




# Ashford Oaks Primary School

Oak Tree Road, Ashford, TN23 4QR

# Behaviour, Relationships and Anti-Bullying Policy

## September 2023

<b>Document history:</b>	
Reviewed by Gerry D’cruz	12/02/2016
Restorative justice policy added by EN	15/06/2016
Reviewed by Ellie South and Gerry D’cruz	01/11/2016
Updated by Andrea McCluskey	March 2017
Updated by Gerry D’cruz	July 2020
Updated by Jane Marshall	11/10/21
Updated by Jane Marshall	July 2023
Updated by Phil Chantler	March 2024
<b>Safeguarding Approved: Toni Harris</b>	25/03/2024
<b>Ratified by the Governing Body on:</b>	27/03/2024
<b>Review date: Annually</b>	<b>March 2025</b>
<b>Signed: Rob Cooke</b>	
 <b>Chair of Governors</b>	

## Policy Statement

At Ashford Oaks Primary, we have three simple agreed rules: Be **Ready**, Be **Respectful** and Be **Safe**. These rules are explicitly taught and modelled by all members of our school community. We aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected. We acknowledge that each child is at a different stage of social learning and that through our fair and consistent approach to supporting behaviour, we will create a productive learning environment where children can learn and develop as caring and responsible people.

However, we also acknowledge that for some children following our behaviour expectations are beyond their stage of development. These children will have bespoke **Behaviour Plans** which will include personalised rewards to encourage and foster positive behaviour. The principles central to our core beliefs are based on the work of Paul Dix and his book, 'When the Adults Change, Everything Changes'.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

### **1. Purpose of the policy**

The aim of this policy is to outline the underlying philosophy that is central to our core beliefs, alongside the provision of a set of precise, practical and agreed set of procedures for our whole school community to work within. The fair and consistent application of our policy is the responsibility of everyone. The **Pillars of our Behaviour Policy** are:

- Consistent, calm adult behaviour
- First attention to best conduct
- Relentless routines [see appendix one]
- Scripting difficult interventions [see appendix two]
- Restorative follow up [see appendix three]

## **We praise in public and reprimand in private Always**

### **2. Our Core Beliefs**

- Behaviour can change
- Every child can be successful in our school
- As adults, it is our role to create an agreed use of language around behaviour
- Visible consistencies are powerful and should be at the heart of all interactions
- Consistent reinforcement and recognition of good behaviour increases self-esteem
- Targeted praise is more likely to change behaviour than a blame and punishment culture.

### **3. Our Aims**

Through this policy we aim to:

- Create a culture where exceptional behaviour is expected: for learning and for life
- Ensure that agreed boundaries of behaviour are clearly understood by all pupils, staff and parents
- Ensure that all learners are treated fairly and shown respect

- Establish a calm and purposeful environment in which shouting is not tolerated
- Encourage pupils to take control and to become responsible for their actions and decisions

Through our taught curriculum and all other learning opportunities within our school day and community, we aim to:

- Create a 'Culture of Belonging' for all children and adults.
- Involve our whole school community in agreeing boundaries of behaviour.
- Teach strategies for children to solve conflict verbally and peacefully.
- Model the specific behaviour and social skills that we expect to see, e.g. sharing, good listening, showing consideration and politeness.
- Recognise excellent behaviour sincerely, rather than simply rewarding.
- Expecting and valuing behaviour that is 'above and beyond'.
- Catch children 'doing the right thing' to encourage role models and make expectations clear for all.
- Encourage our children to take control over their behaviour and become aware that their words and actions have consequences for themselves and others.
- Create a school culture which values kindness, empathy and excellent behaviour.
- Establish classrooms with calm, purposeful atmospheres where pupils learn without limits.

#### **4. Responsibilities & Expectations All staff must:**

- Take time to welcome students at the start of the day.
- Routinely refer to 'Ready, Respectful, Safe'.
- Model whole school visible consistencies.
- Embed agreed routines in their classrooms.
- Never ignore students who are failing to meet expectations.
- Always redirect students by referring to our agreed rules.
- Be calm and allow children 'take up time'.

