Ashfield Junior School

Inspiring our children to dream big, be extraordinary and to change the world

Behaviour Policy 2026-2027

Date agreed: September 2026
Date of next review: September 2027

1.1 Vision, Aims and Values

At Ashfield Junior School, we believe that positive learning behaviour is essential for children to learn effectively. We have a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County Council (Integrated Services for Learning). Everything we do at Ashfield Junior School is underpinned by our vision, *Inspiring children to dream big, be extraordinary and to change the world.* This vision is further reinforced by the school's 4 core values of respect, resilience, kindness and cooperation. High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have the right to teach.

Respect	**Respect is caring enough to consider how words and actions impact others.** • Having respect is when you feel good about someone because of how they act. • Showing respect is when you care how your actions impact others.
Kindness	**Kindness is defined as the quality of being friendly, generous and considerate. It's about showing empathy and accepting our differences.** ◦ It is kind gestures and thoughtfulness. ◦ Kindness is being helpful and doing nice things without expecting nice things in return. ◦ Being kind is doing intentional, voluntary acts of kindness, not only when it's easy to be kind, but when it's hard to be.
Resilience	**Resilience is the ability to cope when things go wrong.** ◦ be persistent in problem solving ◦ have a growth mindset ◦ show empathy towards others ◦ set and strive for realistic goals ◦ feel competent and capable ◦ act independently ◦ ask for help when needed ◦ have initiative and think creatively ◦ be trustworthy and able to be responsible ◦ have a positive outlook on life
Cooperation	**Working in harmony with others to achieve a common goal is vital not only to a happy, successful life but also to a more peaceful and harmonious world.** ◦ Cooperation requires us to solve conflicts, ◦ and exercise a certain amount of self-control and empathy—sometimes letting go of something you want for the good of the group. ◦ It exists when people work together for everyone's benefit (teamwork), ◦ Cooperation means taking turns, learning from each other, and helping each other,

Aims

The Behaviour Policy is a whole school policy, which needs to be supported by all members of the school community – governors, teachers, non-teaching staff, parents and children. It establishes the agreed ways in which all members of the school community will contribute to the learning environment and will assist in making expectations consistent throughout the School.

Our aims:

- promote behaviour that enables all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment
- children and staff are safe and feel safe
- promote pro-social behaviour
- support children to understand and accept that choices they have made have consequences
- support children's attitudes to learning and reflect the values of the school
- ensure that children understand how to keep themselves and others safe, including online safety
- ensure that children and staff are aware of the different forms of bullying, including online bullying and all forms of prejudice based bullying, including racism, sexism and homophobia, and how to respond to it
- ensure parents, staff and children feel behaviour is managed well

Ensuring the highest standards and expectations in behaviour will support meeting the School's aims and Ashfield will be a school:

- Where learning is challenging and fun,
- Where high achievement is admired and we are proud to be the best that we can be,
- With a skills-based curriculum which engages the children and fully equips them for life in the 21st century.

Linked Policies:

This policy is linked with the following the policies: Suspensions and Permanent Exclusion Policy, Teaching and Learning Policy, SEND Policy and the Restrictive Physical Intervention in School Policy.

2.1 Behaviour Culture

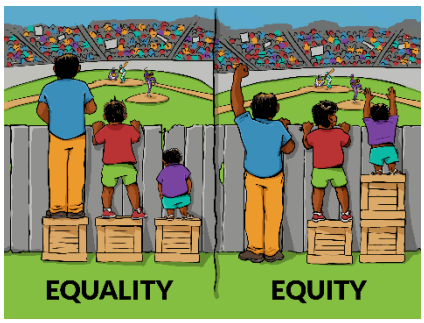
Expectations of the School Community

At Ashfield we believe that everyone in our school community has the right to respect from others. Everyone has the right to teach, to learn and feel happy and safe without hindrance or threat. With those rights go responsibilities – to help others to feel safe and happy, to allow teachers to teach and learners to learn, to show respect for others, to care for property and the environment. Children are encouraged to take on these responsibilities and also be responsible for their own behaviour. They are encouraged to be independent, to learn to sort out problems by themselves and to know when to seek adult support and intervention

All members of the school community should have clear and consistent strategies, high expectations, rules and routines and use the agreed system of rewards and sanctions in line with those agreed within

this policy. Adults need to model expected behaviour wherever and whenever possible in order that pupils learn how to behave properly.

For those children who have a disability and/or a Special Educational Need, or are in a vulnerable group, we recognise that it may be necessary to make some reasonable adjustments reflecting advice given by external professionals, when implementing our behaviour policy.



School Rules

All members of the school community are expected to follow the school rules. These are to:

- Show respect
- Be kind
- Be resilient
- Be cooperative
- Always work hard
- Be safe

Along with the school values, the school rules are discussed at the start of each new academic year and displayed as a reminder in a prominent position in every classroom. Their application is reinforced frequently though assemblies, PD and Rtime throughout the school year. Further to the above, the school values and rules should be addressed with children as and when is necessary.

2.2 Promoting Positive Behaviour

Promoting positive behaviour and equipping children with the skills to self-regulate their emotions and choices will lead to good behaviour. Staff at Ashfield teach good behaviour by modelling positive relationships and interaction, using positive phrasing, using circle-time, assemblies, PD lessons and check-ins to support children. Furthermore, staff at Ashfield promote good behaviour in the following ways:

- Clearly established classroom routines
    - Making a prompt and orderly start to each teaching session
    - Lining up procedures
    - Giving out/taking in equipment/books/apparatus
    - Tidy working routines

- Ensuring our VALUES and rules are discussed, understood and displayed in the classroom
    - Reviewing rights and responsibilities at the start of each year and at the start of each term

- Ensuring that classroom practices conform to whole school policy. We do not have additional values, rules or reward schemes in any class.

