AYSCOUGHFEE HALL SCHOOL

BEHAVIOUR POLICY

Rationale
At Ayscoughfee Hall School we believe that promoting positive behaviour is everyone's responsibility. We aim to develop positive behaviour in a variety of ways, ensuring that our children have the discipline and skills to go on to live successful lives as adults and can regulate their behaviour appropriately. We aim to teach positive behaviour rather than simply manage behaviour. We are committed to providing an inclusive environment in which individual needs and feelings are supported and all are allowed to shine.

In our school, we recognise that all behaviour is a communication, and we endeavour to recognise and understand the behaviour that an individual may exhibit. We seek to understand and respond to children on an individual level, ensuring personalised and consistent responses which enable children to learn to effectively manage their own behaviour. We believe that to create long term change we need to understand, not simply suppress, the behaviour an individual may demonstrate. We understand that positive, caring and trustworthy relationships are key to the success of our approach.

To achieve the aims of this policy there needs to be a shared understanding and consistency among all members of the school community. Every member of the school is expected to behave in a responsible manner, both in regard to themselves and others, showing consideration, courtesy and respect for other people and their property at all times. All staff need to have an understanding of what behaviour might be communicating. Staff should focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies.

Further guidance that may be useful is to be found in the Department for Education document entitled Behaviour in Schools February 2024.

It is recognised that encouragement to achieve and maintain standards is preferred to sanctions for failure. All staff are expected to set good examples to the children and to reward high standards of behaviour whenever possible. We have a culture of reward and encouragement which includes a Friday 'Success Assembly'.

Parents are made aware of the School's standards from the outset of their child's education at the School and support for these aims confirmed in the School's Prospectus, Welcome Brochure and Home / School Agreement, which is signed by both School and Parents.

At Ayscoughfee Hall School, pupils are expected to play their part in monitoring an acceptable standard of behaviour, discipline and manners. All three elements are linked and children will be positively encouraged by example to always give their best. On enrolling their child(ren), parents/carers should be made aware of these standards and the efforts / expectations of the School to maintain them. Similarly, all pupils throughout their time at the School will be guided and encouraged to understand the reasons behind the rules and regulations within Ayscoughfee regarding the health, safety and welfare of pupils, staff, parents and visitors.

This Policy should be read in conjunction with the following School Policies:
Allergy Safety and Anaphylaxis Policy
Anti Bullying Policy
Child Protection and Safeguarding Policy
Exclusion Policy
Health and Safety Policy
Parental Complaints Policy

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Positive Behaviour
Positive behaviour is rewarded in a number of ways in school:

1. Through a weekly celebration assembly

   The following awards and achievements are celebrated in our Friday Celebration Assembly.

   - Each week class teachers nominate a 'Star of the Week'. This may be based on academic performance, effort or other positive behaviour. Each 'Star' is given a certificate and sticker in the Friday celebration assembly and entered into the newsletter for the week.
   - The children are taught to respect their classroom environment and each week a class is selected to receive 'The Golden Dustpan' in recognition of their efforts in this.
   - An Infant and Junior Kindness Award is presented each week to a child who has shown particularly kind or helpful behaviour. Boxes to nominate for these awards are placed in the infant and junior areas and both children and staff may complete a nomination slip. The recipients are chosen by the Kindness Ambassadors and a trophy, certificate and sticker presented in the Friday Celebration Assembly. Winners of the Kindness Award have their names entered in the weekly newsletter.
   - Achievements in sport – including colours and half colours – are awarded twice each year in assembly.
   - Interhouse competitions are celebrated through the presenting of cups.
   - Swimming certificates are given to all children completing their course of lessons, with special certificates given to those who have made outstanding effort or progress.
   - Children are encouraged to bring in any trophies or certificates etc. that they have achieved outside of school to show and explain in the Friday assembly.
   - Children who have completed a particularly good piece of work may be invited to share this during the Celebration Assembly.
   - Each week a class is awarded the 'Headteacher's Award' certificate for an outstanding act or achievement.

2. Through the school House Points and Sports Points System

   On entering school each child is allocated a 'House' (Vikings, Saxons, Romans or Normans) and will remain in this house for their time at the school. From Reception onwards, the children are awarded house points.

