



Date	Review Date	Coordinator	Responsible Body
February 2025	February 2027	Inclusion Lead	Good Shepherd Trust

- The Trust (our governing body) and our Local Committee (we) are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We aim to aid the continuity and consistency of behaviour throughout the school, by providing a whole school approach towards appropriate and inappropriate behaviour, both in and out of the classroom. Our policy is written to comply with the requirements of sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles.
- This policy is based on advice from the Department for Education (DfE) on:
  - [Behaviour and discipline in schools](#)
  - [The Equality Act 2010](#)
  - [Use of reasonable force in schools](#)
  - [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## Aims

- for everyone to treat each other and their surroundings with care, consideration and respect, demonstrating positive values and behaviour at all times. Ensuring a safe and happy school in which children can learn and grow.
- to promote a positive self-image within each individual and a high morale and sense of purpose amongst staff and pupils. This will result in a shared and consistent approach to behaviour.
- to encourage an open atmosphere in which children feel able to talk freely, with regard to any aspects of bullying, or other problems or concerns.
- to support staff and children by providing guidelines, structures and handling strategies.
- to encourage the involvement of home and the wider community in the implementation of this policy.

## Values

Our Christian beliefs and Values-based Education are the foundations of our approach to positive behaviour. Our core whole school values are Courage, Wisdom and Love.

We encourage:

Respect, Tolerance, Honesty, Kindness, Courtesy, Forgiveness, Justice and Self-discipline

We will not tolerate:

Bullying, child on child Abuse, Racism, Rudeness, Cruelty and Dishonesty

## Code of Conduct

Our school rules are very simple and based on current educational research: Ready, Respectful, Safe. These rules are consistently communicated with all children and supported with visuals where necessary. Staff have been trained to talk about these rules and have shared language which they consistently apply in all circumstances. All children are encouraged to show the school values of Love, Courage and Wisdom in their behaviour choices.

## School Ethos

The whole school approach to managing behaviour is a positive one. Dealing with behaviour is the collective responsibility of all members of staff in school, not just the teacher, teaching assistant or midday supervisor immediately concerned with a particular pupil.

All staff look for children working and behaving well and reward pupils consistently and explicitly. Children support each other and act as good role models. They are always encouraged to consider the choices they make in terms of their values and to take responsibility for their behaviour. Our Christian values of Love, Courage and Wisdom guide our conversations around behaviour, and we use the term Ready, Respectful and Safe to make sure we are making good (green) choices and limiting negative (red) choices. Children are reminded of this common language and understand why we make green choices at school. We will help, encourage and teach children about the choices they make, and help them understand what a positive (green) choice looks like for them. We understand that children are unique, with unique needs and so we are adaptable, yet our expectations for each and every child within The Holme remains high.

Our positive approach to behaviour management helps to ensure that our children stay safe, enjoy school and achieve as well as learning to make a positive contribution to the community.

## Parental Involvement

At The Holme we value the role that families play, both in the life of the school, and in their children's education.

Parents who value the education of their children should also place importance on good behaviour and thus both home and school support each other. Parents are informed of behaviour related procedures and of our values that guide our expectations when a child enters school and throughout the year as is necessary.

Staff are available to talk to parents about any concerns at the end of the school day or by appointment. If a child is causing a concern, either at home or school, it is best for us to talk at an early stage, hopefully before negative behaviour becomes established. It is much more effective if home and school are working in partnership, and the child is involved.

It is expected that even when a meeting may be difficult, with opposing ideas that all adults will be polite and respect the right of others to have a different point of view. Parents should expect to be spoken to with courtesy and equally the school will not tolerate rudeness or abuse of its staff.

## The School Environment

We promote the aims, values and ethos of the school through our positive environment, where all children, staff and parents are valued. The way in which the school is organised and the consideration given to the diverse range of needs of all children has a positive impact on behaviour. The involvement of everyone in school leads to greater understanding and commitment.

We believe there is a close link between the school environment, values and behaviour. We aim to provide a pleasant environment which children have contributed to and feel they belong in, and therefore respect. This in turn allows children to gain a strong sense of self-worth. We have wonderful grounds for our children to enjoy, which we are always striving to improve.

The school day is organised to minimise unstructured times, so that children feel happy and secure in the routine, allowing flexibility for change when necessary.

Our classrooms and communal environments are calm and consistent, and carry our ethos of Ready, Respectful, Safe.

## Curriculum

We recognise that the quality of curriculum content and teaching methods are important influences upon children's behaviour. Our curriculum is underpinned by Values-based Education and high expectations of learning for all pupils in all areas. In recent years we have overhauled the content of our curriculum to involve and entice all children, we recognise that learning content has to feel valuable to a child.

