



Behaviour Policy September 2025

Values

At Ashbrook Junior School we have defined our values as:

Respect,
Responsibility,
Kindness,
Creativity,
Aspiration
Equality/Equity

Aim

The purpose of this policy is to create a safe, respectful environment for all pupils and staff so that everyone is ready to learn.

This behaviour policy is based on the following **principles**:

- All children can behave.
- Behaviour is everyone's responsibility.
- Children, parents and staff working together to improve behaviour is most effective.
- You need good learning behaviour before you can achieve good learning.
- Children should learn that behaviour has an effect on our relationships with others and we can repair these relationships if we need to.

The Ashbrook Way

At Ashbrook we are kind, responsible and respectful.

The Ashbrook Way for adults

Right tone, right time, right place, thank you.

Our Mantras:

If we can **predict** it, we can **prevent** it

Consistency is key

Keep **calm** and carry on

Behaviour For Learning

Good behaviour is essential for learning. We plan to ensure pupils are ready to learn through our planned **whole-school routines**:

- Pupils arrive at school in the morning and will come to the classroom door where the **adult will meet and greet** them and invite them into the classroom
- After play and lunch times the children will **line up quietly on the playground**, the children will be collected by adults and will **meet and greet** them at the classroom door
- Pupils line up in **register order**
- When moving around the school pupils **walk one behind the other in silence**- the children should **keep to the left**
- **Hands up for silence**

In addition teachers should plan their own **routines** such as:

- Seating plans that are available in class (mixed ability pairs promote collaboration and oracy.
- All classes should have a visual timetable available on the board or Showbie. Widgets should be used and the timetable should be horizontal.
- Routines for moving between activities
- Routines for giving out/collecting equipment
- How they will **Meet and Greet** every time children enter a learning space.
- **Monitors** to carry out jobs.
- How **resources** are organised so pupils can easily access them.

Our Recognition

- A Values certificate will be awarded to **two** pupils per class in assembly on Fridays.
- Marble in the Jar (to reward the whole class)
- Class Dojos are awarded for being kind, responsible and respectful

Remember to speak to parents via Class Dojo, by telephone or face to face as regularly as possible about positive behaviour

The three children with the most Dojos each week will be celebrated in class and will receive a prize from the reward box (provided by school)

Roles and Responsibilities of Adults

The responsibility of **all** staff is to promote and role-model expected behaviour and to challenge behaviour that does not meet our school expectations. This applies at all times during the school day, including when in the corridors, outdoor learning areas, open spaces, halls and out on visits.

Strategies for **re-directing** unwanted behaviours

1. Give a non-verbal cue — hand gestures, a look, a nod of the head,
2. Use a tactical pause.
3. Pose questions/statements to remind children of the expected behaviours
How can I help you?
I need you to...
Thank you for...
Well done for.... even better if...
4. Use "thankyou" before the child has complied. This shows you expect they will comply.
5. Direct to the correct behaviour rather than describing the incorrect behaviour: 'line up quietly, thank you'.
6. Use conditional directions: "Yes, you can get a drink when you have finished your sentence".
7. Use reminders: "Remember we are kind/responsible/respectful"
8. Allow take-up time: "James put your book in your tray thank you. I'll check in 2 minutes." Walk away to allow the child to comply. Follow up in 2 minutes,
9. Remove an audience: "Matt, come here, thank you." Look away, showing you expect them to comply without being watched.
10. Ignore secondary behaviours, concentrate on the primary behaviour you are dealing with.

If a pupil is **not** following the Ashbrook Way and is not responding to initial attempts to redirect their behaviour the following steps should be taken:

- Acknowledge that you can see that they are struggling to follow the Ashbrook Way and that you would like to see if you can help.
- Give the pupil the opportunity to complete a slip for the worry box
- Offer time with a trusted member of staff to talk to
- Offer to take them for a walk/ allow them to go for a walk
- Remind them to use the Zones of Regulation toolkit to help them.

Always remember that wherever possible we **praise in public, reprimand in private.**

In situations where children are not following the Ashbrook Way use the consequences as follows (all done as privately as possible):

Child receives a **reminder**

Child receives one **minus**

Child receives **two minuses**. The child has a moment with an adult in the class (teacher/TA) as soon as practicable to reflect.

Child receives three **minuses**. **Another available member of staff** should be called for reflection for a few moments for de-escalation and re-setting behaviour. This could be another TA, another teacher in the team or SLT.

Child receives four **minuses**. Time away* from class for reflection with **another available adult** for a period of time who will ensure parents are spoken to about this. This could be another TA, another teacher in the team or SLT.

