



IAT Behaviour Policy Annex 1 Ashmead Combined School Behaviour Management Practice



Audience	Students, Parents/Carers, Staff & Visitors
Agreed by Governing Body	July 2026

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1. Principles of Ashmead Combined School Behaviour Management Practice

The school will apply the IAT Behaviour Policy consistently, fairly and equitably to create a well ordered, calm, safe, nurturing and inclusive environment to support effective and engaging learning reflecting the school's values:

COMMUNICATION
RESPECT
ENGAGEMENT
ASPIRATION
TEAMWORK
ENJOYMENT

The expectations and the respective roles and responsibilities of students, parents and staff, in implementing the principles of the IAT Behaviour Policy at this school are outlined in the Home School Agreement. Reminders of the school rules and expected standards of behaviour will be displayed around the school site.

We will support students to have a positive attitude and maintain high expectations for themselves and those around them. All members of the school community have a right to be treated with kindness, understanding and respect and have a responsibility to behave in a way which allows others to achieve and succeed, to take ownership of their own actions, and to learn from them.

We believe that all children are entitled to fair and consistent treatment by staff and pupils alike.

Our aim is for all children to:

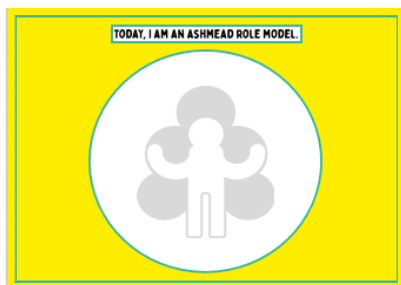
- Treat others as we would like to be treated ourselves.
- Value ourselves, our school and other people.
- Listen to what people have to say and always speak pleasantly.
- Take care of our own things and those of other people.
- Always try to do our best, both in and out of the classroom, and allow others to do the same.

2. Responding to Good Behaviour & Poor Behaviours in Early Years & Key Stage 1 - Rewards & Sanctions

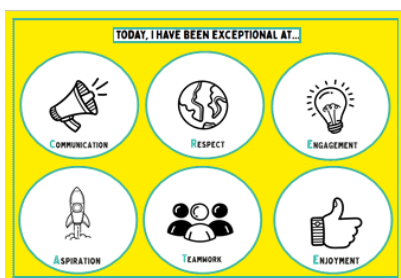
The staff at Ashmead School use the strategies of positive behaviour management to promote appropriate behaviour. It is an **essential** part of our policy to look for, recognise and commend good behaviour and attitude, effort and hard work. Children should learn by example, in an atmosphere in which their achievement is acknowledged and celebrated. By praising and celebrating what they show us, children can feel confident and valued.

Children are supported to make good behaviour choices according to their age.

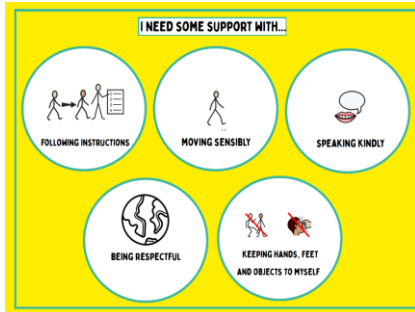
Early Years & Key Stage One:



Posters will be displayed in each classroom and all pupils will start each session on the Ashmead Role Model circle.



When given a house point for displaying the School Values pupils will move their name onto the respective School Value and remain there for the day. A sticker will also be given for the pupil to wear, allowing staff and parents to ask questions about why the house point was awarded.



If pupils receive a warning, for not keeping the school Promises, they will be asked to move their name onto the corresponding circle. The aim is for pupils to change their behaviour and move back to the centre circle before the end of the session. If the undesired behaviour continues and they remain on the promise circle at the end of a session, a warning will be recorded.



Pupils in Reception will not record their individual number of house points, but instead, work towards gaining their values certificates throughout the year. Parents can add additional evidence from home to Tapestry to support this.

Procedures for further escalation in EY & KS1

If a child does not respond and continues to display low level unacceptable conduct, staff will apply the following steps and/or sanctions:

Step 1: Remind – the child is reminded that they have a chance to stop what they are doing. This is an important first step as it gives the child the opportunity to choose a more appropriate behaviour. Nursery and Reception children will receive two reminders before sanctioning. If pupils receive a warning, for not keeping the school Promises, they will be asked to move their name onto the corresponding circle on the 'I need some support with.....' grid .