   - House points are awarded for effort in work or particularly polite /helpful behaviour. House points may be awarded by any adult in school and are recorded on charts in individual classrooms. Our house captains collect house points each week and these are shared and celebrated in our Monday assembly.
   - Sports points are awarded for effort and success in sport and for upholding our sports values. These are collected and celebrated in a similar way to house points each week.
   - House points and sports points are totalled through the year, with the winning houses being awarded cups at the end of term assembly in July.
   - There are a number of interhouse competitions and events throughout the year and these are celebrated with the presenting of cups during Celebration assembly.
   - Sporting achievements are celebrated with the presentation of colours and half-colours twice each year.

3. Through Classroom and Headteacher Rewards

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- Stickers are used by teachers and other members of staff to reward and show appreciation of positive behaviour. These may be worn by the children on their uniform or put into books – stickers are particularly used to reward the younger children, including those in Kindergarten.
- A post card from the Headteacher will be sent home as a reward for exceptional behaviour or achievement in any area.
- Stickers and stamps may be used in book to show appreciation of good work. Work may also be selected to be displayed on the Wow Work display in the hall each term.
- A Progress Prize is given out to one Infant and one Junior child each July.

Praise and appreciation are often the most valuable rewards to a child and all staff understand that this is a fundamental part of life at Ayscoughfee. Staff ensure that children feel appreciated for their effort, good manners and positive behaviour in school.

Behaviour which does not conform with what is expected in school
It is understood that pupils who repeatedly and deliberately disregard the standards of the school may be disciplined by his/her teacher, the Deputy Headteacher or Assistant Headteachers or the Headteacher in accordance with the considered gravity of the behaviour. The Headteacher is the person responsible for overall Behaviour Management in school.

Corporal punishment will not be permitted in any form at Ayscoughfee Hall School. Should any member of staff be suspected of not complying with this directive or an allegation be made in this regard the school will follow its policy regarding concerns that meet the harms threshold (please refer to the school Child Protection and Safeguarding Policy for further information).

Children should not be reprimanded or punished in any manner that might be considered threatening, intimidating or abuses the position of power that the adult holds. This includes, for example, asking a child to sit on the floor (other than if the rest of the class does so, for example infant children may regularly sit on the carpet, however this is not an appropriate sanction for an older child). Shouting at children is not acceptable; a firm tone of voice may be needed on occasion but nothing more than that should occur.

Sanctions for behaviour which falls below expected standards are:

- A verbal reprimand
- Repetition of unsatisfactory work
- Missing of a break or lunchtime (time will be given for pupils to eat, drink and use the toilet).
- The writing of a letter of apology
- Loss of privileges, e.g., a prized responsibility

The following ladder of escalation should be applied to persistent poor behaviour:

- The class teacher is the first point of contact – they may decide whether the behaviour is low-level and requires a verbal warning or whether parents should be informed.
- For persistent or more serious behaviour issues, e.g., defiance or physical contact with another child, the Deputy Head (infants) or Senior Teacher (Juniors) may become involved. This type of behaviour will always be reported to parents and recorded on My Concern.
- More serious or continual persistence of poor behaviour will be dealt with by the headteacher. At this point parents will be involved, and a behaviour plan may be drawn up.
- Only as a last resort and in exceptional cases, when Senior Management in conjunction with the Governing Body, had considered all else to have failed – including fixed term exclusion from school – would a pupil by permanently excluded. See the school Exclusion Policy for further details of this process.

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Behaviour in the Early Years Foundation Stage
We understand that the behaviour of very young children can depend upon a variety of factors, including age, previous social experiences and separation from parents. The following behavioural procedures apply to our EYFS children.

We will ensure that staff and parents work together to realise and value all children, promoting positive behaviour. We endeavour to encourage all children to understand and develop qualities such as empathy, honesty, kindness and have the ability to consider others, which will include sharing, taking turns and the ability to play with compromise.

We aim to foster a caring, family atmosphere in which care and learning takes place in a safe and happy environment.

