

Ambleford School Behaviour Management Policy and Code of Conduct

Reviewed: September 2025

Next Review: August 2026 (or sooner if statutory or regulatory changes require it)

1. Purpose and Scope

Ambleford School is committed to fostering a positive, inclusive, and respectful environment that supports the emotional, social, and academic development of every pupil. Our Behaviour Management Policy is designed to align with statutory guidance from the Department for Education (DfE), Keeping Children Safe in Education (KCSIE 2025), and Independent Schools Inspectorate (ISI) standards. It ensures that behaviour management is consistent, proportionate, restorative, and applied fairly across the school and during Forest School activities.

2. Aims and Objectives

The aims of this policy are to promote a safe and respectful learning environment where every pupil feels valued and supported. We seek to encourage self-discipline, resilience, and accountability so that pupils understand the consequences of their actions and learn to make positive choices. Behaviour expectations are communicated clearly, applied consistently, and underpinned by fairness and respect. We use restorative practices to address incidents constructively, allowing pupils to reflect, repair harm, and learn from mistakes. Parents and carers are regarded as partners in supporting the development of positive behaviour.

3. Guiding Principles

Ambleford School's approach to behaviour management is rooted in respect for all. Pupils are expected to treat peers, staff, and the natural environment with kindness and consideration. Safety is paramount, and rules are in place to protect the physical and emotional wellbeing of every member of our community. Collaboration is encouraged, with pupils and staff working together to solve problems and share resources responsibly. When conflicts arise, we use restorative approaches that prioritise dialogue, understanding, and positive resolution.

4. Expected Behaviour

Pupils are expected to follow the school's Code of Conduct, which sets out clear standards for respectful interactions, safety, and care for the environment. Staff and volunteers model positive behaviour at all times, demonstrating calmness, respect, and responsibility. All behaviour management strategies must be child-centred, preserving dignity and showing respect for individual needs and circumstances.

5. Strategies for Promoting Positive Behaviour

Positive behaviour is promoted through a range of strategies. Clear expectations are established collaboratively with pupils at the start of each session, and these expectations are communicated in age-appropriate ways. Staff and volunteers consistently model the behaviour we expect to see in pupils. Strong relationships are built through active listening, encouragement, and mutual respect, creating a foundation of trust. Positive behaviour is recognised through praise, encouragement, and small rewards such as leader's badges or nature tokens. By providing meaningful, engaging, and hands-on learning experiences, we seek to minimise disengagement and disruptive behaviour.

6. Managing Challenging Behaviour

Our approach to managing challenging behaviour prioritises prevention and early intervention. Staff seek to identify and address potential triggers such as hunger, fatigue, or sensory overload and adjust activities or the environment to better support pupils' needs.

Where behaviour causes concern, staff follow a consistent response process.

1. A gentle reminder is given first, calmly reiterating expectations and encouraging the pupil to self-correct.
2. If this is not effective, redirection is used to offer a positive alternative.
3. If necessary, pupils are given time to reflect in a safe and supportive space.
4. Restorative dialogue is then facilitated, helping the pupil to understand the impact of their behaviour on others and to identify ways of making amends.

Consequences are designed to be restorative rather than punitive, with a focus on learning, accountability, and repair. For example, a pupil may be asked to help tidy an area they disrupted, write an apology, or participate in a problem-solving discussion. Where challenging behaviour is repeated, the school works in partnership with parents and carers to identify possible underlying causes. Individual Behaviour Support Plans may be developed, and external pastoral or specialist support sought if required.

7. Roles and Responsibilities

Teaching staff set the tone for respectful behaviour, manage challenging situations consistently and fairly, and maintain open communication with parents and carers about behaviour concerns. Pupils are responsible for following the school's behavioural expectations, taking ownership of their actions, and contributing to a positive school environment. Parents and carers are expected to support the school's behaviour policy at home and to share relevant information with staff that may affect behaviour. Volunteers are required to uphold the school's values and help reinforce positive behaviour strategies.