- Ensuring that the tasks the children are given to do are adapted to allow them access to their learning (see Teaching & Learning Policy)

- Emphasising that behaving well is a choice

- Involving the children in the decision making (e.g. School Council)

- Using peer group support

2.3 Praise and Rewards

It is important that all staff use positive praise to celebrate children's achievements. Children are also encouraged to reflect on each other's achievements. Our Friday celebration assembly is used to acknowledge achievements in positive learning behaviours, values, academic and outside of school achievements and to promote the values of the school. Praise and recognising pro-social behaviours include:

- Giving verbal praise and positive feedback
- Informing parents or carers directly
- Visiting a partner class or another member of staff to share and recognise achievements (need to make sure that all chn have this opportunity)
- Awarded a house point
- Awarded a 'special mention' in celebration assembly and in the weekly newsletter
- Celebrating children's achievements in celebration assembly (academic and non-academic e.g. certificates, medals, trophies etc.)

House Points

The House system operates consistently throughout the School as follows:

- Classes are divided into 4 houses (all mixed)
- A house point will be given to children for exceptional behaviour and demonstrating the school values
- Children can also be awarded one house point for academic and non-academic achievement
- When house points have been awarded, they will not be taken away
- We award one house point at a time (house point currency)
- House points are not used as a bribe (e.g. if you complete this work, I will give you a house point)
- Weekly house point totals are announced in celebrations assembly and announced in the weekly newsletter
- The weekly house points and winning house will be displayed on the House Point board

2.4 Expectations of Children's Behaviour

We have a consistent approach to ensure that everyone in school subscribes to similar high standards of behaviour. These expectations must be shared to children at the start of the year with reminders throughout the year as necessary and through adult modelling. Expectations for children are as follows:

Behavioural expectations in the classroom

Follow the school rules	Follow all adult instructions
Follow the agreements made on your class charter	Move quietly and calmly around the room
Stay on task and complete your work	Call people by their proper names
Know when it is appropriate to talk or be quiet	Listen to each other
Respect others' space and right to work	Care and respect for all property
Share in the tidying up and looking after the classroom	Always trying my best

Behavioural expectations around the school

Be courteous and polite to all members of the school

Walk quietly and sensibly around the school building

Keep the school tidy

Ask permission before leaving the classroom

Hold doors open for adults and other children

Be responsible and report incidents to a member of staff

Listen to the adult in charge and follow their instructions

Wear smart and appropriate school uniform

Assembly:

Enter and leave assembly quietly and sensibly

Sit quietly in assembly unless asked to participate

Dining hall:

Enter and leave the dining hall quietly

Wait calmly in the queue

Show good manners and use the correct cutlery

Talk quietly

Leave tables and chairs tucked in

Scrape plates properly and ensure no

Behavioural expectations on the playground/field

Walk out sensibly from class

Ensure that you only use the areas that you are told to use

Show respect to each other and all adults outside

Follow adult instructions and obey the rules on the playground

Stand still and quietly when you hear the bell

Line up in silence

Keep the playground tidy

Take care of the playground equipment

Share playground equipment – it is there for everyone

Ask permission to use the toilet

Be responsible and report incidents to a member of staff

Walk away from trouble and tell an adult

Play safely and treat each other with respect, kindness and consideration

Walk quietly and calmly in from breaktimes

Behavioural expectations outside of school

Be polite and courteous to members of the public

Be considerate and safe when walking on pathways

When wearing your school uniform, remember that you are ambassadors for the school

Consider how your behaviour may be perceived by members of the public and modify your behaviour

Follow instructions from the adults in charge on school trips and behave as you would be expected to behave in school

Behaving responsibly when using social media and being kind and respectful online

Pupil Responsibility

To help develop pro-social feelings and behaviours, all children at Ashfield get the opportunity to develop their sense of responsibility through carrying out jobs in the classroom on a rota basis. Such jobs might include taking the register bag down to the office, collecting and issuing books, keeping the book corner tidy, being a class ambassador and other jobs, which aid the smooth running of the learning environment. All children should have this responsibility at least yearly. Children may also be elected to sit on the School Council which meets fortnightly to discuss school issues. In addition to the jobs around the classroom, Year 6 children have further responsibilities around the school including:

- Organising IT equipment
- Preparing the chairs, benches and music for assemblies
- Keeping the P.E. cupboard tidy
- Acting as post people at Christmas for the delivery of Christmas cards
- Training and acting as tour guides for visitors and parents of children who are new to school
- Helping with administrative tasks for the school office

2.5 Discouraging Difficult or Dangerous Behaviour

Using the Therapeutic Thinking Hertfordshire's STEPS approach, all staff have been trained on how to manage difficult and dangerous behaviour. All staff can contribute to children's good behaviour by helping to create a climate for good behaviour and managing out opportunities for children who present with difficult behaviour during the school day (see appendix 1). All members of the school community consider carefully what they say, their tone of voice and their general body language to avoid an argumentative or confrontational approach. Children should be given choices instead of threats in order to give the responsibility back to the child rather than the adult taking intrusive control. When dealing with an incident, it is important to keep focus on the primary behaviour. All staff are responsible for inputting all dangerous and serious difficult behaviour incidents on CPOMS and alerting members of the SLT. Consequences will be issued by the class teacher or members of SLT in line with the consequences in this policy. Staff should be aware of the trigger points of individual children in their class and use the Therapeutic Thinking approach to support children's behaviour, using the de-escalation script if necessary. All staff are responsible for the behaviour management of children throughout the school and are expected to:

- Follow up all incidents of disruptive behaviour (note that reasonable adjustments will be in place for children with SEND)
- Deal with children calmly
- Focus on the primary behaviour
- Separate the behaviour from the child
- Involve parents at an early stage

- Follow the behaviour levelled approach ladder
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Consequences

When issuing any consequences, adults should avoid damaging the child's self-esteem. It is advisable to look to the cause of the difficult or dangerous behaviour. Is there anything that could have been done differently to avoid the occurrence? Staff will use the agreed behaviour levelled-ladder to determine the consequence and where possible, the consequence should relate directly to the child's behaviour. We use a levelled approach for difficult and dangerous behaviour as set out below. There are two levelled approach systems in place – one for the classroom during learning time and one for breaktimes. The levelled approach ladders should be discussed with children and be visible in the classroom for transparency so that children are aware of consequences for difficult or dangerous behaviour (See child friendly versions in appendix 5).

