



Holmwood and Ashbrook School

BEHAVIOUR POLICY

Reviewed by	Date	Next Review date
Deputy Headteacher (v.1)	March 2021	March 2022
Head of School (v.2)	January 2022	January 2023
Head of School Holmwood (J Elford) and Exec Head Ashbrook (J Ainscow) (v.3)	May 2023	August 2023
Head of School Holmwood (J Elford) and Headteacher Ashbrook (J Ainscow) (v.4)	September 2023	August 2024

Introduction

As a school, we believe that part of preparing children for the next stage in their life is helping them to understand how to behave appropriately and show respect to others and the environment that we live and work in. Throughout the school we expect a total consistency of expectation that everyone (regardless of gender, race, or culture *and other protected characteristics*) should feel safe, secure and be able to learn. Children understand that they are a valuable part of our Holmwood, Ashbrook and IFtL family. All children are encouraged to develop empathy and respect for others. We place a high value on individual achievements and celebrating the achievements of others.

At Ashbrook and Holmwood School and Nursery, we understand that behaviour is a form of communication, and we ensure we educate children to understand and take ownership of their actions. We work with restorative principles at the head of solving behavioural issues and promoting tolerance. We work on the principles that restorative approaches support children in their ability to understand and consider the impact of their behaviour and actions and understand the feelings and emotions of others, both during their time in school and as part of the wider community.

We aim to “Bring out the best in everyone” and believe “Everyone matters; everyone is important” so that every member of our schools’ community feels valued and respected, and that each person is treated fairly and well. We are caring communities, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. We promote an environment where everyone feels happy, safe and secure, and upholds the key British Values.

The role of the pupil

- Follow and demonstrate our school values at all times.
- Co-operation Working together, helping each other, working as a group.
- Respect Shows an awareness of other people’s feelings, wishes and rights.
- Caring Displaying kindness and concern for others, being a good friend.
- Patience The ability to wait; can tolerate a delay.
- Perseverance To keep trying; to keep working even if something is difficult.
- Responsibility Showing responsibility to complete an activity/work, take part in something, help to work as part of a group.

Disruptive or poor behaviour, bullying or racial harassment will not be tolerated, and staff always deal with any incidents that arise. We work hard to establish good relationships with all and promote racial equality in our school community.

The role of the school

- Work in partnership with children and families to help all children reach their full potential.
- Be respectful to every person, making time to listen to them carefully and treat everyone as an individual.
- Provide an environment which is welcoming, secure, caring, friendly and stimulating.
- Provide security and continuity. Staff will ensure they demonstrate positive attitudes and set good examples, being aware at all times of the need to promote the positive ethos of the school.
- Encourage and support pupils whilst providing appropriate and challenging learning activities and tasks.
- Be consistent in the treatment of pupils, ensuring consistency and fairness.
- Promote equal opportunities and promote good relationships between all people regardless of gender, religion, race or ability. (see Inclusion Policy)
- Build positive relationships with pupils, based on trust and acceptance by working closely with pupils, by listening, being available, meeting pupils’ needs and not judging pupils before establishing the facts.

The Role of the Parent and Carers

- That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community.
- Support the school and our children in promoting tolerance and acceptance of all people.
- Ensure that our children are punctual and have good attendance.
- Ensure the school is kept informed about the wellbeing and medical needs of their child

No members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises. Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors.

Please note that incidents will be logged.

Guidelines

School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may ban parents from entering school.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned.

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community are listed below. This is not an exhaustive list, but seeks to provide illustrations of such behaviour;

- Shouting, either in person or over the telephone
- Inappropriate posting on Social Networking sites deemed as bullying
- Speaking in an aggressive/threatening tone
- Physically intimidating e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments

Unacceptable behaviour may result in the police being informed. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse. Where parents have been banned from the school premises and grounds; parents will need to provide alternative arrangements for bringing children into school. Parents have the right of appeal by writing to the Chair of Governors within ten days of permission to enter the school premises being withdrawn.

