Ashgate Primary School

Behaviour and Conduct Policy

Ashgate Primary School, Ashbourne Road,
Derby DE22 3FS
Telephone 01332 343928
Email:-Admin@ashgate.derby.sch.uk

Approved by:	**Governing Body**	**Date:**
Last reviewed on:	**November 2026**	
Next review due by:	**November 2027**	

This policy will be reviewed annually by the Headteacher and Governing Board to ensure compliance with legislation, statutory guidance and the evolving needs of the school community.

1. Introduction

At Ashgate Primary School, we are committed to creating a safe, nurturing and inclusive learning environment where all children can thrive academically, socially and emotionally. Behaviour is viewed as a form of communication and we recognise our responsibility to teach, model and reinforce positive behaviour in the same way that we teach academic learning.

We believe that high expectations, positive relationships and consistent approaches enable children to develop the skills, confidence and resilience required for success both in school and beyond.

Our approach is underpinned by:

- Respect
- Inclusion
- Consistency
- Accountability
- Compassion
- Restorative practice
- Safeguarding

---

2. Aims

This policy aims to:

- Promote positive behaviour and conduct.
- Create a safe and orderly environment.
- Foster mutual respect throughout the school community.
- Support children's emotional wellbeing and self-regulation.
- Ensure behaviour expectations are applied fairly and consistently.
- Reduce barriers to learning.
- Promote inclusion and equality of opportunity.
- Support children to take responsibility for their actions.

---

3. Legislation and Guidance

This policy has been developed with reference to:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 2015
- Keeping Children Safe in Education (current edition)
- DfE Behaviour in Schools Guidance
- DfE Suspension and Permanent Exclusion Guidance
- DfE Searching, Screening and Confiscation Guidance
- Working Together to Safeguard Children

---

4. Definitions

For the purpose of this policy:

Positive Behaviour refers to conduct that supports learning, safety and positive relationships.

Misbehaviour refers to behaviour that disrupts learning, causes harm, breaches school expectations or affects the wellbeing of others.

Bullying is behaviour that is:

- Deliberately hurtful
- Repeated over time
- Difficult for the victim to defend against

Reasonable Force refers to the proportionate use of force permitted under legislation to prevent harm or serious disruption.

Physical Intervention refers to an intervention where physical contact is used to prevent immediate risk.

---

5. Roles and Responsibilities

Governing Board

The Governing Board will:

- Review the effectiveness of this policy.

- Monitor behaviour data.
- Ensure statutory duties are met.
- Hold leaders accountable for implementation.

Headteacher

The Headteacher will:

- Promote a positive behaviour culture.
- Ensure consistency across school.
- Monitor behaviour outcomes.
- Implement suspension and exclusion procedures where necessary.
- Ensure staff receive appropriate training.

Staff

All staff will:

- Model positive behaviour.
- Build positive relationships.
- Apply expectations consistently.
- Use restorative approaches.
- Record concerns appropriately.
- Seek support when required.

Parents and Carers

Parents and carers are expected to:

- Support school expectations.
- Work collaboratively with staff.
- Attend meetings when requested.
- Encourage positive attitudes towards learning and behaviour.

Pupils

Pupils are expected to:

- Treat others with respect.
- Follow staff instructions.
- Work hard and try their best.

- Act safely.
- Take responsibility for their actions.

---

6. Promoting Positive Behaviour

Positive behaviour is encouraged through:

- Positive relationships.
- Consistent routines.
- Clear expectations.
- Quality first teaching.
- Effective classroom management.
- Recognition and celebration of success.
- Inclusion and support.

Children should understand what is expected and feel supported to achieve success.

---

7. The Ashgate RESPECT Agenda

The Ashgate RESPECT Agenda underpins all expectations and interactions.

Pupils are encouraged to:

- Respect themselves.
- Respect others.
- Respect learning.
- Respect school property.
- Respect differences.
- Respect the wider community.

The RESPECT Agenda forms the foundation of the school's behaviour culture.

---

8. Behaviour Expectations

All members of the school community are expected to:

- Be safe.
- Be respectful.
- Be responsible.
- Be ready to learn.

This applies in:

- Classrooms
- Corridors
- Playgrounds
- Educational visits
- Clubs
- Online learning environments

---

9. Recognition and Rewards

Positive behaviour may be recognised through:

- Verbal praise
- House points
- Certificates
- Celebration assemblies
- Positive phone calls home
- Messages to parents
- Special responsibilities
- Recognition by senior leaders

Recognition should focus on effort, perseverance, kindness and achievement.

---

10. Responding to Behaviour That Falls Below Expectations

Staff will seek to understand the reasons behind behaviour and respond proportionately.