*The length of time the child is away from class for will be determined by the member of staff supporting them. Consideration will be given to the child's age, and SEND needs, the severity of the incident, the frequency of such incidents. The time away from class will be for the shortest time possible and generally will not last the whole day. The child will be expected to complete work the class are doing at the time.

Teachers may also want to spend a few moments at break or lunch time reflecting with a child. If the member of staff is on duty at break time, you may wish to send the child to the staff member timetabled to support pupils who are missing some break time.

Minuses are recorded on Scholarpack as a minus- we never record reminders or minuses on the board publicly.

Supporting Our Children

- TAs are trained to provide emotional support
- A number of trained adults in school support our children's wellbeing. These include our Emotional Literacy Support Assistant (ELSA) and our Safeguarding & Attendance Officer
- Jo Beeston, School Counsellor one day a week providing 1:1 therapy, group work and a drop in service
- Wellbeing curriculum throughout school

- Creating a **positive** learning environment including **Zones of Regulation** toolkits in each class.

Our Repair

Restorative Approaches are used to support relationships.

We believe that by using a restorative process and bringing those harmed by conflict, and those responsible for the harm, into communication, we can enable everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

At Ashbrook everyone involved in an incident is taken through the Restorative Approach supporting them to understand the harm that has been caused.

- Tell me what happened
- What were you thinking?
- What do you think now?
- How will you put it right?
- What will you do next time?

Individual Support Plans

The vast majority of children will follow '**The Ashbrook Way**' however, there will be occasions where an individual support plan is required. This will be co-ordinated by the SENCO/class teacher and teaching assistants. The plan must be followed consistently by all members of staff. It should therefore be up to date and available for all staff to access.

More serious incidents

Some children may display behaviours that takes them immediately to **Reflection**. In these situations, the Head of School, Deputy Head or Exec Head should be made aware of the situation either verbally or through ScholarPack.

Positive Break Time

Incidents at break time should be dealt with by the **staff at the time**, which may result in the pupil missing some break time whilst the incident is dealt with. Minuses should not be given during break times. It may be necessary for children to miss some of the next playtime(s). There will be a member of staff timetabled to facilitate this.

Any incidents happening at break or lunchtime should be recorded as a Playtime/Lunchtime Incident on Scholar Pack.

Happy Lunchtimes

We have worked with Steve from Wellbeing Education to achieve the Happy Lunchtimes Award. This includes a 3 step reward system for positive behaviour at lunchtime:

1.Pom-Poms. Adults can award poms-poms freely for positive behaviour during lunchtime. Pom-poms will be collected in spaghetti jars for each class. The winning class will be announced each week in celebration assembly. This class will be presented a treasure chest trophy containing a class treat.

2.Certificate – each adult will nominate a pupil for a special mention in the weekly celebration assembly. Certificates will include pupil name, staff name and reason for the award. Where possible the reason will be linked to our learning habits and values.

3.Table of awesomeness – Once every half term lunchtime teachers will nominate 8-10 pupils to eat at the table of awesomeness, alongside one of the lunchtime team.

Lunchtime Consequences

1.A quiet word-used when somebody 'behaves in an unwanted way, but unintentionally. This involves telling pupils what is not acceptable without 'telling them off'.

Adults will:

Listen if a learner wants to explain.

Remain quiet and calm.

Be crystal clear about expectations

Leave learners with a smile.

2. Two-minute reflection and apology. This is used when expectations or school rules have been made clear, but the learner decides not to follow them. It is deliberate or pre-meditated misbehaviour. It becomes 5 minutes ONLY if the pupil is un-cooperative or cheeky etc. Adults will explain what was unacceptable and the learner will have a 2-minute 'reflection' accompanied by the staff member quietly. The learner will be asked to apologize and reflect on what they did, accept that they were wrong, show respect and take responsibility. At the end of the reflection period the adult will end the period positively with a thank you. If the learner refuses to co-operate and show the adult respect, then the adult will give them a warning. "If you choose not to do it now, it will be 5 minutes." If the learner still refuses, then the reflection period becomes 5 minutes.

3. Red line behaviours e.g., bullying, racism, violence, swearing, outright defiance (e.g., refusing 5 minutes reflection with an adult.) The learner is sent to a senior member of staff. Following appropriate action by the senior teacher the learner will return to the lunchtime adult, reflect for 2 minutes and apologise. (This will happen at the next practical opportunity, which may be the next lunchtime.

Behaviour out of school

Pupils are encouraged to follow the Ashbrook Way outside of school. If incidents are reported to school that have occurred outside of school, the school will do their best to support the pupils to repair through a restorative approach. Staff members will liaise with SLT to ensure the correct provision is in place to keep the pupils safe in and out of school. Parents will be informed if school are made aware of anything involving their child outside of school.