#### **The Senior Leadership Team must:**

- Be a visible presence around school throughout the day.
- Ensure any staff training needs identified and targeted.
- Use behaviour data (CPOMS) to assess impact and to target and monitor interventions.
- Encourage use of positive praise; weekly phone calls/postcards/emails home.
- Celebrate sincerely those staff and students whose efforts go above and beyond expectations.
- Regularly review provision for students with more complex behaviours

#### **Members of staff who manage behaviour well:**

- Deliberately and persistently 'catch' children doing the right thing and publicly praise
- Develop positive relationships with all students
- Work relentlessly to build mutual respect
- Demonstrate unconditional care, kindness and compassion
- Remain calm and keep their emotion for when it is most appreciated
- Remember to praise in public and reprimand in private without raised voices

#### **Students need teachers to:**

- Allow them a 'fresh start' every lesson
- Help them to learn
- Be fair and be consistent
- Have a sense of humour

**These are the visible behaviours that children will expect to see staff exhibit consistently. At all times, staff should be calm and consistent to establish respectful relationships with our pupils. All adults in school will avoid shouting at children or becoming emotionally charged. Our aim is to pay first attention to the absolute best conduct to establish clear expectation for behaviours for all children.**

## **5. Consistency in Practice**

A consistent approach in the application of our three simple rules is simply essential. We aim to be consistent in every aspect of our curriculum delivery and so the same applies to our implementation of our agreed rules for behaviour. We aim to demonstrate:

- Consistent language with consistent response to students that is simple, clear and concise.
- Consistent follow up: teachers taking the lead and ensuring certainty for pupils during behaviour interventions.
- Consistent positive reinforcement through routine systems for reinforcing, encouraging and celebrating expected behaviour.
- Consistent, clearly defined consequences that are applied by all staff within classrooms.
- Consistent use of our agreed visual cues (instruction loaded countdowns, raised hand for quiet, eyes on me) so that children are not second-guessing expectations of different teachers.
- Consistent modelling of emotional control; teachers as role models who reflect and learn. • Consistent routines and expectations for behaviour across the whole school site.
- Consistent environment in which our visual messages echo and reinforce our core values.

## **6. Recognition and Rewards**

The use of praise in developing a positive atmosphere in school cannot be underestimated. It is key to developing positive relationships. We recognise, value and reward exceptional behaviour. We notice pupils (and staff) who go 'over and above' our expectations. We aim to reward sincerely through positive recognition, giving attention to those doing the right things and taking the fame out of bad behaviour. Although we publicly praise and celebrate learners who go 'over and above', our staff understand that a quiet word of personal praise can be just as powerful. We have agreed and established some simple ways that we do this:

- DOJO points
- House-points (with high priority in classroom displays that focuses on team achievement and not individuals)
- Acknowledgement with a quiet word of praise
- Public praise in front of peers
- A postcard/email/phone call home
- Acknowledgement on whole school Recognition Board
- Mention in school celebration newsletters
- Pupil of the Week and Medal Assemblies

## **7. Managing Behaviour**

When instances arise when behaviour is unacceptable, we have an agreed pathway to managing conversations and interventions around those situations. For the vast majority of our children, a gentle reminder is often all that is needed to get back on track and to resolve most situations. However, when this does not work, we follow a clear, consistent and **planned pathway** to achieve a resolution (See Appendix 1) **We understand that a common and consistent use of language around behaviour is key to creating clear boundaries for learning how to behave. We acknowledge that phrases such as 'kicked off' or 'screaming fit' are unhelpful in these moments.** Conversations around behaviour should remain calm and professional, using the phrases in our agreed scripts. Information should be shared sensitively with children being spoken to and not about when dealing with unacceptable

behaviour. Whenever possible, sanctions for negative behaviour should be applied on the day that they have happened in order to facilitate a 'fresh-start' on a new day.

Most conversations around behaviour in the classroom should be conducted, in the first instance, by the class staff and led by the class teacher. **It should always be made clear that it is the behaviour that is unacceptable and not be made personal to the child.** If a situation is resolved, the incident is recorded at the earliest possible opportunity on CPOMs. It is important that incidents are recorded as soon as possible as all are date stamped. Notifications of recorded incidents must be sent to DSLs and Phase Leaders who are responsible for monitoring behaviour across the school.