Ashfield School Behaviour Structure: A levelled approach

All adults:

- Must manage behaviour effectively to ensure a good and safe learning environment
- Follow our clear rules and routines for good behaviour in school
- Take responsibility for promoting good behaviour both in classrooms and around the school
- Have high expectations of behaviour for all children and use the school's framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly
- Manage classes effectively using approaches appropriate to pupils needs to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

  Please note: The Headteacher/Deputy Headteacher may speak to child at any time about their behaviour choices. Level 1-2 behaviour will normally be dealt with by the class teacher, however a Senior Leader *may* be involved at any stage.

Level 1		
Behaviour	**Strategies to support and manage**	**Consequence**
-Not listening to or following instructions -Distracting others or off task chatting -General non-attention and off task -Calling out / interrupting / showing off -Disruptive fidgeting or noises -Poor effort in class -Running in class / school -Refusing to help with tidying up / looking after school environment -Deliberately annoying others -Slow to start or complete work -Poor body language, e.g. swinging on chair, slouching, head on table -Getting out of seat without reason -Inappropriate language e.g. shut up (not swearing) -Improper use of school property e.g. writing on whiteboards when they shouldn't be -Unkind remarks -Dropping litter -In the wrong place in the school	-Notice, acknowledge and praise children who get it right -Use of verbal and non-verbal cues e.g. frown, use of hand gestures. -Distract or redirect. -See if child needs help -Move closer or move the child (without fuss). -Remind the child what **IS** expected (school rules and school values). **WARNING FIRST THEN CONSEQUENCE** **(IF REPEATING BEHAVIOUR, 3 STRIKES AND MOVE TO LEVEL 2)**	- Moving to a quieter table/seat away from group. -Related consequence e.g. redo work or pick up litter, practise lining up, complete work at breaktime, removal of chair (if swinging on it)

Level 2		
Behaviour	**Strategies to support and manage**	**Consequence**

-Repeated / persistent Level 1 behaviour -Nudging, touching or poking others -Interfering with others belongings -Inappropriate assembly behaviour -Name calling -Persistent non-completion of homework -Inappropriate use of technology -Misuse of school equipment e.g. scissors -Improper use of toilet / washbasin/ water fountains -Not being honest -Encouraging other children to misbehave -Deliberate ignoring of adults / answering back -Walking away from an adult -Refusal to do what is asked / non-co-operation	**As level 1** -Give warning to the child -Move the child -Give limited choice. -Give time frame. -Model and make clear what you expect. -Discussion about school values, rules and expectations. -Ask what the problem is and what would help	- 5 mins (LKS2) or 10 mins (UKS2) timeout (play or lunch time) -Tidy up the mess they have made **<u>Does it need recording?</u>** **Record on CPOMS or speak to parent**

Ashfield School Behaviour Structure: A levelled approach

Level 3

Behaviour	Strategies to support and manage	Conseque
Repeated and persistent level 2 behaviour -Deliberately hurting another pupil emotionally -Deliberately hurting another pupil physically e.g., hitting, kicking, spitting, pinching, slapping, -Constant calling out and disruption -Swearing or offensive language -Leaving the classroom without permission -Persistent disturbing or interfering with others -Repeated rough play -Stealing -Persistent rudeness or disrespect to each other / adults -Throwing objects that could cause harm -Possession of inappropriate materials or objects - not deliberate	**As level 1 and 2** -Talk about how best to restore and repair. -Child completes a calming activity. -Complete a Restorative repair worksheet to reflect on behaviour. -Adult needs to talk to the child once child is calm. -Adult must investigate both sides thoroughly and fairly. -Communicate with the class teacher. -Risk Reduction Plan where necessary. -Class circle time. -Whole school assembly. -Consider behaviour support chart. -Change position in class	-15 minutes Reward/play/l time lost (and, separate playt away from cla -Sent to SLT ar remain out of for one sessio (complete a 'Restoration s to reflect). -Teacher to in parents. -Complete wo during breakti -Loss of privile and responsib **Record on CP**

Level 4

Behaviour	Strategies to support and manage	Consequence
Repeated / persistent level 3 behaviour -Discrimination against any of the protected characteristics (age, disability, gender identity, marriage or civil partners, race, religion or belief, gender, sexual orientation - Any form of bullying behaviour - Violent behaviour * Fighting * Seriously hurting another child * Attacking/hurting a member of staff - Verbal abuse and/or threatening behaviour - Inappropriate use of social media or online technology - Sexual misconduct	**As level 3** -Bullying – recorded clearly on CPOMs and alerting Headteacher/Dep Headteacher/SENCo. Headteacher / Deputy Headteacher / SENCo to investigate. -Ensure all others are safe if a dangerous situation develops (remove class if necessary). -When with a child in a room, offer the option to leave (i.e. avoid blocking the door). -Employ Therapeutic Thinking Herts strategy to intervene **ONLY** if necessary (positive handling).	-Pupil to miss playtime and/or lunchtime and complete a restoration sheet with Head/SLT. -Possible internal exclusion within school -Possible suspension. - Possible exclusion. -Parents informed of incident.

