



# Five Ashes Church of England

# Behaviour for Learning Policy

Review Date: September 2025

Agreed by Governors: September 2024

## Behaviour for Learning Policy

### 1. Purpose and aims

- To provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, and ethnicity, social, cultural or religious background.
- To teach children internal discipline; not to punish but to teacher and encourage their pro-social behaviours through meaningful experiences.
- To ensure effective delivery of a broad and balanced curriculum which will enable each pupil to acquire a firm foundation of Christian values, knowledge, skills, understanding and interest that will be useful and relevant to him/her in future education and later years.
- To ensure every member of the school community feels valued and respected, and that each person is treated fairly and well.
- To work together in a supportive way, with the main focus not being on rule enforcement, but the promotion of good relationships so that people can work together in a considerate and effective manner.
- To provide equality and equity of educational opportunity for all children.
- To help children to become positive, responsible and increasingly independent members of our community and of society
- To ensure that there are positive relationships in school and strong links between school, parents/carers and outside agencies in order to support the social and academic development of all pupils and their mental health and emotional well-being.

### 2. Principles/Ethos

Our principles are set out in our Core Behaviours:

**Compassion:**  
show care and  
understanding for  
everyone

**Courage:**  
be brave; believe  
you can

**Respect:**  
value everyone  
and everything in  
how you listen,  
speak and in what  
you do

**Responsibility:**  
make good choices  
because your  
actions matter

We strongly believe that adults shouting at pupils will have an adverse effect and often can lead to the situation becoming worse. Due to this Five Ashes CE Primary School is a non-shouting school. Adults will use the strategies laid out in this policy to deal with disputes rather than shouting.

An adult will only shout if they believe a child maybe in danger or about to harm another child and is only used as a last resort.

### **3. Christian Values**

Our Core Behaviours are intrinsically linked to the school's core Christian Values. They will be explored through our Collective Worship and other in class teaching on a rolling basis as below:

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Roots and Fruits Cycle A</b>	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
<b>Roots and Fruits Cycle B</b>	Thankfulness	Trust	Perseverance	Justice	Service Responsibility	Truthfulness

<b>Life and Teachings of Jesus (Yearly)</b>	The Words of Jesus	Advent and Christmas	People Jesus Meets	Holy Week and Easter	The Parables of Jesus	The Miracles of Jesus
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These values underpin our Core Behaviours which ensures each value is linked to behaviour.

### **4. Behaviour Expectations**

In order to support children to understand these expectations, build their internal discipline and their emotional agency, the school will plan and teach the Core Behaviours (as above) and emotional literacy through using Zones of Regulation, RSHE, Circle Time etc.

Our Core Behaviours and Christian Values underpin our behaviour expectations which support and promote pro-social behaviour for all pupils and adults within the school.

1. Everyone has the right to be safe.
2. We are gentle, kind and helpful.
3. We work and play co-operatively with others.
4. We are honest.
5. We do our best and work hard.
6. We look after our school together.

### **4. Rewards**

The purpose of rewards is to help grow a child's internal discipline rather than a tool to meet an outcome. The Staff at Five Ashes CE Primary School recognise that positive encouragement and rewards promote pro-social behaviour in pupils and help raise self-esteem. Wherever possible it is our intention to promote pro-social behaviour through recognition of effort and achievement towards our Core Behaviours.

**Praise is the most powerful form of influencing pupils' behaviour when it is specific and linked**

to the school's Core Behaviours and Christian Values. All rewards should therefore be accompanied by explicit and detailed explanation of how they have demonstrated the Core Behaviour. Private praise is more therapeutic and powerful than public praise for the majority of children.

#### Individual rewards:

- Specific verbal praise and smiling at pupils *e.g. "I like the way you are showing courage by continuing with that maths problem."*
- Specific verbal praise to parents about their child *e.g. He/She has been responsible in choosing the appropriate level of challenge in their learning activity in Maths.*
- Core Behaviours prominently displayed in class room as reminders and to refer to.
- Send exceptional work to other staff members for reward or praise.
- Values Shield – one child per class per week to be chosen who has displayed the Core Behaviour – presented in Friday Assembly.
- Golden Trophy - one child per class per week to be chosen who has excelled in an area of school life (can be academic or social) – presented in Friday Assembly.
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#### Whole School Reward:

- Dojo/Team points. All children are organised into 3 teams named after saints. Children will be given Dojo/Team points for following the Core Behaviours in class and for other classroom practice. At the end of each term the team with the most points will be given a reward.
- Green Tokens – are given to children for displaying the Core Behaviors around the school ie play/lunch/assembly etc. At the end of each term the whole school receives a reward which has been voted for by placement of the Green Token in the appropriate box.