When considering the Stepped Sanctions in Our Pathway we must remember that there are some children with **Behaviour Plans**. For example children who are supported by our Specialist Resource Provision, Acorns, Little Acorns or our SEMH intervention. There stepped sanctions may be different than those for other children. Behaviour Plans for these children are shared with key staff.

## Our Pathway

- Redirection
- Reminder
- Caution
- Time-out Space to cool off/calming time → In the classroom > in the parallel class > in a designated space
- Follow up reparative conversation

	<b>Stepped Sanctions</b>
Redirection	Gentle encouragement, a 'nudge' in the right direction to make different choices.
Reminder	A second gentle 'nudge' delivered privately and a reminder of our rules: Ready, Respectful, Safe Repeat reminders if necessary and praise given if pupil adjusts behaviour
Caution	<p>A clear verbal caution delivered privately, that makes the pupil fully aware of their behaviour and our expectations, clearly outlining the consequences if they continue.</p> <p>Make sure the approach is personal and non-threatening; side-on and not standing over a pupil, be at eye level or lower. At this point, the pupil has the opportunity to do the right thing. Reminders should be given about previous good conduct to reassure that they can make good choices.</p> <p>'I've noticed that...'            'This is the second time I've had to speak to you...'            'Stop, think...make the right choice for yourself.'            'Think carefully about your next step...'            'Do you remember when...? That is the behaviour that I expect to see from you.' Because of this behaviour, I need to ask you to move...'</p> <p>Walk away from the learner; allow the pupil to decide what to do allowing take up time. If comments are made, ignore them but remember them for later discussion. Resist reacting to all unacceptable behaviour.</p>
Time-out	Speak to the pupil privately and explain that time is now needed away from the classroom. This might mean time in

	<b>Stepped Sanctions</b>
	a calm space or in the parallel class. Five minutes away is sufficient before the pupil is given the chance to return
Follow up	<p>Questions to ask: What happened? Who was affected? How? How do you feel now? What should we do to put things right? How can we do things differently?</p> <p>If the teacher is satisfied that the pupil has reflected and is ready to adjust behaviour, then they return to the lesson. Using professional judgement, teachers may feel that a further follow-up is required at the end of a lesson to reinforce expectations and to continue building a relationship with the pupil.</p> <p><b>However, if the conversation is unsuccessful and/or the pattern of behaviour continues, please contact a member of PST or SLT. Please do this discreetly.</b></p>
Consequences	<b>All behaviour incidents must be logged on CPOMs to ensure that SLT can monitor the regularity of incidents. If necessary, interventions will be put into place by SLT.</b>

## 8. Serious Incidents

Serious incidents will be dealt with by SLT. All serious behaviour incidents must be reported **IMMEDIATELY** to the SLT (in the first case to the relevant Assistant Head). After investigation sanctions may be applied. Sanctions could include:

- Contact with parents or carers
- Loss of break or lunch
- In-school seclusion
- Exclusion

Staff will be asked to record full details on CPOMs immediately with cover arranged in order for this to be done. Unacceptable behaviours **must not** be managed through our system of stepped sanctions but referred to a member of SLT.

**Such incidents may include:**

- Fighting
- Stealing
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Swearing at children or staff
- Repeated defiance/rudeness
- Using abusive/offensive language
- Violence against other pupils or adults

When dealing with an episode of extreme behaviour, a child may need to be restrained using reasonable force if they or another person is unsafe. See Appendix Four.

### **Scripts to support moments of crisis**

Working with a child in crisis can be very stressful for both staff and the child in question. All staff should be familiar with two essential scripts that will support colleagues and children.

### **"Help is available."**

This script should always be offered to a colleague supporting a child in crisis. This offer can be accepted or declined. The staff member supporting the child may feel they need to fresh-face or they may want a different form of help, such as a glass of water for the child or a phone call home.

### **"More help is available."**

This script should be used if the observer believes that the colleague should fresh-face. This offer must be accepted. Additionally, it could be that the observer has knowledge regarding why the child is in crisis that could help resolve or de-escalate the situation.