Good behaviour stems from positive attitudes and values, which are taught or reinforced through all areas of the curriculum, but in particular in RE, PSHE and RSE lessons. They are introduced and taught in our daily Collective Worship, frequently linked to Bible stories and examples from Jesus' life. Every class is given time weekly to learn and develop their values of Respect, identifying what Ready, Respectful and Safe looks like to them, and to embrace a shared language around social interactions.

## Playtimes and Lunchtimes

We have large playgrounds, and the children have space to run and play without being overcrowded. We have the same expectations of values to be shown outside as we do during lesson times.

As a Values-based school, we don't expect our children to line up at the end of playtimes but trust them to come quietly into class where their teachers meet them. This has been shown to reduce the number of 'end of play' issues that can typically occur in line. Play Leaders in KS2, and our House and Sports Captains spend time guiding the younger children outside in engaging in positive play. Our own Teaching Assistants make up the most of our body of lunchtime staff- we find this gives our children familiarity and consistency in expectations.

## Rewards and Consequences

Our school emphasis is on rewarding positive behaviour and the values which we see. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Staff actively seek to 'catch children showing values'; praising children who are doing the right thing invariably leads to others copying. To be effective rewards must be fair, consistent and specific.

Rewards include, but are not limited to, class recognition boards, value beads, verbal praise, proud cards, sharing great learning with another class or SLT and notes home. In our weekly Celebration Assembly one member of each class is awarded the Star of the Week certificate to celebrate achieving within our values of Love, Courage and Wisdom. We celebrate effort and achievement in our learning too with our CAPTURE awards. Each week a child will be recognised

in each class for ALWAYS being Ready, Respectful and Safe. This award is rewarded with hot chocolate with the headteacher.

Of course, we also recognise that there are times when things go wrong, and children make poor behaviour choices. We believe strongly that there are natural consequences to negative behaviour, and our children know that if they purposely make a negative choice, particularly when it impacts others there will be a consequence. However, children should not suffer public humiliation as part of a consequence and restorative conversations and sanctions will be discussed privately.

Responses to behaviour, good or bad, will always be consistent, fair and immediate and should fit the behaviour. We support the children and give them a way back when things go wrong, recognising how difficult this can be for some children. We focus on the behaviour rather than the child and encourage the child to share views on how we should respond, leading a conversation around the values shown (and alternative ways forward next time, if positive values were not shown). Consequences include, but are not limited to, missing minutes at playtimes/lunch times, being sent to another class or SLT, reflection sheets as a response to restorative conversations, speaking to parents. Incidents of poor behaviour are logged on Arbor. These records are monitored to track trends and patterns and form the basis of whole school reviews of our behaviour management whilst supporting strategies for individual pupils.

## Serious Incidents

For more serious incidents, e.g. racial remarks or any physical violence etc., the child is seen immediately by a member of SLT. Parents may be informed. A record is made on Arbor and logged securely. Hate incidents are also recorded by SLT for reporting to the LA, Local Committee and the Trust.

## Exclusion

It is not part of the school ethos to exclude pupils, however there may be very rare occasions when this is the appropriate step to take:

- in response to a very serious breakdown of our behaviour policy;
- once a range of other strategies have been followed;
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school.

We follow the Good Shepherd Trust Guidelines for Suspension and Exclusion.

Good Shepherd Trust Aims:

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently

- Help local committee members, staff, parents/carers and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

We comply with our statutory SEN duties and have regard to the SEND Code of Practice.

We inform the parents, governors and the Trust. Hampshire procedures are then put into place and are followed very carefully, involving all stakeholders at each step.

At the end of an exclusion period, we meet with the parents and child to ensure a positive reintegration to school. Strategies will be put in place to support the child's behaviour moving forward and to reduce the risk of another exclusion. This may involve the advice or help of other agencies.

These procedures are based on statutory guidance from the Department for Education (DfE): Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023.

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the procedures are based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014
- The School Inspection Handbook, which defines 'off-rolling'

This policy complies with our funding agreement and articles of association.

Further advice can be sought from the Hampshire Inclusion Team:

Exclusions Guidance: 01962 876311

County Inclusion Officer: 02392 441527

## SEND

Our approach to promoting positive behaviour is effective for the vast majority of children. However, when a child presents with persistent inappropriate behaviours a more personalised approach is adopted. Children may be identified by staff or parents and the SENDCo will become involved to support an appropriate response. This may be recorded on a SEND Learning Plan and the advice of outside agencies may be sought. These can include the Educational Psychology Service, the Behaviour Support Team, CAMHS and Educational Welfare Services. If behaviours are particularly challenging and likely to result in exclusion, an Individual behaviour management plan is put in place with support from appropriate professionals. We have an ELSA-trained TA, who works with individuals and groups to support behaviour and well-being.