Step 2: Consequences – if the poor behaviour continues a period of reflection or warning will be awarded according to their age:

- **Time Out*** – Nursery, Early Years or Key Stage One:
 - 1st Time Out in a week – the child spends the 'time out'/reflection period in their respective classroom.
 - 2nd Time Out in a week – the child is sent to the team leader for their 'time out'/reflection.
 - 3rd Time Out in a week – the child is sent to a member of the Leadership team and a letter is sent home informing the parent/carer.
 - 4th Time Out in a week – a member of the Leadership Team will contact parents to discuss next steps.

***Nursery and Reception:** We recognise that there will be a settling in period as children enter full time education. Therefore, it is acknowledged that some children may receive a number of Time Outs. Class teachers will need to ensure details of each Time Out are communicated verbally to the parent at the end of each day. It is hoped that as children's understanding of their actions, choices and consequences increases, positive changes in behaviour will occur. It is also important that our youngest children understand that each day is a new, fresh start.

3. Responding to Good Behaviour & Poor Behaviours in Key Stage 2 - Rewards & Sanctions

All children throughout the school will be placed into one of 4 Houses:

- **EAGLES**
- **FALCONS**
- **HAWKS**
- **KESTRELS**

We reward our children **House Points** for displaying the school values (CREATE- above)

Key Stage 2: When a child is awarded a house point, the child will mark this achievement against their name on a class record sheet so that individual house point achievement, as well as collective house achievement, can be monitored.

3.1 Individual achievement

When a child reaches a certificate milestone this will be recorded on a School record system. Individual achievement certificates are based on the number of house points:

- 30 House Points – Bronze Certificate
- 60 House Points – Silver Certificate
- 100 House Points – Gold Certificate
- 150 House Points – Titanium Certificate
- 200 House Points – Platinum Certificate
- 300+ House Points – A personalised Excellence Certificate to signify outstanding achievement across the year issued by the Co-Head Teachers.

3.2 Individual Rewards

In addition to the House Point approach a child will be recognised for the following:

- No Time Outs/Warnings in a full term - A certificate is issued.
- No Time Outs/Warnings for the academic year - A badge is issued.
- Behaviour in class - One pupil per class is awarded **Star of the Week**. Certificates are given out in weekly assemblies.
- Exceptional work and levels of effort or progress - Postcards home to inform parents and to share and celebrate the effort made.

3.3 Responding to Poor Behaviour in Key Stage 2 (Support and Sanctions)

To maintain a good working atmosphere, where everyone can enjoy their learning, it may sometimes be necessary to apply sanctions when pupils are choosing not to follow the School Promises. The Ashmead School Promises are as follows: -

1. **We keep our hands, feet and objects to ourselves.**
2. **We follow instructions.**
3. **We speak kindly to each other.**
4. **We get permission to leave the room or playground.**
5. **We move safely and sensibly around our school.**
6. **We show a positive and respectful attitude.**

3.4 Classroom Management

When applying sanctions, staff must be sure to:

- be clear about the action that is resulting in a sanction.
- avoid confrontation.
- avoid group punishments.
- remain calm and do not shout.

The emphasis should always be placed on recognising good behaviour; it is important that inappropriate behaviours are not seen to be the route for receiving attention.

The sanctions that we have chosen for inappropriate behaviour in the classroom are progressive. If a child is not following the School Promises, they will be encouraged or reminded to refocus. Adults will first use some of the following de-escalation techniques to adjust the child's behaviour (see also the Behaviour Blueprint script):

- The look which says, 'I am aware of and disapprove of your behaviour'.
- Physical proximity to the child
- Mentioning the child's name while teaching
- Focusing on the appropriate behaviour of others and commenting on their behaviour
- Talking quietly to the child in question

Commented [MM1]: Changed this sentence to align with language in other appendices

Warnings– Key Stage Two

First Warning: If a child chooses to break one of the School Promises, even after having been reminded verbally, a Warning will be given. This will be recorded on CPOMS.

Second Warning: If a child chooses to break one of the School Promises for a second time, even after having been reminded verbally, a Warning will be given. This will be recorded on CPOMS.

Third Warning: If a child chooses to break a rule for a third time in the same week:

- they will discuss their current behaviour choices with a member of the Leadership Team.
- The Leadership Team will inform parents in writing.
- The sanction will be recorded on CPOMS.

Fourth Warning: If a child chooses to break a rule for a fourth time in the same week:

- they will discuss their current behaviour choices with a member of the Leadership Team, who will contact the parent for a conversation about next steps.
- The child will take part in a reflection session with a member of the Leadership Team (which may take place during a lunchtime or after school) with the agreement of the child's parent.
- The sanction will be recorded on CPOMS.