Children flourish in environments where they feel confident that clear boundaries are in place. In order to achieve this:

- Each class will establish Class Rules at the start of the year and refer to them often.
- We will value children and treat them with respect.
- We will develop a positive self-image through regular verbal praise, stickers and encouragement.
- We will provide positive role models for the children with regards to friendliness, care and courtesy.
- We will constantly praise and endorse desirable behaviour such as kindness and willingness to share.
- We will create an environment in which challenging or unacceptable behaviour is re-directed into appropriate behaviour.
- All staff will have a realistic approach and expectations towards the children they are caring for. This will be explained to new staff as part of the induction.
- The behaviour of a child can be dependent on their age and their stage of development. Sometimes the behaviour is a child's way of expressing their feelings, and this will be taken into consideration when dealing with behaviour.
- We will reward positive behaviour much in the same way as the whole school, through the use of praise, stickers and house points (Reception class). EYFS children are included in celebration assemblies and all the associated rewards.

When children behave in an unacceptable way (EYFS):

- Children who display undesirable behaviour will be given extra support to reinforce and role model positive behaviour.
- Adults will remain calm when addressing challenging behaviour.
- If a certain behaviour is unacceptable, where appropriate to the age of the child, the reasons why this is unacceptable will be explained to the child.
- It will always be made clear to the child or children who do display unacceptable behaviour that it is the behaviour that is not welcome and not the child that is unwelcomed.
- Any intervention to a recurring problem will be tackled in partnership with the child's parent/carer to establish the cause.
- If undesirable behaviour is persistent, we will monitor this and establish triggers which will help us to prevent further instances.
- Staff will always discuss concerns with parents/carers. This will be balanced with positive feedback.
- When a child's challenging behaviour is dangerous, or is disrupting others and distraction has failed, we will direct the child to alternative activities or some quiet time out with another member of staff.

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Playground Behaviour
The playground is divided into Zones (see supervision policy, Appendix A and Appendix B) to enable adequate supervision of each area. There are no areas on the playground which cannot be observed if all zones are covered. When undertaking break or lunch duty, staff know which zones they are monitoring and should adhere to these unless it is absolutely necessary to move – for example to assist an injured child.

To ensure all children are able to play safely on the playground the following rules apply:

- The playground is divided into four different areas for play and also has a quiet area, trim trail and infant boat (Appendix C). These areas are used as follows:
    - The trim trail is for use by junior children only – this rule applies at all times.
    - The infant boat area is for children from Kindergarten to Year 2 only, junior children should not be in this area.
    - The quiet area is for use by all children to play quiet games, read or draw. Games etc. are stored on a trolley which is brought out each break time by the School Council. Any child who runs around or does not use equipment appropriately in the quiet area should be directed to the main playground by the member of staff supervising the quiet area.
    - Infant only area: The area between the front of the infant block and the first yellow line of the netball court is for infant play only. Junior children should not play in this area.
    - Infant and Junior area: The first third of the playground is for infants and juniors to play together. This area is not for ball games, but children may use play equipment from the relevant sheds.
    - Year 2 and Junior area: The second third of the playground is for children from Year 2 to Year 6 to play. Year 2 children may play football in this area.
    - The final third of the playground (next to trim trail) is for Junior football. Children from Years 3-6 may play football together in this area subject to sensible play. Any issues with this may result in a rota system being introduced by the headteacher.

- There is a general rule of no physical contact during playtimes. Whilst we understand that occasional contact during games may be necessary, pushing, pulling, hitting etc. are not acceptable. In the event of unnecessary or disproportionate amounts of physical contact in a game, staff should step in and put a stop to this. If a child or children are engaging in a 'rough' game or pushing/pulling etc. one warning will be given. If a further incident occurs during the same break time, the child will be asked to sit in the infant block with the member of staff on first aid duty or on a bench on the playground, for five minutes calming time. If, after this time, a further incident occurs, the child will sit out for the remainder of the break time. At any point where 'time out' is used, this should be recorded on My Concern and parents made aware at the end of the day. Persistent poor behaviour at break times will result in parents being spoken to and may result in a behaviour monitoring system being put in place until the behaviour improves.

Classroom Behaviour Management
The class teacher, as the first point of contact, is the main person responsible for awarding both rewards and sanctions, but any member of staff may do so. All staff are made aware of exceptional behaviour, whether good or unsatisfactory, by an individual or group. This raises everyone's awareness and in the case of poor behaviour can prevent further occurrence by greater vigilance. All at the school, pupils and staff alike, have a responsibility to promote positive attitudes. Children with poor behaviour will be given support to improve. There is also an understanding that reasonable adjustment may have to be made in relation to a pupil with special educational needs/disabilities or changes in family circumstances.