Strategies may include:

- Reminder of expectations
- Restorative conversation
- Reflection time
- Repairing relationships
- Loss of privileges
- Communication with parents
- Behaviour support plans

Responses will always take account of:

- Age
- Developmental stage
- SEND needs
- Disability
- Safeguarding concerns
- Individual circumstances

---

11. Consequences and Sanctions

Consequences may include:

- Verbal reminder
- Reflection time
- Internal consequence
- Completion of missed work
- Withdrawal from specific activities
- Parental meetings

Suspensions and permanent exclusions will only be used in accordance with current DfE guidance and after careful consideration of individual circumstances.

---

12. Bullying

Bullying of any kind will not be tolerated.

This includes:

- Physical bullying
- Verbal bullying
- Emotional bullying
- Cyberbullying
- Racist bullying
- Homophobic, biphobic or transphobic bullying
- Disability-related bullying

All reports will be investigated thoroughly and recorded appropriately.

---

13. Equality, Diversity and Inclusion

Ashgate Primary School opposes discrimination, harassment and victimisation related to any protected characteristic under the Equality Act 2010.

Protected characteristics include:

- Age (employees)
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Behaviour expectations apply equally to all members of the school community whilst recognising the need for reasonable adjustments and individualised support.

---

14. Special Educational Needs and Disabilities (SEND)

The school recognises that behaviour may be influenced by additional needs.

Reasonable adjustments may include:

- Adapted expectations
- Alternative communication methods
- Additional adult support
- Sensory regulation strategies
- Individual behaviour plans

Staff will consider whether behaviour is linked to a child's identified or emerging SEND before decisions are made regarding consequences.

---

15. Regulation and Pastoral Support

Ashgate Primary School recognises that some pupils require additional support to regulate emotions and engage successfully in learning.

Support may include:

- Emotional regulation strategies
- Individual support plans
- Learning mentor support
- SEND interventions
- Family support
- External agency involvement
- SEMH support
- Access to Hive provision where appropriate

Hive provision is not a sanction. It is designed to support regulation, wellbeing and successful reintegration into learning.

---

16. Physical Intervention and Reasonable Force

Reasonable force may be used where necessary to:

- Prevent injury.
- Prevent serious disruption.
- Prevent damage to property.
- Maintain safety.

Any use of force must be:

- Necessary
- Reasonable
- Proportionate
- The minimum required

Incidents will be recorded and shared with parents.

---

17. Searching, Screening and Confiscation

Authorised staff may search pupils and possessions where there are reasonable grounds in accordance with DfE guidance.

Confiscated items may include:

- Items posing a safety risk
- Tobacco or vaping products
- Controlled substances
- Stolen property
- Items causing disruption

---

18. Mobile Devices

Mobile devices are prohibited under school rules unless authorised by school leaders.

Authorised staff may search for mobile devices where reasonable grounds exist to suspect a breach of school rules or where safeguarding concerns are present.

---

19. Online Behaviour

Behaviour expectations apply online as well as in person.

The school will investigate incidents involving:

- Cyberbullying
- Inappropriate online communication
- Sharing harmful content
- Online harassment

Online behaviour concerns may result in school sanctions where appropriate.

---

20. Behaviour Beyond the School Gate

The school may impose sanctions for behaviour outside school where it:

- Poses a safeguarding risk.
- Damages the reputation of the school.
- Impacts members of the school community.
- Occurs during school-organised activities.

---

21. Sexual Harassment and Sexual Violence

The school adopts a zero-tolerance approach to sexual harassment and sexual violence. All concerns will be managed in line with safeguarding procedures and Keeping Children Safe in Education.

---

22. Malicious Allegations

Where malicious allegations are found to have been made deliberately, the school will consider appropriate action whilst continuing to support all parties involved.

---

23. Recording, Monitoring and Reporting

Significant behaviour incidents, bullying incidents, discriminatory incidents, physical interventions, suspensions and safeguarding-related behaviour concerns should be recorded on CPOMS where appropriate.

CPOMS remains the school's primary safeguarding recording system and any behaviour concern indicating possible vulnerability must be recorded and referred to safeguarding leads without delay.

---

24. Monitoring and Evaluation

Behaviour data will be analysed termly and reported to governors.

Monitoring will include:

- Behaviour incidents
- Suspensions
- Exclusions
- Attendance
- Persistent Absence
- Bullying incidents
- Racist incidents
- Protected characteristic incidents
- Physical interventions
- SEND outcomes
- Disadvantaged pupil outcomes

An annual behaviour report will be presented to governors to ensure accountability and identify any disproportionate outcomes for vulnerable groups.

---

25. Linked Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Equality, Diversity, Inclusion and Community Cohesion Policy
- Attendance Policy

- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Online Safety Policy
- Staff Code of Conduct
- Physical Intervention Policy

At Ashgate Primary School, we believe that positive behaviour is built through positive relationships, high expectations, consistency, inclusion and respect. We are committed to ensuring every child feels safe, valued and able to succeed.