Zero tolerance behaviours

There are certain inappropriate behaviours which we believe we have a zero-tolerance approach to, with clear consequences outlined within our policy. These are:

- Any form of discrimination or harassment including sexual and those against any of the protected characteristics*
- Racism
- Inequality
- Homophobia
- Extremist behaviour
- Bullying, including cyber-bullying and prejudicial bullying
- Criminal damage
- Harassment including sexual harassment

IFtL and all schools will strictly adhere to the Equality Act 2021 and Human Rights Act 1998; we will not tolerate any discrimination against someone because of any of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/ or sexual orientation).

Any zero tolerance behaviours/ incidents will be referred to the Senior Leadership Team and reported to IFtL. From here, appropriate outcomes and consequences will be decided upon and dealt with on a case-to-case basis.

Equality and Diversity

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights will not be tolerated under any circumstances. As highlighted within KCSIE September 2023, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act. Children who are lesbian, gay or trans (LGBT), identify as LGBT or those who are perceived as being to be LGBT may be particularly vulnerable to be bullying and we need to be extra vigilant for signs of this. At The Bridge Partnership, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swiftly and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

Sexual harassment and violence

We are aware and must be ultra-vigilant for signs of sexual violence and harassment as we know that it is highly prevalent, and children often do not talk out about this and even accept it as the 'norm'. We must ensure this is not the case in either of our schools.

Behaviour in Schools Guidance (July 22)

Within the IFtL trust, we follow and adhere to the DfE Behaviour in Schools Guidance (July 22) Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk)

All schools will ensure they fulfil all the 'must' requirements and where appropriate all the should criteria as we believe in good practice in addition to compliancy. All headteachers take responsibility for implementing measures to secure acceptable standards of behaviour" to meet the national minimum expectation.

We will ensure will fulfil the national minimum expectation and that it is aligned with Ofsted's 'Good' grade descriptor for behaviour and attitudes:

1. High expectations that are commonly understood and applied consistently
2. Visible leaders that support staff to follow the policy
3. Measures and interventions are in place to improve behaviour
4. Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated

5. Bullying is not tolerated, and the environment is safe and respectful; and
6. Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work. Behaviours that need addressing should be a private matter between teacher and child and should be part of a restorative conversation.

Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment. Working walls are used to explore the process of learning and should encourage a sense of community in the classroom.

Restorative Principles

The principles of restorative practices are woven into everything that our school community does. Restorative justice brings those harmed by conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. Children are taught how to restore justice using a framework and process that is solution led. This ensures that when mistakes in relationships occur, solutions are found. This restorative approach to conflict is based on values that separate the person from the behaviour. We use check in and check-outs throughout the week to build trust and empathy with others in our community.

The restorative conversation is used where children are unable to mediate or there has been a more significant incident. These conversations take place during the day, as close to the incident as possible with all relevant parties present. Practitioners will use restorative language and carefully considered questions to enable children and young people to understand the impact of their behaviours. These conversations are centered around reflection, accountability and restoring relationships following an incident.

1. What happened?
2. What were your thoughts at the time?
3. What have your thoughts been since – how do you feel now?
4. Who has been affected by what happened?
5. How have they been affected?
6. What do you need to happen now?
7. How can we repair / fix this?

Routines

The schools establish clear routines for behaviour within the school day, including lunchtimes and in the extended school day at breakfast and after school clubs. These routines will be consistent, and everybody will be expected to follow them. The whole school and class expectation for behaviour is shared and discussed with the children regularly.

Children will be taught the skills they need to manage their own behaviour, time and resources enabling them to become effective self-managers. Children are expected to keep learning spaces tidy and organised. They should be taught to manage risks.

Reward systems

Four stars are displayed in all classrooms. They link directly to our **four** curriculum aims;

- **successful learners,**
- **confident individuals,**
- **effective contributors**
- **responsible citizens.**

When children have demonstrated one of our curriculum aims, they will be asked to move their name onto the relevant star.

House systems

All children in school are allocated a house team. These are Willow, Chestnut, Birch and Elm. Siblings will be placed in the same house team.

When a child goes above and beyond expectations, they are asked to go and place a gem in their house jar. Every week the totals are added up and shared in assembly. At the end of the half term, the house with the most gems in total will have a reward. This will change each half term.

Headteacher awards

Every half term, all staff at Ashbrook and Holmwood School will nominate a child for a Headteachers award. These awards will be given to children who demonstrate our values and make an effective contribution to our IFtL family. Parents and carers of those children who are nominated will be invited in to see the presentation of the Headteachers award in the last week of the half term, and will then be invited to stay for an afternoon tea to celebrate their child's achievements.