On occasions when behaviour in class falls below what is expected, it may be necessary for the class teacher to seek support, particularly if the behaviour of one child is disrupting the learning of the others in the class. In such a case, the following steps should be followed:

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- If another staff member in the room (i.e., a teaching assistant) is able to either take the child out or remain with the rest of the class to enable the teacher to do so, a short calming period may suffice.
- If no other staff member is present, there is a green card in every classroom which can be used to summon the headteacher or another senior member of staff should a teacher require assistance in dealing with poor behaviour during lesson time. PE staff and other specialist teachers also have these cards to use if needed.
- Children should not be sent to another teacher's classroom as a consequence of poor behaviour, nor should they be asked to sit outside a room alone. If the child is to be removed from class, they should only do so with the support of the above-mentioned adults.

Violent or Threatening Behaviour
The Governing Body and the Headteacher share a duty of care in relation to protecting the physical and emotional well-being of all staff. It is their belief that violence, threatening behaviour, malicious accusations that are unfounded and abuse against school staff are unacceptable and should not be tolerated.

Wherever violence, threatening behaviour and abuse occur towards school staff, all reasonable and appropriate action will be taken in support of the staff. Any violence towards staff will not be tolerated by a pupil or parent. Please see the section in the Health and Safety Policy and Risk Assessment folder entitled Dealing with Abuse, Threats and Violence Towards Staff (Appendix D).

In the unlikely event of having to restrain a child either to stop:

- The child injuring themselves
- The child injuring others
- The child causing damage to property including the pupil's own property
- The child coming a criminal offence, or engaging in behaviour prejudicial to good order at the school, or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

Please refer to the school's Restrictive Intervention and Use of Reasonable Force Policy and the Department for Education guidance 'Restrictive Interventions, including the Use of Reasonable Force in Schools (2026).

Any restrictive intervention or use of reasonable force must be lawful, necessary, reasonable and proportionate to the circumstances. Staff will always seek to use the least restrictive intervention available and will employ preventative and de-escalation strategies wherever possible before physical intervention is considered.

Any use of restrictive intervention, seclusion or reasonable force must be recorded and reported in accordance with the school's Restrictive Intervention and Use of Reasonable Force Policy.

Reporting/Record Keeping of Behaviour Incidents
Incidents of poor behaviour which exceed very low-level issues should be recorded on the school safeguarding system My Concern. These include:

- Incidents of deliberate physical contact such as hitting, kicking, pushing etc.
- Rudeness to or defiance of adults
- Spitting
- Fighting
- Any incident where 'time out' has been implemented during a break time
- Any incident where parents have been made aware
- Any incident where a child has been removed temporarily from the classroom or a senior member of staff has been involved.

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The reporting of any such issues is the responsibility of the person who took the lead in managing the incident. For example, a playground issue might be reported by the person on duty, however if the headteacher was called to deal then she would report the issue on My Concern.

Bullying and Child on Child Abuse
The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied or abused. These behaviours are wrong and at Ayscoughfee Hall School we have a zero-tolerance policy on this. To support this principle, all children are told regularly, through class PSHE lessons and assemblies etc., that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. Children learn about ways or reporting bullying and abuse to trusted adults in school through class PSHE lessons.

The school recognises that allergy related bullying and behaviour that intentionally exposes a pupil to a known allergen, tampering with allergy medication or making threats involving allergens may place a child at significant risk of harm. Such behaviour will be treated seriously and may be managed as both a behaviour and safeguarding concern. Staff should refer to the Allergy Safety and Anaphylaxis policy for further guidance.

All staff have read the most up to date ‘Keeping Children Safe in Education’ Part 1 and Annex A which details their responsibilities within these areas. Key members of staff have also read Section 5 and are aware when there is a need to report incidents to the police.

Further information and guidance on Child-on-Child abuse can be found in our Child Protection and Safeguarding policy and in the most recent version of KCSIE.

We have a duty under the Equality Act of 2010 to ensure reasonable adjustments are made for pupils with special educational needs / disabilities. We would always endeavour to support these pupils by working through behavioural issues and liaising with parents and appropriate agencies.

Child on Child Sexual Violence and Sexual Harassment
At Ayscoughfee Hall School we aim to create a school culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated,

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes.

‘Up skirting’ is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person’s clothing (not necessarily a skirt) without them knowing, to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim).