-Possession of harmful substances or weapons -Leaving the school site during school hours -Deliberately causing damage or causing criminal damage to the school property. -Deliberate possession of illegal materials or objects -Pupils who have not responded at Level 3 and are still choosing not to manage their own behaviour.	-Do not chase a child who runs - observe / monitor instead. -If a child runs off site, call parents and police and monitor from a distance. **If outside:** -One adult to accompany the child to the sensory area and inform the Headteacher / Deputy Headteacher or SENCo and incident on CPOMS. The child can then complete a calming activity.	-Meeting with parents and HT/SLT -Possible behaviour support chart. -Possible involvement of outside agencies. -Possible reduced timetable. **Record on CPOMS**

Ashfield School Behaviour Structure: A levelled approach (PLAYTIME)

All adults:

- Must manage behaviour effectively to ensure a good and safe learning environment
- Must follow school rules and routines for behaviour in school
- Take responsibility for promoting good and courteous behaviour around the school
- Have high expectations of behaviour for all children and use the school's framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly
- Manage classes effectively using approaches which are appropriate to pupils needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

  Please note: The Headteacher/Deputy Headteacher may speak to child at any time about their behaviour choices. Level 1-2 behaviour will normally be dealt with by the class teacher, however a Senior Leader *may* be involved at any stage.

Level 1		
Behaviour	**Strategies to support and manage**	**Consequence**
-Not listening -Refusing to help with tidying up / looking after school environment -Deliberately annoying others -Inappropriate language e.g. shut up (not swearing) -Improper use of school property e.g. playground equipment -Unkind remarks -Dropping litter -Not stopping play / not lining up	-Notice, acknowledge and praise children who get it right -Use of verbal and non-verbal cues e.g. frown, use of hand gestures. -Distract or redirect. -See if child needs help -Move closer or move the child (without fuss). -Remind the child what **IS** expected (school rules and school values). **Give warning about behaviour**	-Move child to different side of playground -Related consequence e.g. tidy up playground equipment, pick up litter, practise lining up,

Level 2

Behaviour	Strategies to support and manage	Consequence
-Repeated / persistent Level 1 behaviour -Nudging, touching or poking others -Name calling -Rough play -Improper use of toilet / washbasin/ water fountains - Not being honest -Inciting other children to misbehave -Deliberate ignoring of adults or answering back -Refusal to do what is asked / non-co-operation -Walking away from an adult	**As level 1** -Give warning -Give limited choice. -Give time frame. -Model and make clear what you expect. -Discussion about school values, expectations and rules. -Ask what the problem is and what would help	-Miss 5 mins (LKS2) or 10 mins (UKS2) of play or lunch time (sit on wall/walk with adult) **<u>Does it need recording?</u>** **Record on CPOMS.**

Ashfield School Behaviour Structure: A levelled approach (PLAYTIME)

Level 3

Behaviour	Strategies to support and manage	Consequence
Repeated and persistent level 2 behaviour -Deliberately hurting another pupil emotionally -Deliberately hurting another pupil physically e.g., hitting, kicking, spitting, pinching, slapping, -Dangerous use of school equipment e.g. skipping ropes not being used safely Constant calling out and disruption -Swearing or offensive language -Inappropriate dining hall behaviours -Verbal abuse of staff -Persistent disturbing or interfering with others -Repeated rough play -Persistent rudeness or disrespect to each other / adults -Throwing objects that could cause harm	**As level 1 and 2** -Talk about how best to restore and repair. -Child completes a calming activity. -Complete a Think Sheet to reflect on behaviour. -Removal of playtime equipment -Adult needs to talk to the child once child is calm. -Adult must investigate both sides thoroughly and fairly. -Communicate with the class teacher. -Risk Reduction Plan where necessary. -Class circle time. -Whole school assembly.	-15 minutes play/lunch time lost -banned from using playtime equipment -Change seating in dining room -Teachers to inform parents -Loss of privileges and responsibility **Record on CPOMS** **-Inform HT/SLT**

Level 4

Behaviour	Strategies to support and manage	Consequence
Repeated / persistent level 3 behaviour -Discrimination against any of the protected characteristics (age, disability, gender identity, marriage or civil partners, race, religion or belief, gender, sexual orientation - Any form of bullying behaviour - Violent behaviour * Fighting * Seriously hurting another child * Attacking/hurting a member of staff - Verbal abuse and/or threatening behaviour - Inappropriate use of social media or online technology	**As level 3** **-Call HT/SLT to support** -Bullying – recorded clearly on CPOMs and alerting Headteacher/Dep Headteacher/SENCo. -Headteacher / Deputy Headteacher / SENCo to investigate. -Ensure all others are safe if a dangerous situation develops (ask children nearby to move away from the situation). -Employ STEPS strategy to intervene **ONLY** if necessary (positive handling).	**-Pupil to miss playtime and/or lunchtime and complete a Think Sheet with Head/SLT.** -Possible exclusion. -Possible suspension. -Internal exclusion (within school)

- Sexual misconduct -Possession of harmful substances or weapons -Leaving the school site during school hours -Deliberately causing damage or causing criminal damage to the school property. -Deliberate possession of illegal materials or objects -Pupils who have not responded at Level 3 and are still choosing not to manage their own behaviour.	-Do not chase a child who runs - observe / monitor instead. -If a child runs off site, call parents and police and monitor from a distance. **Outside:** -One adult to accompany the child to the sensory area and inform the Headteacher / Deputy Headteacher or SENCo and record the incident on CPOMS. The child can then complete a calming activity.	-Parents informed of incident. -Meeting with parents and HT/SLT -Consider behaviour support chart. -Possible involvement of outside agencies. -Possible reduced timetable. **Record on CPOMS**

Behaviour Support Charts

Where continued difficult behaviour is displayed by a child, a behaviour support chart (see appendix 2) may be implemented to support the child. The behaviour support chart will be given to a child and focus on one or two specific behaviours that need addressing. Teachers will inform the Headteacher and SLT if they feel that a behaviour support chart is needed. Teachers will then speak to parents about the rationale of using a behaviour support chart and explain how it works and the desired impact that we wish to see. Targets and how the support chart will work should be discussed with the child so they are clear about the targets that have been set, the expectations and the sanctions. Staff completing the behaviour support charts should complete at the end of each session and inform the child on their progress. If the child has had a good session or a good day, some positive feedback should be written on the support chart. Alternatively, some feedback should be given if a session or day has been unsuccessful in meeting their targets. Teachers should discuss with children and continue to teach and model good behaviour. Throughout the week, children can visit the Headteacher or another member of SLT with their behaviour support chart to celebrate achievements or receive further support on positive and good behaviour. A photocopy of the behaviour support chart will be sent home with the child so that parents have a copy of their child's progress. A behaviour support chart may be in progress for up to 6 weeks and then be reviewed with the parent. Our aim is that once a child has been successful with managing their behaviour and meeting their personalised targets, the behaviour support chart is withdrawn.