## 5. Sanctions

There may be occasions where a pupil finds it difficult to follow our Core Behaviours and Christian Values. As a school we endeavor to understand what a child's behavior is communicating to us and apply strategies to meet their needs.

**Group sanctions will not be used.**

We have 6 stages of managing anti-social behaviours – see Appendix 2.

### How a dispute is dealt with

If a dispute happens, we will deal with this with:

- ❖ **Care:** it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours as hearing 'pupil voice' is fundamental.
- ❖ **Consistency:** all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by school policy.
- ❖ **Focus on repairing harm, rather than punishment.**
- ❖ **Reflection time using restorative questioning/debrief:**
  - o What happened?
  - o What were you feeling/thinking at the time?
  - o What do you think/feel about it now?
  - o Who has been affected by what has happened?
  - o How has what happened made others feel?
  - o What impact has this incident had on you and others?
  - o Which Core Behaviour/Christian Value did you not follow?
  - o What has been the hardest thing for you?
  - o What do you think needs to happen to make things right

These questions are always neutral and non-judgemental; they are about a child's behaviour and its effect on others. It should also be noted that for some children, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that 'Why' questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.

In situations where a pupil refuses to admit not following our Core Behaviours and Christian Values, an investigation will take place to ascertain witnesses' accounts. A decision of a sanction will be made on a balance of probabilities. It does not need to be as in a court of law. When deciding on a sanction, the adult should apply the 'balance of probabilities' standard of proof; i.e. whether it is more likely than not that the pupil did what he / she is accused of doing (this is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied).' *Department of Education*.

### **How we monitor behaviour**

Incidents are recorded on CPOMS according to Appendix 2. This system monitors and records behavioural issues, bullying, special educational needs, domestic situations etc. Class teachers and all support staff are responsible for keeping CPOMS up-to-date.

## 6. Pupil's conduct outside the school gates

There may be an occasion where a sanction would need to be given to a pupil in response to an incident which has occurred outside the school gates. This would be a proportionate and fair response to the incident. Some examples of when a sanction would be appropriate are:

- ❖ Misconduct when a pupil is:
  - o travelling to or from school
  - o wearing school uniform
  - o in some other way identifiable as a pupil at the school
- ❖ or misconduct at any time, whether or not the conditions above apply, that:
  - o could have repercussions for the orderly running of the school
  - o poses a threat to another pupil (e.g. cyber bullying through messaging) or member of the public
  - o could adversely affect the reputation of the school.

## 7. Confiscation of unsuitable items

**Key points:**

### **Searching**

- ❖ School staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child's age or other factors.)
- ❖ The Head of School and staff authorised by them 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.

### **Confiscation**

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school behaviour expectations.

For more information see East Sussex Guidance on the Powers to Screen, Search and Confiscate within Schools.

## 8. Use of reasonable force

Positive handling should be limited to emergency situations and used only in the last resort. *'Use of reasonable force Advice for headteachers, staff and governing bodies,' July 2013* allow teachers, and other members of staff at a school who are authorised by the Head of School, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off- site activities. For further information, please see Positive Handling Policy.



## **9. Fixed-term and Permanent Exclusions**

We do not wish to exclude any child from school. However, in exceptional circumstances, this may be necessary. The Federation has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

Only the Executive Headteacher and Head of School have the decision to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Headteacher may exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a child, either they or the Head of School informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head of School may write to parents informing them that their child has been excluded but this will always have been done in agreement with the Executive Headteacher.

The Executive Headteacher or Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Executive Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA. They decide whether the decision is upheld or if the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Executive Headteacher or Head of School must comply with this ruling.

## **10. Equal opportunities, Inclusion and Access**

All pupils will be treated fairly and equally regardless of their race, colour, national or ethnic origin, gender, disability, religion or belief (including non-belief), and sexual orientation. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated, and adult support used to ensure that children assess the curriculum and make the best possible progress. For more information see SEND Policy.