Evidence shows that girls, children with SEND and LGBTQ+ children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. We will take positive action to create a safe and supportive culture in school, recognising the disproportionate vulnerability of these groups so that all pupils feel supported and have a safe space to speak openly with trusted adults if they wish to do so.

All staff will be aware that sexual violence and sexual harassment can occur between children of any gender.

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Responding to an Incident

- We will follow the DfE guidance on 'Child-on child sexual violence and sexual harassment' in Part 5 of the most recent version of Keeping Children Safe in Education
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.
- Planned PSHE and Relationships, Sex and Health Education will include personal privacy, respect and consent so that children will have a better understanding of how to behave towards their peers including online. This will be taught alongside other safeguarding issues as set out in the DfE statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education". This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

This policy has been updated and will be used in draft form pending formal ratification by the Board of Governors.

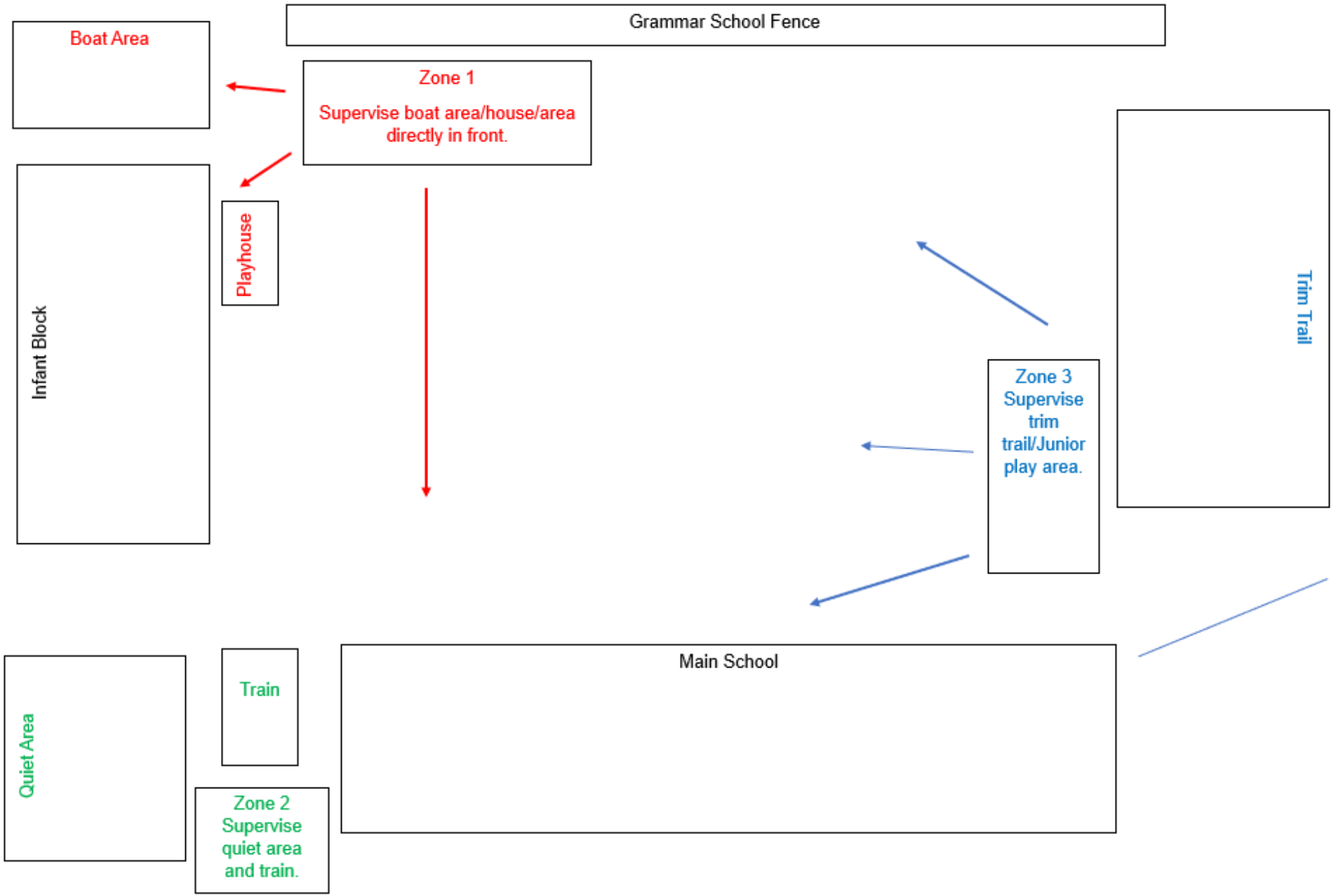
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Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