A Restorative Approach

To support children with Level 3 or Level 4 levelled behaviour incidents, a restorative approach (see appendix 3) may be used. This will provide support from a member of SLT or the class teacher to discuss the difficult or dangerous behaviour and how this could be resolved going forward. The restorative approach will reflect the expectations in the Behaviour Policy and the school rules and values. A restorative approach focuses on a child's difficult or dangerous behaviour in an emotionally intelligent way and ensures children are held to account for their behaviour by enabling them to:

accept responsibility for causing the harm
accept responsibility for the harm caused to others (for example friends or family)
recognise the need to take action to begin to repair the harm caused
agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Additional support:

Where children need further support for persistent difficult or dangerous behaviour, staff will work with a member of the SLT to analyse the causes of the behaviour using the "Roots and Fruits" and "Behaviour mapping" tools from Therapeutic Thinking Herts and design a clear plan to manage the behaviours positively. This plan will be shared with the child, parents and all staff working directly with the child.

Supporting children who are 'victims' of a child's behaviour

If a child has been the victim of another child's behaviour, staff should ensure that the victim is offered support as necessary and discreetly check-in with them after the incident to reassure them going forwards. If a member of SLT takes over the behaviour incident, they will inform the teacher of who is going to offer support in the first instance.

3.1 Bullying

The aim of our behaviour policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. We define bullying as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- Physical; hitting, kicking, pushing, tripping up etc.
- Verbal; name calling, teasing, goading etc.
- Electronic/'online cyberbullying'; inappropriate messaging, inappropriate use of social media or games etc.
- Indirect; by having nasty stories told about them; being left out, ignored or excluded from groups.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying so that we can act promptly and firmly against it.

Responding to Incidents of Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. A clear account of the incident will be recorded on CPOMS under the bullying category and the member of staff should alert the Headteacher and SLT. The Headteacher or member of SLT will interview all concerned and will make further record of the incident. Class teachers and parents will be kept informed. Consequences will be used as appropriate and in consultation with all parties concerned in accordance with our behaviour policy.

Pupils who have been bullied will be supported by offering them an immediate opportunity to discuss the experience with a member of staff of their choice where possible, reassuring them, offering continuous support by, for example, allocating a named member of staff or setting up a circle of friends, restoring self-esteem and confidence.

Pupils who have bullied will be helped by discussing what happened, discovering why the pupil became involved, establishing the wrongdoing and the need to change, informing parents or carers to help change the attitude of the pupil.

Records of bullying are kept in the children's files and CPOMs as a central record to enable the Headteacher to report to the Governors, LA and the DfE.

How we promote an Anti-bullying Culture in the School

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PD and RTime. We have a particular focus on bullying during the Autumn term with Anti-bullying Week. In addition, we:

- promote a healthy, safe and caring environment for all pupils and staff.
- provide a broad and balanced curriculum for all our pupils, having considered gender, ability, ethnicity, religion and culture

- promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life
- promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated (e.g. assemblies, via the curriculum)

Racist Incidents

We have a duty to report and investigate all racist incidents.

- any perception of racism requires the recording of that incident as a 'racist incident'
- this should trigger an investigation
- staff are expected to raise concerns themselves

All incidents of racism should be recorded on CPOMs under the appropriate category and the Headteacher and members of SLT should be alerted. The Headteacher or member of SLT will investigate the incident with the children concerned, according to the County Guidance on handling, recording and reporting racist incident (see appendix 4).

Personal Development

. We use Jigsaw to deliver our Personal Development curriculum - this must be clarified with all staff and we must be sure it covers all the areas talked about above as well as the 'Compass for Life' to support children with lifelong skills and a growth mind set.

4.1 Links with Parents

The continued success of our school community is based on a commitment to ensuring the best possible outcomes for all our children. We recognise the importance of working in partnership with parents in order to achieve this, and endeavour to foster positive relationships which are based on trust and mutual respect. Parents and carers are essential partners in our drive to promote good behaviour and positive pupil relationships and it is very important that they are kept fully informed about repeated episodes of difficult or dangerous behaviour and any serious breaches of school discipline. Discussions with a parent at the gate at the end of the day is an effective way for a class teacher to keep in regular contact with parents. This often becomes more difficult as the child gets older and meets their parents and carers elsewhere or walks home from school independently. Teachers should telephone a parent or carer if they have concerns about the behaviour of a child in their class. Teachers report to parents on their children's behaviour as part of consultation meetings and on end of year reports. It is not acceptable for a parent to discover at the end of an academic year that their child has been behaving inappropriately.

When managing behaviour, teachers will inform the parents or carers of both the perpetrator and the victim about Level 3 and Level 4 incidents. If a member of SLT takes over the behaviour incident, they will inform the teacher of who is to contact the parents or carers in that particular case. If the parent or carer of either the perpetrator or victim does not collect their child at the end of the school day, the teacher must make a phone call to explain the incident.