*Other policies will be referred to as necessary:*

*SEND policy, Equal Opportunities, Child Protection, Positive Handling, Exclusion Guidance, DfE*

# APPENDIX 1

## Pre-emptive stage for managing behaviour

It is important that all adults recognise that they play a key role in teaching and reinforcing appropriate social and learning behaviours which support children to meet the behaviour expectations in school and so follow the Core Behaviours. Children need to feel that the adult has dealt with them fairly and given appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection (delivered factually not emotionally) will help to ensure that children are encouraged to meet the behaviour expectations. The following strategies should be evident and *embedded* in everyday practice around school:

- ❖ **Teach/use clear classroom routines:** seating plans, lining up, coming into class. These need to be regularly practised and rehearsed so that they are habitual.
- ❖ **Build the relationship:** listen without giving advice/opinions, show you understand how a child feels “I can see you are cross....”, reject the behaviour, not the child.
- ❖ **Build children’s self-confidence:** find out what they are good at, give them responsibilities, have them keep records of new things they learn and can do, photocopy good pieces of work for them to take home.
- ❖ **Remind pupils of behaviour expectations rather than telling them off:** “Remember, we use kind words in our school”. Model expectations at all times.
- ❖ **Rule reminder** Could ask a question ‘What is our expectation for.....?’
- ❖ Display behaviour expectations visually and use as a **non-verbal prompt**
- ❖ **“Catch the children being good” and use specific praise:** “I like the way you put your hand up to answer the question”. Aim for a ratio of at least four positive comments to one negative.
- ❖ **Use specific proximity praise:** Praise a pupil for following expectations to direct another pupil, without drawing attention to negative behaviour.
- ❖ **Behavioural direction and “take up time”**  
Use child’s name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief: “Jake, turn round, thanks”
- ❖ **Use “First.....then.....”**  
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- ❖ **Reduce your use of language and speak slowly and calmly:** consider tone/pitch/pace of voice, remain relaxed but vigilant, use confident body language.
- ❖ **Chunk tasks (verbally and visually):** “Write the date and the first sentence - I’ll come back to check in with you in 5 minutes”.
- ❖ **Build in regular brain/learning/movement breaks.**
- ❖ **Provide prompt cards:** with ideas for “five things you could do if you are stuck”, “five things you could do if you need to calm down”.
- ❖ **Identify agreed calm-down areas/safe space:** if a child becomes wound up/anxious, encourage and allow him/her to remove self to agreed place.

*Be honest and reflective about your own behaviour and practice; support and feedback sensitively to each other on a regular basis. Build this into the way you work.*

# APPENDIX 2

## Managing Anti-social Behaviour Guidance

	Behaviour	Sanction	Comments
Stage 1	<p><b>Minor Issues 1</b></p> <p>not concentrating, loudness, distracted, distracting, calling out, interrupting teacher/TA and other pupils, Ignoring instructions, Inappropriate noises Moving from seat</p>	<p>Positive reinforcement to pupils who are following Core Behaviours and are on task. If necessary, minimal acknowledgement of behaviour: eye contact, frown, proximity, reminder of Core Behaviours.</p> <p>Use of traffic light system – see appendix 3</p> <p><b>Verbal warning</b></p> <p>If a Core Behaviour is not being followed, the pupil receives a verbal warning. They are referred to the traffic light (familiar adult to have a discussion with them if possible or soon afterwards if not). The adult needs to make explicitly clear to the pupil that it is their “verbal warning” and if there is a further break of a Core Behaviour they will miss 5 minutes of playtime.</p>	<p>Continued use of praise, catching the child doing the right thing.</p> <p>Praise when possible for those exhibiting pro-social behaviour to highlight them as role models.</p> <p>Immediate and specific praise when possible for pro-social behaviour</p> <p>Check with child possible reasons for attitude or anti-social behaviour</p> <p>Differentiated approach is applied depending on needs of child (equity)</p> <p>Teacher may offer time out/calming down period</p> <p>Continued use of praise catching the child doing the right thing.</p> <p>If Teacher/TA give the pupil an instruction, say it and spin away, which enables the pupil to have ‘take up time’. This allows the pupil some dignity and they do not become humiliated.</p>
Stage 2	<p><b>Minor Issues 2</b></p> <p>Warnings ignored repetition of above</p>	<p>A further Core Behaviour not being followed results in the pupil receiving a further warning and missing 5 minutes of next playtime/lunchtime play in order to have a discussion regarding the anti-social behavior. If occurs during playtime then the child will stand with the adult on duty and have a discussion then.</p> <p>Use of traffic light system – see appendix 3</p>	<p>Continued use of praise.</p> <p>May use TA to provide support in calming down and returning to task.</p> <p>Attempt to identify the reason for anti-social behaviour</p> <p>If Teacher/TA give the pupil an instruction, say it and spin away, which enables the pupil to have ‘take up time’. This allows the pupil some dignity and they do not become humiliated.</p>