## **9. Exclusion (Fixed Term & Permanent)**

### **Fixed Term Exclusions**

At Ashford Oaks we believe that, in general, exclusions are not always productive in moving behaviour forward. However, for children to fulfil their maximum potential, we need to create an environment in which they feel safe from physical and verbal aggression and disruption. Exclusion is an extreme step and will only be taken if the Headteacher feels that a child has breached the school's behaviour policy and if the pupil remaining in school would impact negatively on the education of other pupils or that the risk is too high to the welfare of both children and adults in school.

Following a fixed term exclusion, the pupil and parents will meet with SLT to discuss reintegration into school and the best way forward to support the child.

### **Permanent Exclusions**

Permanent exclusion will always be a last resort and we ensure that all steps will have been taken to help a child remain at our school. The governors agree with this stance and all policies and procedures are in place to support the inclusion of all pupils. Permanent inclusion will only occur when risk assessments indicate that to allow a child to remain in school would be detrimental to the education and welfare of both the pupil concerned and to other pupils at the school.

## **11. Parental Role**

At Ashford Oaks, active parental involvement is welcomed, appreciated and encouraged. With regards to behaviour we ask that parents:

- Ensure children arrive regularly and on time, ready and prepared for the day ahead and are collected promptly at the end of the day.
- Understand and reinforce the school language around behaviour as much as possible
- Share our high expectations for behaviour
- Support the work of the school

## **ANTI-BULLYING POLICY**

### **A. Our Beliefs**

Bullying, child on child abuse, sexual violence and sexual harassment both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt. Bullying, child on child abuse, sexual violence and sexual harassment is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves.

These negative behaviours take many forms. The three main types are:

- Physical - hitting, kicking, taking belongings etc.
- Verbal - name calling, insulting, phobic comments, racist remarks and/or comments of a sexual nature, of which these could be online.
- Indirect - spreading unpleasant stories about someone, excluding someone from social groups, this includes online postings.

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

### **B. Our Aims**

- We aim to prevent bullying/child on child abuse at Ashford Oaks Primary School.
- We aim to give our children skills to deal with conflict.
- We aim to raise pupils' awareness of bullying/child on child abuse behaviour and the school's anti-bullying policy.
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- We aim to challenge attitudes about child on child abuse.
- We aim to improve the play facilities that will provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised

### **C. Reasons for being a victim may be:**

- race/sex/background/gender
- new child in school
- child with family crisis
- disability
- timid children who may be on the edge or outside a group

Bullies make life miserable for many children.



**D. Reasons for being a bully may be:**

- victim of violence
- bullied at home or in the community
- enjoyment of power/creating fear
- not allowed to show feelings
- copying behaviour at home or on TV
- unhappy
- insecure
- self-hating
- low self esteem

It occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and adults.

**E. General statements about bullying:**

- boys often bully younger children of both sexes
- girls often use verbal abuse and ostracise from peer group - usually to other girls
- some victims are also bullies, and some bullies are also victims
- some victims are treated as culprits
- onlookers are condoning bullying and becoming part of bullying

**F. Early signs of distress:**

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrivals
- bed wetting
- cry themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions

**G. Sanctions for bullying/child on child abuse**

Bullying/child on child abuse should be treated in-line with other violent incidents, but additionally other sanctions may be used e.g. keeping the child off of the playground, preventing bully access to the victim.

## **H. Our Anti-Bullying Campaign**

Prevention is better than cure so at Ashford Oaks Primary School we will:

- be vigilant for signs of bullying/child on child abuse
- always take reports of bullying/ child on child abuse seriously and investigate them thoroughly.

Children will be encouraged to report all incidents of bullying/child on child abuse to an adult. These will then be referred to the class teacher.

## Appendix One - Relentless routines

In addition to the routines outlined above the following daily routines should be followed.