4.2 When Parents Have a Concern

The continued success of our school community is based on a commitment to ensuring the best possible outcomes for all our children. We recognize the importance of working in partnership with

parents in order to achieve this, and endeavour to foster positive relationships which are based on trust and mutual respect.

i. We are committed to:

- Responding appropriately to the concern raised
- Listening to parents carefully and respectfully, including allocating an appropriate time for a meeting
- Outlining any actions that may be required
- Updating the parent on progress regularly
- Listening and responding to updates from the parent

ii. What we expect from you:

Parents should…

- Communicate their concern respectfully and accurately
- Listen to and consider the responses from the school
- Work in partnership with the school in order to reach a resolution, including supporting the school's levelled approach to behaviour management
- Allow time for the school to respond to the concern (3-5 working days)
- Acknowledge receipt of and respond as appropriate to school communication (emails, letters etc.)
- Acknowledge past support and intervention made by the school, even if a problem reoccurs

Parents should not make allegations against Teachers or the school on social media sites or bring the school into disrepute.

No parent is permitted to discipline a child who is not their own, but instead should seek support from a member of staff, or report to a member of staff should they have concerns about a child's behaviour. Parents who take matters into their own hands risk a safeguarding action being taken against them.

In accordance with guidance from the professional teaching bodies, if any parent speaks to any member of staff aggressively, disrespectfully or in a rude manner, we reserve the right to end the meeting and we will follow this up with one or more of the following:

- the school will send a letter to the parent outlining the reason the meeting could not continue, describing their misconduct, explaining its impact on the school and stating its unacceptability. A copy of this letter will be sent to the Chair of Governors

- the school will call a meeting to discuss the conduct of the parent which will be minuted, and the Local Authority will be informed

- the school will vary the parent's 'licence' through the addition of restrictions and conditions

- the school will warn of the possibility of a 'ban' (i.e. the withdrawal of their 'licence') if the misconduct is repeated

- the school will impose a ban with a review after a fixed period

- the school will impose a ban without review

4.3 Identifying the Level of your Concern

Your child is part of a school community and, therefore from time to time, will come into conflict with others, misplace their property or struggle with friendships. Although we regularly help children to resolve their day-to-day problems, we must also ensure that they build resilience and learn how to overcome problems independently. Most concerns should be communicated to the Class Teacher, as they are best placed to identify, help to modify and monitor behaviour in the classroom. It may be necessary to see the Class Teacher on several occasions to satisfactorily resolve your concern.

Examples of Stage 1 concerns	**Meet with and/or report to:**
My child is not making the progress I would expect My child has told me that someone was unkind to them/hit them My child's named property has gone missing The class teacher imposed a consequence upon my child My child is having difficulty with friendship My child is not eating at lunchtime My child has sprained their ankle and cannot do PE My child is not reading widely enough at home I would like some advice about how best to support my child's learning My child is finding homework too easy / too hard	Class teacher

Examples of Stage 2 concerns	**Meet with and/or report to:**
Repeated incidents of 'stage 1' concerns Repeated incidents of low-level concerns that have not yet been brought to the attention of the class teacher Repeated incidents of low-level concern that have been brought to the attention of the class teacher but not yet brought to a satisfactory conclusion	Class teacher

Examples of Stage 3 concerns	**Meet with and/or report to:**
Repeated incidents or unresolved concerns of 'stage 2 concerns' Child protection concerns/issues Bullying and racist incidents A concern of a private/personal nature	Headteacher / Senior Leadership team (Deputy Headteacher, Assistant Headteacher, SENCo)

Opportunities to raise a concern

- All Class Teachers are willing to meet with parents, by appointment through the school office
- Appointments with the Headteacher, Deputy Headteacher and Class Teachers can be booked by 'phone (0208 950 2350) or via email admin@ashfield.herts.sch.uk
- We can often respond to an initial concern within 24 hours, but will always respond within 3-5 working days after the concern has been raised/received

5.1 Suspensions and Permanent Exclusions

At Ashfield Junior School we view exclusion as the very last resort for the most serious breaches of school discipline and times when a child has been unable to modify their behaviour despite support through a Pastoral Support Programme (PSP) and the work of outside agencies such as Acorn or Chessbrook Outreach, or the Behaviour Support team (BST). We follow the Hertfordshire County Council's Guidelines for Exclusions, a copy of which can be found in the Headteacher's office. The Headteacher has the authority to suspend and/or permanently exclude a child from school following a serious incident.

6.1 Monitoring, Evaluation and Review of this Policy

The implementation of this policy will be monitored by the Headteacher and SLT. A report on its effectiveness, including a summary of incidents recorded, will form part of the Headteacher's written termly report to the Governing Body. This policy will be reviewed annually.

APPENDIX 1

WHAT DO WE DO TO CREATE A CULTURE OF GOOD BEHAVIOUR?

- Politeness
- Model the behaviour you want
- Teach the children everyone in the school family is equally important
- Move around the school quietly and sensibly
- Positivity
- Tolerance
- Look after school equipment
- Expect pupils to line up sensibly for lunch
- Manners
- Give children chance to be responsible
- Follow routines without nagging
- Teach expectations early on
- Expectations of school uniform – correct, tidy
- Try and remember my manners
- Listen to the children / adults attentively
- Listen – making time for it
- Communicate with them – talk!
- Let the children know that adults have bad days and find things tricky sometimes too
- Ensure personal development learning intentions are explicit in every lesson
- Encourage the children to include everybody in their games
- Making children aware of things that have been done by cleaners, caretaker for us and reminding them to say thank you
- Showing children you are adapting learning to suit them

- Bonding with our children and showing them that we care

APPENDIX 1 cont.