Behaviour Tracker - If a child persistently chooses to break the School Promises, they may be placed on a Behaviour Tracker for one week.

- **Reception and Key Stage 1:** This is a system in which good behaviour choices are recorded each session with a sticker. Children on Behaviour Trackers will be monitored closely, and school and home will work together on the use of praise and positive reinforcement to support the child in making the correct choices.
- **Key Stage 2:** This is a traffic light card system, which involves the child reporting daily to a member of the Senior Leadership team. Children on Behaviour Trackers will be monitored closely. Parents will also be kept informed at regular intervals.
- There will be times where it is necessary for the school to enforce more serious consequences than a detention due to the nature of the behaviour. For any report of a serious incident, the school will investigate thoroughly, using evidence such as pupil, staff and witness statements, CCTV and physical evidence, to enable the school to determine, on balance of probability, what most likely occurred. (Refer to IAT Behaviour Policy and IAT Suspensions and Exclusions Policy).

FAST TRACK – EXCEPTIONAL CIRCUMSTANCES

Sometimes there may be the need to act quickly and decisively to stop a child's disruptive behaviour e.g. extreme violence or direct verbal abuse. In these severe cases, all teachers within the school have completed Norfolk Steps training to promote positive behaviours. In line with this training, if it was deemed that a child was putting themselves or another pupil at risk of harm, a member of staff may utilise strategies learned during 'Step On' training to move or escort a child for their own safety or the safety of others, thus reducing the need for restraint or restrictive intervention. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted and should always be **Reasonable, Proportionate & Necessary**

If physical intervention is required the school will apply the IAT Behaviour Policy, Section 8.

Reasonable Adjustments for Individual Need

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection and will consider whether a pupil's behaviour choices may be linked to:

- having suffered, be suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy. Children who have experienced **Adverse Childhood Experiences (ACEs)** may also display attachment seeking behaviours which will be taken into consideration when following the Behaviour Policy. It must be acknowledged by all staff that these behaviours are a tool of communication, and children who are dealing with ACEs will be more prone to emotional reactivity. ACEs can have lasting, negative effects on health, well-being and opportunity and this must be taken into consideration when considering next steps with regards to behaviour.
- a disability of special educational needs (SEN). In such circumstances, a PIP (Positive Intervention Plan) may be drawn up in liaison with the SENDCOs.

Recording Sanctions

Behaviour sanctions will be recorded onto CPOMS by the adult who issued the sanction. It is important to ensure that sanctions are logged on the day they occurred and that separate slips are filled out so we have an accurate record of when escalation needs to occur.

Recording sanctions on CPOMS:

- 1st sanction of the week – alert class teacher. Class teacher assigns the incident to themselves, actions and closes.
- 2nd sanction of the week – alert class teacher and Team Leader. Team Leader assigns the incident to themselves, actions and closes.
- 3rd sanction of the week – alert class teacher, Team Leader and a member of the Leadership Team. A member of the Leadership Team will then assign the incident to themselves, action (printing a 3 Time Out/Warning letter for parents) and closes.

- 4th sanction of the week – alert class teacher, Team Leader and a member of the Leadership Team. A member of the Leadership Team will assign the incident to themselves, action (contact parents re: next steps) and closes.



Ashmead School Behaviour Blueprint

Adult Behaviour	School Promises	School Rewards
• Meet and greet with a smile. • Be calm, consistent and fair in our language, our actions and our responses. • Recognise first the behaviour and conduct that is good. • Remain focused on positive relationships with all children	• We keep hands, feet and objects to ourselves. • We speak kindly to others. • We follow instructions. • We move safely and sensibly around our school. • We ask permission to leave the room or playground.	• Personal praise • House points for displaying School Values • Star of the Week • Postcards • Messages home
Stepped Sanctions	De-Escalation Script	
• Redirection • Verbal Warning • Warning / Time Out • Internal referral • Letter home • Detention • Fixed Term Exclusion A child's behaviour can be 'redirected' by our choices; this must always be the first step. Where appropriate, the sanction applied may be escalated out of step to reflect the severity of the behaviour seen.	• Use the child's name. • Acknowledge their right to their feelings - 'I can see something has happened', 'I can see that something has upset you'. • Tell them why you are there - 'I'm here to help/listen'. • Offer help - 'If you talk, I will listen', 'Oh dear, tell me what happened'. • Offer a get out - 'Come with me and we can ...', 'Let's go somewhere quiet and you can tell me....', 'I need some help with an important job, can you please help me with it'	
	Restorative Questions	
	1. What has happened? 2. What were you thinking at the time? 3. Who has been affected by the actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in the future?	