Stage 3	<p><b>Anti-social Behaviour</b> Deliberately creating a disturbance, general refusal to do things, minor challenge to authority</p>	<p>A repeated incident results in the pupil being sent to another class for the rest of that session (if this is during assembly, the pupil will be moved next to a supervising adult) Child reminded of consequences of anti-social behavior and given time with class teacher or TA for reflection.</p>	<p>Informal contact with parents/carers. Possible reasons for behaviour discussed with parents. Assistant Head, Learning Mentor and SENCo maybe alerted</p> <p>Individual reward system may be required.</p> <p>Anti-social behavior will be record on CPOMS at this stage.</p>
Stage 4	<p><b>Persistent Anti-social Behaviour or a serious incident</b></p> <p>Repeated anti-social behaviour which may present as rude and offensive language, hurting others, bullying, running off/hiding. Refusal to respond to support and challenge to authority</p>	<p><b>Senior Leader Involvement</b> For serious misconduct, referral to the Head of School/ Assistant Head Teacher or Senior Leader on duty. This will be made after staff have utilised the behavior for learning policy and the principles of supporting pupils showing anti-social behaviour. The Senior Leader will investigate the events leading up to the incident in order to ascertain if a sanction is required. This may result in the pupil receiving an internal exclusion for the rest of the day, which is recorded on the pupil's electronic file.</p>	<p>Monitoring of behaviour underway.</p> <p>Log of incidents recorded on CPOMS. A letter will be sent home to inform parents/carers of the internal exclusion.</p> <p>SENCo involved</p> <p>Regular liaison with parent/carers</p>
Stage 5	<p><b>Escalating Persistent Anti-social Behaviour/Serious Incident</b></p> <p>No improvement in attitude or pro-social behaviour. A physical threatening incident involving another child or adult.</p>	<p><b>Internal Exclusion/Exclusion</b> When there are further serious incidents, the Senior Leader will consider whether a further sanction is required. Examples of these further sanctions are:</p> <ul style="list-style-type: none"> <li>• A longer period of internal exclusion</li> <li>• A fixed-term exclusion offsite for a set period of time</li> </ul>	<p>Log of incidents recorded on CPOMS.</p> <p>Parents informed of internal exclusion/exclusion. Record kept in school of seclusions. Exclusions reported to LA.</p> <p>Pastoral Support Planning Meeting (PSP)</p> <p>Regular liaison with parents/carers</p> <p>In some cases, or after a pupil has received three or more internal exclusion, the Senior Leader will discuss with the class teacher and SENCo and may place the pupil on the special needs register and an individual plan containing behaviour targets is written in conjunction with parents/carers.</p>
Stage 6	<p><b>Extreme/ Persistent Anti-social Behaviour/Very Serious Incident</b></p> <p>Child's behaviour violent, unsafe and unmanageable in school. Child putting self and others at risk of harm.</p>	<p><b>Fixed Term Exclusion</b> Formal Fixed Term Exclusion from school. Record of exclusion kept by school and reported to Local Authority.</p> <p>Alternative provision may be considered e.g. consider a managed move to another school or support from an alternative provision provider.</p> <p>In rare and exceptional circumstances the Executive Head Teacher may consider a permanent exclusion.</p>	<p>The child may be requested, depending on child's age and needs, to spend part of their period of exclusion in partner school, decision by Head Teachers.</p> <p>Reintegration meeting on day of return to school following exclusion to ensure an anxiety free return. Also a reminder of the agreed strategies to minimise the incident from reoccurring.</p>

## APPENDIX 3



Stop

Think

Choose

# Appendix 4

<b>Reflection Time</b> (in addition, remember to use the restorative questions)	
What happened?	What were you feeling/thinking at the time?
Which Core Behaviour and Behaviour Expectation did I forget to use?	What will I do next time?
<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="background-color: red; color: white; padding: 5px; text-align: center; width: 45%;"> <b>Compassion:</b> show care and understanding for everyone         </div> <div style="background-color: blue; color: white; padding: 5px; text-align: center; width: 45%;"> <b>Courage:</b> be brave; believe you can         </div> <div style="background-color: yellow; color: black; padding: 5px; text-align: center; width: 45%;"> <b>Respect:</b> value everyone and everything in how you listen, speak and in what you do         </div> <div style="background-color: green; color: white; padding: 5px; text-align: center; width: 45%;"> <b>Responsibility:</b> make good choices because your actions matter         </div> </div> <ol style="list-style-type: none"> <li>1. Everyone has the right to be safe.</li> <li>2. We are gentle, kind and helpful.</li> <li>3. We work and play co-operatively with others.</li> <li>4. We are honest.</li> <li>5. We do our best and work hard.</li> <li>6. We look after our school together.</li> </ol>	

Name:

Date