- If Move and Groove is cancelled, staff will greet at the door. (Early bing bong needed)
- Year groups line up outside their classes (Y2-4), R&Y1 left hand side of the playground, Y5 & Y6 Move and Groove positions at the end of every play and lunch time. Reception will continue to line up on the far side of the playground.
- Staff to be at the front and end of the line (or where the greatest need is), and walk the children to class. Staff will meet children for Move and Groove and at the end of break and lunch.
- A 4s (Silent, still, straight, smiling) line is expected when walking through school.
- Cloakrooms preferably supervised by staff after every break/entry to class. Enclosed cloakrooms to have a one-way system. At the end of day, stagger the amount of children collecting their belongings e.g. through house colours. Each class to have cloakroom monitors.
- Children to register themselves on Fastrak. Teachers to count lunch bands with children. Teachers will register on Arbor.
- Staff to walk children to assembly in a 4s line. Year 6 (C & VC) helpers will monitor 4s lines when children leave assembly.
- Staff to greet the children at the door when they return from assembly.
- Toilets – Continue with Toilet Passes. Children should be encouraged to go to the toilet during breaks
- .At the end of the day, staff and classroom monitors supervise cloakrooms. Chairs are stacked (away from walls). Children to tidy classroom and take pride in their environment.

## **Appendix Two - Scripting difficult interventions [and useful phrases]**

The intention of these scripts is to diffuse a difficult situation and start a dialogue that can lead to restorative action. In addition to the scripts suggested in Our Pathway

- I understand that you are angry, Jeremy - come with me and tell me what has happened.
- I need you to come and tell me what has happened, Jeremy, because I want to keep you safe.
- Maybe you are right, Jeremy. Tell me what has happened.
- I hear you, Jeremy. I believe in you. Tell me what we can do to improve this situation.
- All children have the right to learn and your behavior is making it difficult for them to learn.

### **Three phrases about three rules**

#### **Respectful – “We are respectful...”**

We are respectful in the way we talk to each other.

We are respectful to others by sitting silently when they are speaking in assembly.

We are respectful to school property - we don't stand on the table tennis table.

We are respectful about the views of other people

#### **Ready – “We want you to be ready...”**

We want you to be ready for the lesson - we need to get our whiteboards out.

We want you to be ready for breaktime - you need to sit at your desk.

We want you ready for learning - you need to come in off the playground sensibly

We want you ready for the lesson please – please listen to the instructions.

We want you ready for lunch – please line-up.

#### **Safe – “We want to keep you and others safe...”**

We want to keep you safe - we walk calmly down the corridor

We want to keep you safe - we don't walk up the slope

We want to keep you safe - we don't play a big game of football across the playground

We want to keep you safe - we don't play fight

- I hear you, Jeremy. I believe in you. Tell me what we can do to improve this situation.

### Appendix Three - Restorative follow up

In addition to the questions suggested in Our Pathway to facilitate a restorative conversation, key staff may consider it appropriate to use this pro forma

<b>Pupil:</b>	<b>Place:</b>	<b>Date:</b>
<b>What happened?</b>		
<b>What were you thinking at the time?</b>		
<b>What have you thought since?</b>		
<b>How did this make you feel?</b>		
<b>Who has been affected?</b>		
<b>Are further consequences required?</b>		
<b>If so what does the pupil think the consequences should be?</b>		
<b>Has this situation happened before with this child?</b>		
<b>If so, what have we tried before?</b>		
<b><i>What can we do next?</i></b>		
<b>Who do I need to share <i>this plan</i> with?</b>		

## Appendix Four - Best practice when Physical Intervention is necessary

There are occasions at Ashford Oaks when physical intervention is deemed necessary. Actions taken should always be as a last resort and be appropriate, necessary and proportionate. Ashford Oaks, as per all schools in England and Wales, is guided by the DfE document *Use of reasonable force* (July 2013). The following 'paragraphs' are taken from this document.

### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

At Ashford Oaks, staff in Early Years, SRP, Acorns and SLT receive ProAct Scip training.

- Whenever possible, if a staff member believes that physical intervention is necessary they should communicate to both the child [and any other staff present] that **"to keep you safe I may have to hold you/move you if you continue to climb the fence/hurt yourself etc."**
- If physical intervention is then required the staff member should continue to communicate to the child [and to any other staff present]. This communication is to ensure that risk of harm is minimised and the duration of the intervention is kept to a minimum.

We recognise, especially in Early Years that a child may be held on occasions when it is not a matter of last resort. For instance, if a child in nursery is distressed when leaving their parent in the morning the parent may physically pass their child to a staff member. In such an instance staff discuss such incidents with the parents or carers concerned as we aim to minimise any incidents of moving children against their will.