonstrate unconditional care and compassion

#### **9) Children want adults to:**

- Give them a 'fresh start' every lesson / break time / lunch time / assembly
- Help them learn and feel confident
- Challenge them
- Be just and fair
- Have a sense of humour
- Care about them
- Be a role model

## **10) School values and rules:**

All our school rules stem from our core school values as well as our school vision: 'Achieving success for all'. They are designed to develop the whole child. The 'Aston Way' is to encourage courtesy and respect, to keep children (and adults) safe, to enable a positive and stimulating learning environment, to care for equipment and our school building, and to maintain a healthy environment. School rules are further discussed and developed at a class level. Anti-social behaviour is not condoned. It is essential that parents, teachers and all adults in school work together through discussion and action on any problems which develop.

Our core school values are:

- ❖ **Be Ready**
- ❖ **Be Respectful**
- ❖ **Be Resilient**

**This is the 'Aston Way'.**

## **Recognition and rewards for good behaviour and effort**

### **11) We recognise and reward children who demonstrate our core school values:**

	Steps	Actions
<b>1</b>	Daily positive praise	A quiet word, a smile, wink, thumbs up or nod – this is the most powerful and instantaneous praise a pupil can receive Award of a house point* Award of a sticker (Rec/KS1) Award of a class raffle ticket^ (KS2) A quick word with a parent or carer at the end of the school day
<b>2</b>	Weekly	House points will be calculated at the end of each week with the winning team having their House colour ribbons on the 'House Cup' trophy. Raffle tickets to be drawn each week, with the winner having an individual award (KS2)
<b>3</b>	Termly	House points are cumulative and will continue to be added to week by week. The House with the most points at the end of each full term will earn a special reward
<b>4</b>	End of year	The House with the most points at the end of the year will receive the prestigious 'House Cup' and have their house name emblazoned on the school's House Shield.

\*see appendix 1 for additional information

^ see appendix 2 for additional information

## Sanctions for poor behaviour and effort

### 12) We expect that poor choices have a consequence

	Steps	Actions
1	Reminder	<p>A reminder of the school values and rules (be ready, respectful, resilient) or the requirement (I needed you to....) delivered privately wherever possible. Remind pupils of the 'Aston Way'.</p> <p>Repeat reminders if reasonable adjustments are necessary.</p> <p>Take the initiative to keep things at this stage.</p>
2	Caution	<p>A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour, and clearly outlining the consequences if they continue.</p> <p>Reminder of the requirement. Use the phrase 'Think carefully about making the right choice.'</p>
3	Last chance *	<p>Speak to the child privately and give them the final opportunity to engage.</p> <p>Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention (Microscript). This will usually involve staying behind for two minutes at playtime.</p>
4	Time-to-think sheet and restorative repair * ! see appendix 3 for time-to-think sheet	<p>A short time-out in a 'safe place' in/outside the classroom, or next to the adult on duty in the playground.</p> <p>It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.</p> <p>After the time-out, the child will be asked to complete a time-to-think sheet: this will explore the reasons for their poor choices, the impact on other people and how to make better choices in the future. They are then sent to see Mr Bamford, or a member of SLT, to reset the boundaries, reflect on their next step and be reminded of previous good conduct.</p> <p>A time-to-think sheet is available for children to use.</p> <p>A copy of the completed time-to-think sheet is sent home to parents to make them aware of the incident. The incident is then logged on RM Integris by the class teacher.</p> <p><b>At this point it is essential to catch the pupils displaying positive behaviour in the near future, and to praise them for it.</b></p>
5	Pastoral support programme	<p>A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage will involve dialogue with parents, and may involve seeking the advice of other professionals.</p>
6	Exclusion *	<p>Parents informed firstly by telephone and then confirmed by letter.</p> <p><b>Internal exclusion</b> Child has no contact with own class or classmates. No access to playground, lunch taken with other key stage.</p> <p><b>Fixed Short Term Exclusion</b> (up to 5 days per term) Followed by a reintegration meeting on the child's return.</p> <p><b>Fixed Long Term Exclusion</b> (up to 45 days per year). Followed by a reintegration meeting on the child's return.</p> <p><b>Permanent Exclusion</b> Child is removed from the school role</p>

\*See appendix 3 for additional details.

### **13) Additional consistency guidelines for staff**

#### **a) Movement in and around school**

Fantastic Walking – All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not.

At play time:

Infant children will be escorted **to** and **from** the playground by an adult.