Class rewards

Each class has their own reward system in place. Children must be successful in collecting their reward tokens during the week in order to earn their enrichment activity on a Friday afternoon. This takes place for half an hour, and is decided on in a democratic way within the class. The reward systems to earn the enrichment time can range from jewels in a jar, earning quiet critters, to collecting points. This is individual to the class but all works towards the same outcome.

Work of the week

Each week the class teachers and support staff will nominate someone who has completed a piece of work to the best of their ability, or has tried really hard with a particular concept. That child will be praised during assembly by their school community, get a headteachers sticker for recognition of their hard work, and be placed in the weekly sway newsletter if social media and website permissions have been given.

Star reader awards

Each week one child from each class will be chosen as a star reader. This may be because they are reading at home frequently, making good progress within school, moving up phonics groups or putting in 100% effort into their reading. The nominated child will be celebrated in assembly, and choose a book from the headteachers office to take home and keep. Their photograph will then be placed on the reading stars display and shared in the sway newsletter if social media and website permissions have been given. In addition to this, every week, children's reading records

are checked to ensure they are reading at home. Those children who have read five times get a raffle ticket for a prize draw at the end of the half term.

Stars are stamped into reading records when a child has read a 5 times in a week (or more). Certificates are awarded to children for regular reading and attaining stars on a scale. Bronze (5), Silver (10), Gold (25), and Platinum (40).

Individual systems

In some cases, it may be necessary to implement individual reward systems and behaviour strategies for some children as part of a bespoke support plan. These will be discussed with the parents and carers and part of a personal support plan, or a behaviour plan.

Children's wellbeing – The Colour Monster

The colour monsters are an integral part of supporting children with their learning and well-being. Staff monitor children's well-being through the colour monsters for early identification of possible problems. Children move their names on the different colour monsters throughout the day, and staff observe and check in with any children who have a lower wellbeing. Any issues are quickly identified and responded to.

Extreme behaviour – physical intervention, reasonable force and restraint.

Use of force to restrain a child If a child is identified as possibly requiring physical restraint to prevent him/her hurting himself/herself, or another child, or causing damage to property, the following points need to be considered by teachers:

- Managing the child- am I using the correct hold?
- Ensuring additional support can be summoned if appropriate
- Involving the parents to ensure they are clear about what specific action the school might need to take

The types of incidents where reasonable force may be necessary fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury;
2. Where there is a developing risk of injury or significant damage to property;
3. Where a child is behaving in a way that is compromising good order and discipline.

There is no legal definition of 'reasonable force' – it will always depend on the circumstances of the case:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour it is intended to prevent.

Before intervening physically, the teacher should tell the child to stop, and what will happen if he/she does not. The adults should keep communicating with the child through the incident and make it clear that physical restraint will stop as soon as it ceases to be necessary. A calm and measured approach is vital. The adult should summon assistance if physical restraint is necessary.

Application of Force

Physical intervention can take several forms. It might involve teachers:

- Physically interposing between children
- Pushing or pulling
- Holding
- Leading the child by the hand or shepherding the child away

In exceptional circumstances the teacher may need to take necessary action that is consistent with the concept of 'reasonable force' e.g. preventing a young child running into the road, or preventing a child from hitting someone or throwing something.

Where the risk is not so urgent, other strategies should be used in order to defuse or calm a situation. The possible consequences of intervening physically need to be carefully evaluated.

Recording Incidents

It is important that an accurate, detailed report is made of any occasion where force is required. Immediately following any such incident, the teacher should inform the Headteacher and provide a report as soon as possible afterwards, where it will be recorded On CPOMS.

The report should include:

- The name of the child involved and when, and where, the incident took place;
- Names of anyone who witnessed the incident;
- The reason that force was necessary (e.g. to prevent injury to the child, another child, or member of staff)
- How the incident began and progressed, including details of child's behaviour, steps taken to defuse the situation, degree of forces used, how it was applied and for how long;
- The child's response and the outcome of the incident;
- Details of any injuries sustained.
- It is procedure to contact parents immediately in order to discuss the incident, either orally or in writing, on the advice of the Headteacher.