8. Restorative Practices

Restorative practices are at the heart of Amblesford School's approach to behaviour. These practices allow pupils to learn from mistakes, repair relationships, and develop empathy and emotional intelligence. In a restorative process, each person involved has the opportunity to explain what happened from their perspective, explore who was affected and how, and work together to agree a resolution that repairs harm and helps prevent future incidents.

9. Exclusion Policy

Exclusion will only ever be considered as a last resort. It may be used when a pupil poses a serious risk to the safety of themselves or others and when other behaviour management strategies have been exhausted. Any exclusion will follow a thorough review of the situation and a meeting with parents or carers to discuss next steps and support strategies. Every effort will be made to reintegrate pupils positively after exclusion.

10. Monitoring and Review

Behaviour records are kept securely and monitored to identify patterns, trends, and recurring issues. These records help to ensure that responses remain consistent and proportionate. The Behaviour Management Policy is reviewed annually to reflect evolving best practice, feedback from pupils, staff, and parents, and any changes to DfE, KCSIE, or ISI standards. Adjustments are made where necessary to ensure that the policy continues to meet statutory requirements and the needs of our school community.

11. Policy Availability

This Behaviour Management Policy is published on the Amblesford School website and is available to staff, parents, and pupils at all times.

Conclusion

Amblesford School is dedicated to creating a supportive, respectful, and reflective learning environment. Through positive reinforcement, clear expectations, and restorative practices, we aim to nurture pupils who are confident, responsible, and resilient, and who embrace learning as part of their personal growth.

Appendix 1: Amblesford School Code of Conduct

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Next Review: August 2026

The Amblesford School Code of Conduct sets out clear expectations for behaviour, ensuring a safe, respectful, and inclusive environment for pupils, staff, volunteers, and visitors. It reflects the school's ethos and values by promoting positive interactions, personal responsibility, and care for the natural world.

All members of the school community are expected to treat others with kindness, respect, and fairness, regardless of differences in background, ability, or belief. Listening actively and speaking calmly are essential so that all voices are heard and valued. Respectful language must be used at all times, and swearing, shouting, or hurtful comments are not tolerated.

Pupils must respect personal space and seek consent before physical contact. Instructions given by staff must be followed promptly in order to maintain safety and a supportive environment.

Behaviour must be honest, responsible, and accountable. Pupils are expected to take ownership of their actions, recognising the impact of their choices on others. Where conflict arises, restorative practices are used to resolve issues and repair relationships. Pupils are encouraged to seek help from staff or trusted adults when they are struggling or witness inappropriate behaviour.

The safety and wellbeing of the whole school community is paramount. Pupils and staff must follow all health and safety guidance, remain within designated boundaries, and use tools and equipment only with appropriate supervision. Any safeguarding concerns, including bullying or unsafe behaviour, must be reported immediately. Violence, aggression, bullying, discrimination, harassment, and peer-on-peer abuse (including sexual harassment or online abuse) will not be tolerated.

Ambleford School places great importance on care for the environment. Pupils and staff are expected to adopt a “Leave No Trace” approach, taking litter home, using resources responsibly, and avoiding damage to plants, animals, and wildlife. Natural resources should be conserved wherever possible, and everyone is encouraged to participate in activities that promote sustainability and environmental stewardship.

Digital conduct is also covered by the Code of Conduct. Pupils must follow the school’s rules for safe use of digital devices and online platforms, and they should never share personal information or images of others without permission. Cyberbullying, harassment, or inappropriate online behaviour will be taken seriously and dealt with under the same safeguarding principles as face-to-face incidents.

Where expectations are not met, consequences will be restorative in nature, focusing on learning and repairing harm. This may include verbal reminders, restorative conversations, involvement of parents, loss of privileges, or temporary removal from activities. In severe or repeated cases, formal disciplinary action, including exclusion, may be necessary.

Ambleford School is an inclusive community that celebrates diversity. Any form of discrimination, including racism, sexism, ableism, or homophobia, is not tolerated. The school actively promotes equality of opportunity and ensures that all pupils feel valued, supported, and included.

This Code of Conduct is reviewed annually to ensure that it remains effective and relevant. Pupils, staff, volunteers, and parents receive guidance on the expectations set out within it. By following the Code, we create a respectful, safe, and nurturing learning environment where every pupil can thrive.