Junior children will be escorted **to** the playground by an adult. Adults in school will supervise older children in cloak rooms as they return from the playground. At the end of playtime, the member of staff on duty will begin to send children in to school with a quiet word. Class teachers must be in cloakroom areas / classrooms at the end of playtimes to receive the children.

#### **b) Playtime supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

#### **c) Serious behaviour incidents**

Any incidents staff deem serious, consequences must be escalated to step 4 and the child/ren must complete a time-to-think-sheet. Incidents of serious misbehaviour must always be recorded on RM Integrus by the class teacher. Teaching staff outside on the playground should record such incidents on a paper behaviour incident log sheet and record this on RM Integrus at their earliest convenience. Support staff outside on the playground should record such incidents on a paper behaviour incident log sheet and hand this to the office, who will then log this on RM Integrus.

Such incidents may include, but are not limited to:

- Racist abuse
- Sexualised behaviour
- Excessive aggressive behaviour
- Child-on-child abuse

## **14) Links with other policies**

### **SEND**

We recognise that repeated misbehaviour can –

- Constitute a Special Educational Need in itself
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
  - Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil

### **Anti-Bullying Policy**

Our school's vision, values, ethos and culture should be the greatest tools to prevent bullying.

However, it should be clearly stated that the 'Aston Way' will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school feeling safe.

### **Safeguarding and child protection**

The mental health and well-being of pupils at Aston on Trent Primary School is paramount to our behaviour management policy and the safeguarding of pupils in our school.

Child-on-child abuse:

Where a child is abusing another child (any type of abuse), this will be brought to the immediate attention of the DSL or DDSL. It will be logged on My Concern and on RM Integris and our behaviour policy will be followed as described previously (e.g. parents contacted and a meeting requested). In some more serious cases, the decision may be made to inform Social Services or the Police. In order to monitor any child-on-child abuse in school, alongside our logging of incidents, we also do regular Pupil Voice activities in all classes, to ascertain whether there is any language used on the playgrounds which children find hurtful, harmful or offensive as this can indicate, at an early stage, that there are possible issues and allows early intervention.

### **Physical intervention**

Derbyshire County Council have a license from The Lodden Training & Consultancy to utilise PROACT-SCIPr-UK® as the preferred methodology regarding Positive Behaviour Support. The PROACT-SCIPr-UK® methodology includes physical intervention and is approved by BILD (British Institute of Learning Disabilities).

The Governors of Aston on Trent Primary School recognise the Local Authority policy and guidance on



Positive Behaviour Support (including Physical Intervention) and agree to work within these guidelines, including minimising the use of physical interventions through emphasis on sound behavioural support strategies. The

Governors of Aston on Trent Primary School are committed to ensuring and maintaining a safe working environment for everyone at the school. The Board of Governors are also committed to the Safety and Welfare of all children and young people who attend the school. To fulfil this commitment the Board of Governors have agreed a Policy for Behaviour Management. This Positive Behaviour Support (including Physical Intervention) Policy compliments the Behaviour Management Policy and the two should be used in conjunction.

**All the above are available via the following link:**

<https://www.aston-on-trent.derbyshire.sch.uk/policies/>

## **15) Additional guidance**

- Additional guidance, following the DfE's publication of updated guidance in 2022.  
Headteachers and teachers were also given the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Para 21, Section 90 of the Education and Inspections Act 2006)
- 1. misbehaviour when the pupil is
  - taking part in any school-organised or school related activity
  - travelling to or from school
  - wearing school uniform
  - or is in some other way identifiable as a pupil of the school
- 2. misbehaving at any time, whether or not the conditions above apply, that
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## **16) Review**

The governing body will review this policy every three years. However, it may be reviewed earlier if the governing body receives recommendations on how the policy might be improved.

**Signed:**

**Date: 27<sup>th</sup> March 2023**

**Review due:** Autumn term 2024

## **Appendix 1**

## **House Points, Captains, and Systems**

From Reception to Year 6, every child at Aston on Trent Primary is part of a school 'House Team': Holden, Swann, Forman and Boden.

We often use the house teams when rewarding good behaviour or good learning, grouping children for different activities and for sporting competitions.

House colours: Holden – blue, Swann – yellow, Forman – red, and Boden – green.

### **Role and Expectations of House Captains**

The role of House Captains are ones of privilege, pride, and responsibility. They are more than just a title and badge and require dedication and commitment for an entire year. The children take part in active citizenship and will have wider responsibilities across the school.

House Captains will be chosen from Year 6 and are elected by the children in their House after giving a speech about what they can offer their House during assembly. All children vote for their House Captains. There is a boy and girl House Captain selected for each House.