## Bullying

Any incident of bullying and any complaint from a child or parent should be taken seriously and investigated. It is the responsibility of everyone to prevent bullying from happening in the school. The Headteacher and/or Head of School should always be informed of any bullying incident, where appropriate action may be taken. Please refer to the Anti-Bullying Policy.

### **Child-on-Child Abuse**

Child-on-Child Abuse, Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This can adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. It is also important to recognise that some perpetrators may themselves also be victims.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure that their education is not disrupted. It is also important that other children and young people and school and college staff are supported and protected as appropriate.

### **Policy**

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that children can abuse their peers, and this will be dealt with under our Child Protection Policy and in line with KCSiE (2024). We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will minimise the risk of peer-on-peer abuse by: - Prevention:

- Taking a whole school approach to safeguarding and child protection;
- Providing training to staff;
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support
- system, and by a planned programme of evidence-based content delivered through the curriculum;
- Engaging with specialist support and interventions.

NB – this is a framework that will need to be adapted to fit the age and developmental stage and understanding of pupil group.

### **Responding to reports of sexual violence and sexual harassment:**

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported;
- If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE July 2022) guidance;

- Staff taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours;
- Staff taking a report will never promise confidentiality;
- Parents or carers will normally be informed (unless this would put the child at greater risk);
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01329 225379).

### **Risk Assessment:**

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The Risk assessment will consider:

- The victim, especially their protection and support;
- The alleged perpetrator, their support needs and any discipline action;
- All other children at the school;
- The victim and the alleged perpetrator sharing classes and space at school. The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

### **Action:**

The DSL will consider:

- The wishes of the victim;
- The nature of the incident including whether a crime has been committed and the harm caused;
- Ages of the children/young people involved;
- Developmental stages of the children/young people;
- Any power imbalance between the children/young people;
- Any previous incidents;
- On-going risks;
- Other related issues or wider context.

### **Options:**

The DSL will manage the report with the following options:

- Manage internally;
- Refer to Early Help;
- Refer to Children's Social Care;
- Report to the police (generally in parallel with a referral to Social Care) Ongoing Response;
- The DSL will manage each report on a case-by-case basis and will keep the risk assessment under review;
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator
- should be removed from any classes they share with the victim during that investigation;
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate;

- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students);
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the principle of keeping the victim and perpetrator in separate classes where possible would be maintained and continued consideration would be given to the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases;
- The victim, alleged perpetrator and other witnesses (children and adults) will receive appropriate support and safeguards on a case-by-case basis;
- The school will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in schools;
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
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**Physical Abuse:**

While a clear focus of child-on-child abuse is linked to sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and, if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

**Linked Policies**

Anti-Bullying  
Equality  
SEND

<b>Headteacher:</b>	Sarah Stevenson	<b>Date:</b>	February 2025
<b>Chair of Local Governing Committee</b>	Alex Kemp	<b>Date:</b>	February 2025

## Appendix B – Behaviour Blueprint



**Growing together in **love**,  
**courage** and **wisdom**.**

**Our Values**

Love  
Courage  
Wisdom

**Our Rules**

Ready  
Respectful  
Safe

**Celebration**

Class recognition board  
Value beads  
Praise cards  
Star of the week

All adults at the Holme will strive to be calm, kind, consistent and fair. To use the behaviour blueprint to manage and support children's behaviour with love, courage and wisdom. To be relentless in their efforts to build positive relationships and recognise effort and above and beyond behaviour.

<p><b>Stepped Sanctions (privately delivered)</b></p> <ul style="list-style-type: none"> <li>Reminder</li> <li>Warning (Think carefully about your next steps)</li> <li>Intervention—microscript</li> <li>Self-regulation time (timer/calm space)</li> <li>Repair</li> </ul>	<p><b>Restorative questions</b></p> <ol style="list-style-type: none"> <li>Who else has been affected?</li> <li>What can we do to put things right?</li> <li>What were you thinking at the time?</li> <li>How can we do things differently in the future?</li> </ol>
<p><b>Intervention Microscript</b></p> <p>I noticed you are... (name behaviour)</p> <p>You are not following the rule about... (ready, respectful, safe)</p> <p>You have chosen to... (consequence, see chart)</p> <p>Do you remember when... (name a positive example of their behaviour)</p> <p>That is who I need today.</p> <p>Thank you for listening.</p>	<p><b>Relentless Routines</b></p> <ul style="list-style-type: none"> <li>Greet everybody in the morning positively.</li> <li>Move around the school respectfully and safely.</li> <li>Adults being deliberately bothered about behaviour.</li> </ul>