MANAGING OUT POOR BEHAVIOUR

Classroom / Lesson Times

- Clear expectations at start of activity
- Clear structure / timetable
- Know what the outcomes will be – work / behaviour
- Knowing your children and knowing what behaviour management will work
- Positive, subtle reminders
- Planning!
- Focus on good behaviour – praise some groups to prompt other children
- Keeping them on target – pace
- Motivation
- Make it fun / exciting / interesting!
- Consistency – apply rules / consequences
- Make sure all children are involved
- Praise / immediate feedback

- Deal with, e.g. playground issues, before the lesson

APPENDIX1 cont

MANAGING OUT POOR BEHAVIOUR

Classroom – Wet Play / Choosing Time

- Organisation of areas (wet play) – structured but a feeling of choice, it is lunchtime after all!
- Fairness – giving others a turn, rotation of games, time limits (timer – visual cue)
- Clear expectations – e.g. noise level
- Rules for what can / can't be used in wet play
- Fun things children want to do
- Resources
- Giving notice for tidying time and expectation that they will do it without nagging
- Rotate really popular activities
- Adult supervision – children as monitors too
- TAs / MSAs to be put in classes they know whenever possible
- Consistency
- Teach how to play, e.g. board / card games
- Buddies across year groups from Year 6 (new)

APPENDIX 1 cont.

MANAGING OUT POOR BEHAVIOUR

Transition Times

- Set line-up order, boy / girl if possible
- Knowing / teaching rules and routines
- Spending time practising if they can't do it
- Keep transition time short – no long expectations
- Consistency
- Routines for change in lessons / timetables
- Sharing and modelling clear expectations with children, e.g. moving quietly around the school, not to disrupt others learning
- Clear expectations / outcomes
- What is coming next? Give them next task / holding activity
- Praising good role models / good behaviour
- Advanced warning of changes

- Timings – does the activity actually get finished?

- Give specific jobs for those likely to act up

APPENDIX 1 cont.

A Stepped Response to Difficult Behaviour on the PLAYGROUND…

ALL STAFF AT ALL TIMES:
Modelling pro-social behaviour for all children and expecting positive pro-social behaviour in return.

When difficult behaviour occurs…

Child not keeping to the school rules or values

Non-verbal / verbal reminder of good pro-social behaviour

Child responds appropriately to reminder. Adult praises child and child returns to play.

Child **DOES NOT** respond to non-verbal/verbal reminder

"Walk & Talk" using visual cues to discuss inappropriate behaviours, unpicking rule which has been broken.

Child responds appropriately to discussion. Child returns to play.

Child refuses to "walk and talk" or **DOES NOT** respond well to discussion.

Child to have 'calm down time' away from the playground with member of SLT.

Once child is calm - Reflect, Repair & Restore. Educational consequence agreed with child

A Stepped Response to Difficult Behaviour in the CLASSROOM

ALL STAFF AT ALL TIMES:
Modelling pro-social behaviour for all children and expecting positive pro-social behaviour in return.

When difficult behaviour occurs…

Child not keeping to the school rules or values

Non-verbal / verbal reminder of good pro-social behaviour

Child responds appropriately to reminder. Adult praises child & child continues with task.

Child **DOES NOT** respond to non-verbal/verbal reminder

Reminder of the school values and rules verbally and visually with specific reference to the value and rule

Child responds appropriately to discussion and continues with task.

Child **DOES NOT** respond well to discussion.

Child to have 'calm down time' in the classroom quiet area to do calming tasks.

Child goes to the quiet area and calms down. After 10mins, adult to speak to child regarding the rule that had been broken. Child returns and joins whole class.

Child **DOES NOT** respond well & refuses to go to quiet area.

Teacher / TA to take child to have 'calm down time' in the quiet area in another classroom.

Child refuses to leave, behaviour escalating. Seek SLT support.

Child goes to the quiet area and calms down. After 10mins, adult to speak to child regarding educational consequence. Child returns and joins whole class

Week Beginning:

XXXX's Behaviour Support Chart (Appendix 2)

Target 1:

Target 2:

Day	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Comments
Mon							
Tues							
Wed							
Thurs							
Fri							

Appendix 3 – Restorative Approach Template

Name: _____ Date: _____

Reflecting on my behaviour

Think back to what happened

Values

Respect

Kindness

Resilience

Cooperation

What did I do?

Why did I do it?

What values were broken?

What strategies can I use to fix things?



Appendix 4: Racist incidents

For any racist incident the member of staff needs to inform a member of SLT and input the incident onto CPOMS.

The Stephen Lawrence Inquiry Report defines a racist incident as:

> ***A racist incident is any incident which is perceived to be racist by the victim or any other person.***

Racism (Institutional)

The Stephen Lawrence Inquiry Report defines institutional racism as:

> ***The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.***

Asking myself –is it a racist incident?

- Was anyone offended/hurt/upset in relation to colour, culture, ethnicity, religion…?

(Distress on these grounds makes it a racist incident)

- Might a representative of the community concerned have been offended?

(You can say it would be offensive to some people and designate it a racist incident yourself)

- Was the way a remark was formulated or delivered derogatory, mocking or negative about the group/individual concerned?

(Put downs, mockery and negativity targeted at an ethnic group, culture, etc. would constitute a racist incident

Examples

- A school photographer in a Primary school placed black children symmetrically in photographs to make the photographs "look neater"
- At an open evening some parents were offended when they saw pupils' history work of advertisements promoting the German Nazi Party of 1930s being displayed without prominent counter-balancing information
- A pupil was happy to allow friends to call him Bourbon, a nick-name referring to his colour

Recording and Monitoring

- Centrally kept racist incidents log on CPOMS
- Not about labelling individuals as racists
- With change of policy and procedures, view an initial increase in number of incidents positively
- Monitor in order to be alert to patterns
- Work with individuals
- Whole school response
- Preventative strategies

Principles for Response

- All in the school community have the right not to experience racism, whether or not directed at them
- All incidents should receive an immediate response
- All incidents must be treated as serious matters
- Staff must respond consistently
- Victims (and parents/carers) should be kept fully informed at each stage of the process
- All incidents must be recorded, including the date, names and ethnicity, nature of incident, action taken