Each Captain will be different and will contribute an assortment of skills and ideas to the

job. Characteristics of House Captains:

- Ready, respectful, resilient
- Polite and well-mannered
- Organised and committed
- A confident speaker
- Well-presented in uniform and appearance
- Able to liaise and converse with staff, students, and the wider community
- Desire to act responsibly and to be a role model for other students
  - Be caring,

mature and honest We

expect you:

- To be a positive role model and ambassador for the school, demonstrating the Aston Way
- To be enthusiastic and committed to the House System at Aston on Trent Primary School

- To be friendly and positive with all students, particularly within your House
- To be part of the team of House Captains who work together to achieve success for all

## Role Description

### Duties:

- Lead and support the children of your House in a variety of House Competitions
- Work closely with Mr Moore and Mr Bamford, providing ideas and support for competitions and House related activities
- Help organise and lead regular House Meetings
- Collect, monitor, and announce House Points
- Attend regular meetings with Mr Moore and/or Mr Bamford
- Inspire the children of your House
- Be an excellent role model in behaviour, attitude, and dress
- Be available for 'out of school' events such as fairs, after school bake sales etc.

## **Appendix 2**

It is important to note that these individual rewards are supplementary. All adults and pupils should be aware that the school's House Points system is our main system of reward.

### **Individual rewards – stickers (KS1)**

If a pupil is awarded a House Point by a member of staff, it will be because they have demonstrated our core school values: being ready, or respectful or resilient, and this is recognised as their team award.

As an individual reward, they may also be awarded with a sticker to wear with pride. They can then give the message to parents that they earned a sticker for going above and beyond in their work or their behaviour.

### **Individual rewards – raffle tickets (KS2)**

If a pupil is awarded a House Point by a member of staff, it will be because they have demonstrated our core school values: being ready, or respectful or resilient, and this is recognised as their team award.

As an individual reward, they may also be awarded a raffle ticket.

At the end of each week, teachers will draw the raffle and the winner will receive an individual reward. These rewards will be at the discretion of the teacher.

There is obviously no guarantee that pupils will win the raffle, but the more tickets they earn, the more likely they will win.

## **Appendix 3**

## **Additional details**

### **Stage 3 – Last chance – Microscript / 30 second intervention**

I notice that you are....poor behaviour

It was the school value about ...ready, respect, resilient.....that you didn't demonstrate You have chosen to.... Sanction

Do you remember last week when you...did something good?

THAT is the Aston Way. THAT is who I need to see today...Thank you for listening.

### **Stage 4 – The time-to-think sheet and restorative repair Time-to-think sheet**

- A time out may be initiated by an adult (or by a child when that has been worked on).
- A child should only be positioned outside a classroom if they need to cool down and/or to defuse a situation.
- Once a child has calmed down, the child is asked to complete a time-to-think sheet.
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

### **Restorative repair**

A member of staff will speak to the pupil once events have settled, and the child is calm.

1. What happened? Staff will always speak to more than one individual.

Five further questions are enough. Choose from the suggestions below to try.

2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should you do to put things right?
8. How can you do things differently in the future? Remember the Aston Way.

Actively 'catch' pupil displaying positive behaviour in the very near future!

## **Stage 7 – Exclusion**

Our aim is to ensure that all pupils and teaching staff are protected from disruption and can learn in safe, calm and supportive environments. If approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The child will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high
- Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible



## Time-to-think

sheet (KS2) Name: \_\_\_\_\_

Our school values: be ready, be respectful, be resilient. This is the Aston

Way. What did I do that didn't demonstrate our school values?

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How did this make people feel?

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What should I do to put things right?

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How can we do things differently in the future? This is the Aston Way.

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How were you feeling before? What colour?

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How are you feeling now? What colour?

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What helped you move from one zone to another?

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Thank you for taking the time to fill out this sheet.

Pupil's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Staff signature: \_\_\_\_\_

Time-to-think sheet (KS1)

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Our school \_\_\_\_\_

Think about the zones of  
regulation. How were you  
feeling before?

Draw a colour



How do you feel now?

Draw a colour

Adult account of the incident

How did your actions make other people feel?

Draw a colour

What should we do to put things right? Circle what you think.

Say sorry

Be kind

Take turns

Be gentle

Listen carefully Thank you.

Staff signature: \_\_\_\_\_

Date: \_\_\_\_\_

Behaviour incident log

<b>Pupil name</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
<b>Reported to</b>			
<b>Behaviour/incident</b>			
<b>Any witnesses to incident/comment</b>			
<b>Actions taken</b>			