Child on child abuse

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

At Ashbrook these incidents are dealt with in the following ways (see also Anti-Bullying Policy):

Hate Incidents (previously Equality Incidents)

It is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- (Marriage and age are also protected characteristics)

Any incidents which fall into any of the above categories should be challenged at the time by the member of staff who is initially aware of the incident and recorded as a **HATE INCIDENT** on Scholar Pack, and SLT should be notified. See the **Hate Incident flowchart** for how to respond to incidents.

Bullying Incidents

Any incidents which may be classed as bullying, should be recorded as a **BULLYING INCIDENT** on Scholar Pack and SLT should be notified. See the Bullying incident **flowchart** for how to respond to incidents. See also Anti-Bullying Policy

Sexual Violence and Sexual Harassment

Any incidents which may be classed as sexual violence or harassment should be recorded as a **SEXUAL VIOLENCE/HARASSMENT** incident on ScholarPack and reported on MyConcern. SLT and the DSL team will meet to discuss the incident, plan support and intervention for the victim and perpetrator and inform parents. A key part of decision making process will be what the victim would like to happen.

Exclusions

Exclusions (suspensions and permanent exclusions) are used as a last resort and the decision to exclude lies with the Head of School and the Executive Headteacher. However, there may be occasions when an exclusion is used as a sanction. A "**seclusion**" (exclusion at an alternative Trust School) will be considered before a suspension. A **suspension** may be given as a sanction when:

1. A pupil swears directly at a member of staff in front of other pupils.
2. Pupils are fighting and both are committing acts of violence
3. A pupil is continually non compliant.
4. When the health and safety of the child, other pupils or staff is compromised.

Before the child can return to school after a Fixed Term Exclusion, the parents/carers must attend a **re-integration meeting** with a member of the SLT (usually the Head of School).

Permanent exclusions are avoided through identifying appropriate support for the child from outside agencies. However, a **permanent exclusion** may be necessary if:

- The total number of days of previous Fixed Term Exclusions culminate in the maximum of 45 days within an academic year.
- It is the result of a serious isolated incident for which there was little or no prior warning, these would include:
 - Extreme violence
 - Sexual assault
 - Bringing weapons into school

(See also the Transform Trust Exclusions Policy)

Mobile Phones/Smart Watches

Older pupils may bring mobile phones or smart watches to school (usually in Years 5 and 6 as they may walk to and from school without an adult). These

must be switched off when the child arrives on the school site and put in the class mobile phone box at the start of the day. The box will be sent to the office for storage and phones handed out at the end of the school day. Phones should not be used until pupils have left the school site.

Searching pupils

School staff can **search** a pupil for any item if the pupil agree or not.

Headteachers 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.

Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

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

Further information on how to conduct screening or searching activities can be found in the DfE Guidance:

Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies. (January 2018)

Malicious Allegations Against Staff

If a pupil makes an **allegation** against a member of staff, this will be thoroughly investigated and, where appropriate, referred to the **LADO**.

If the allegation is found to be malicious, support for the pupil will be put in place and, if appropriate, a sanction may be given.

Support for the member of staff will be given.

Parent and Carer Behaviour

First and foremost, school is a safe place where children come to learn. With this in mind, parents and carers are expected to behave in a way that support these aims.

- Parents and carers are welcome in school and are encouraged to discuss any concerns they may have with staff.
- Specifically, we expect that parents and carers:
- Speak to staff in a **calm, non-aggressive** manner, without raising their voice or swearing.
- If possible, speak to staff in a **private environment**, away from other parents or pupils.
- **Never approach** another child's parents or confront them about their behaviour.
- **Never threaten** other parents, staff or children.

(see Transform Parent Code of Conduct)

If a parent or carer or any other adult does behave in a way that is deemed to be in breach of the code of conduct, the school will take further action as outlined in the parent code of conduct, and if the behaviour persists, may result in a ban from school premises or a fine,

Any member of staff deeming an adult's behaviour to be inappropriate should inform a member of SLT immediately who will assist with the situation.

Legal Duties

The school has a legal duty under the Equality Act (2010) and those in respect of safeguarding and supporting all children, particularly those with SEND.

This policy should be supplemented with guidance from the SEND Code of Practice (2015) and other documents which promote the safeguarding of children, such as Keeping Children Safe in Education (2024)

This policy is reviewed at least annually and shared with all staff at the beginning of the academic year along with training and strategies to support the successful implementation of this policy. All new staff receive behaviour induction.