Dealing with Racist Incidents

- opposition to the behaviour is demonstrated
- reasons are explained
- sanctions and/or counselling for offenders
- victims are supported (including parents/carers)
- nature of incidents communicated to staff/governors
- response in the wider school community
- MECSS involved for "serious incidents"
- Police involved if necessary

Prevention Strategies

- Pupil involvement in anti-bullying, conflict resolution, etc.
- Recognising and celebrating diversity in our school and curriculum (e.g. lessons, assemblies)

Appendix 5 – Child friendly Levelled approach ladders

Level 1

Behaviour	Consequence
-Not listening to or following instructions -Distracting others or off task chatting -General non-attention and off task -Calling out / interrupting / showing off -Disruptive fidgeting or noises -Poor effort in class -Running in class / school -Refusing to help with tidying up / looking after school environment -Deliberately annoying others -Slow to start or complete work -Poor body language, e.g. swinging on chair, slouching, head on table -Getting out of seat without reason -Inappropriate language e.g. shut up (not swearing) -Improper use of school property e.g. writing on whiteboards when they shouldn't be -Unkind remarks -Dropping litter -In the wrong place in the school	- Moving to a quieter table/seat away from group. -Related consequence e.g. redo work or pick up litter, practise lining up, complete work at breaktime, removal of chair (if swinging on it)

Level 2

Behaviour	Consequence
-Repeated / persistent Level 1 behaviour -Nudging, touching or poking others -Interfering with others belongings -Inappropriate assembly behaviour -Name calling -Persistent non-completion of homework -Inappropriate use of technology -Misuse of school equipment e.g. scissors -Improper use of toilet / washbasin/ water fountains -Not being honest -Encouraging other children to misbehave -Deliberate ignoring of adults / answering back -Walking away from an adult -Refusal to do what is asked / non-co-operation	- 5 mins (LKS2) or 10 mins (UKS2) timeout (play or lunch time) -Tidy up the mess they have made

Level 3

Behaviour	Consequence
Repeated and persistent level 2 behaviour -Deliberately hurting another pupil emotionally -Deliberately hurting another pupil physically e.g., hitting, kicking, spitting, pinching, slapping, -Constant calling out and disruption -Swearing or offensive language -Leaving the classroom without permission -Verbal abuse of staff -Persistent disturbing or interfering with others -Repeated rough play -Stealing -Persistent rudeness or disrespect to each other / adults -Throwing objects that could cause harm -Possession of inappropriate materials or objects	-15 minutes Reward/play/lunch time lost -HT and parents informed

Level 4

Behaviour	Consequence
Repeated / persistent level 3 behaviour -Discrimination against any of the protected characteristics (age, disability, gender identity, marriage or civil partners, race, religion or belief, gender, sexual orientation - Any form of bullying behaviour - Violent behaviour * Fighting * Seriously hurting another child * Attacking/hurting a member of staff - Verbal abuse and/or threatening behaviour - Inappropriate use of social media or online technology - Sexual misconduct -Possession of harmful substances or weapons -Leaving the school site during school hours -Deliberately causing damage or causing criminal damage to the school property. -Deliberate possession of illegal materials or objects -Pupils who have not responded at Level 3 and are still choosing not to manage their own behaviour.	-Headteacher to decide appropriate consequence -Meeting with parents and HT/SLT

Ashfield School Behaviour Structure: A levelled approach

Ashfield School Behaviour Structure: A levelled approach (PLAYTIME)

Level 1	
Behaviour	**Consequence**
-Not listening -Refusing to help with tidying up / looking after school environment -Deliberately annoying others -Inappropriate language e.g. shut up (not swearing) -Improper use of school property e.g. playground equipment -Unkind remarks -Dropping litter -Not stopping play / not lining up	-Move child to different side of playground -Related consequence e.g. tidy up playground equipment, pick up litter, practise lining up,

Level 2	
Behaviour	**Consequence**
-Repeated / persistent Level 1 behaviour -Nudging, touching or poking others -Name calling -Rough play -Improper use of toilet / washbasin/ water fountains - Not being honest -Inciting other children to misbehave -Deliberate ignoring of adults or answering back -Refusal to do what is asked / non-co-operation -Walking away from an adult	-Miss 5 mins (LKS2) or 10 mins (UKS2) of play or lunch time (sit on wall/walk with adult)

Level 3	
Behaviour	**Consequence**
Repeated and persistent level 2 behaviour -Deliberately hurting another pupil emotionally -Deliberately hurting another pupil physically e.g., hitting, kicking, spitting, pinching, slapping, -Dangerous use of school equipment e.g. skipping ropes not being used safely Constant calling out and disruption -Swearing or offensive language -Inappropriate dining hall behaviours -Verbal abuse of staff -Persistent disturbing or interfering with others -Repeated rough play -Persistent rudeness or disrespect to each other / adults -Throwing objects that could cause harm	-15 minutes play/lunch time lost -Banned from using playtime equipment (if being dangerous with school equipment) -Teachers to inform HT and parents

Level 4	
Behaviour	**Consequence**
Repeated / persistent level 3 behaviour -Discrimination against any of the protected characteristics (age, disability, gender identity, marriage or civil partners, race, religion or belief, gender, sexual orientation - Any form of bullying behaviour - Violent behaviour * Fighting * Seriously hurting another child * Attacking/hurting a member of staff - Verbal abuse and/or threatening behaviour - Inappropriate use of social media or online technology - Sexual misconduct -Possession of harmful substances or weapons -Leaving the school site during school hours -Deliberately causing damage or causing criminal damage to the school property. -Deliberate possession of illegal materials or objects - persistent disruptive behaviour -Pupils who have not responded at Level 3 and are still choosing not to manage their own behaviour.	-Headteacher to decide appropriate consequence -Meeting with parents and HT/SLT