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SMT	Theresa Wright	Autumn 2026	Autumn 2027	8

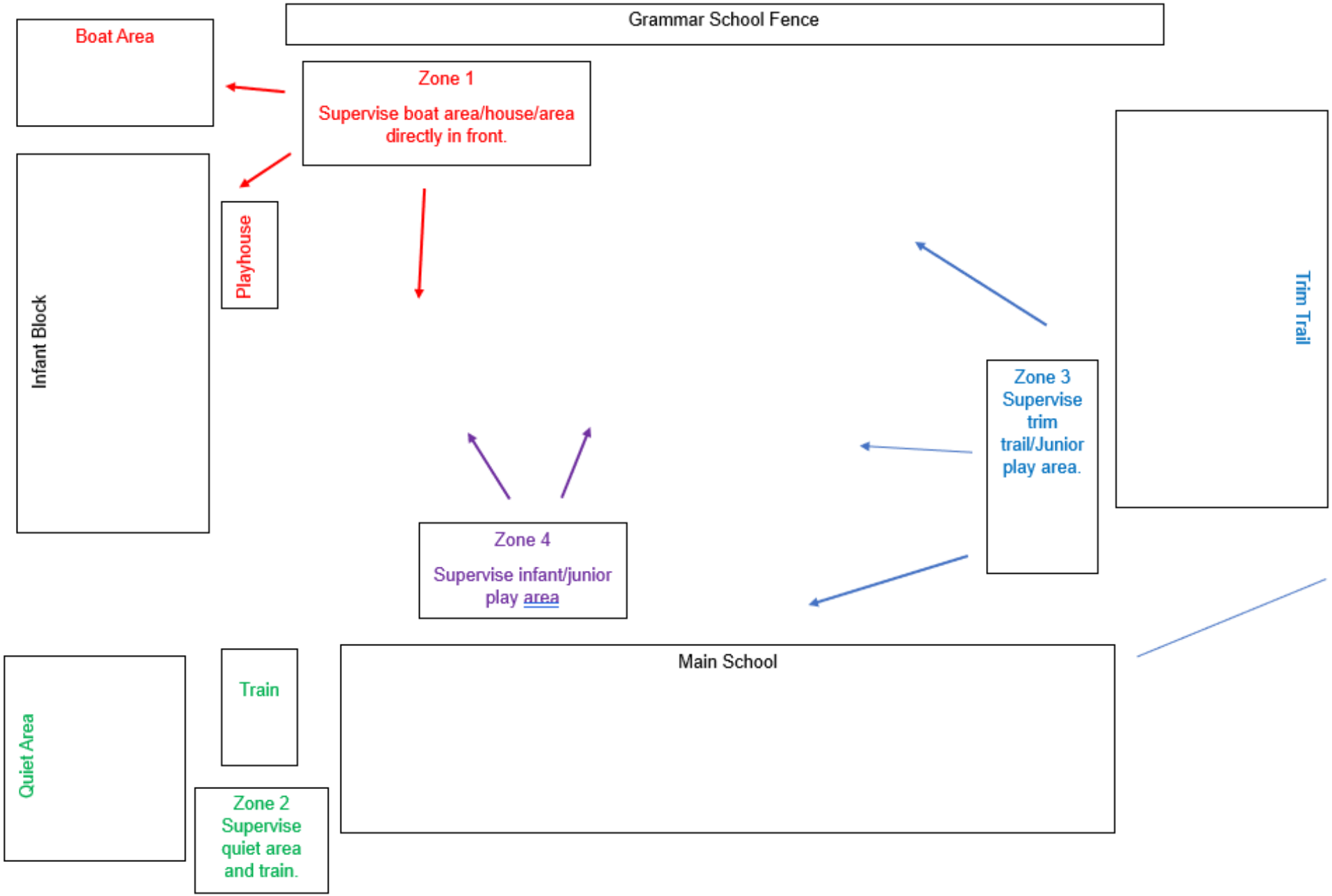
Appendix A

Breaktime Supervision Zones

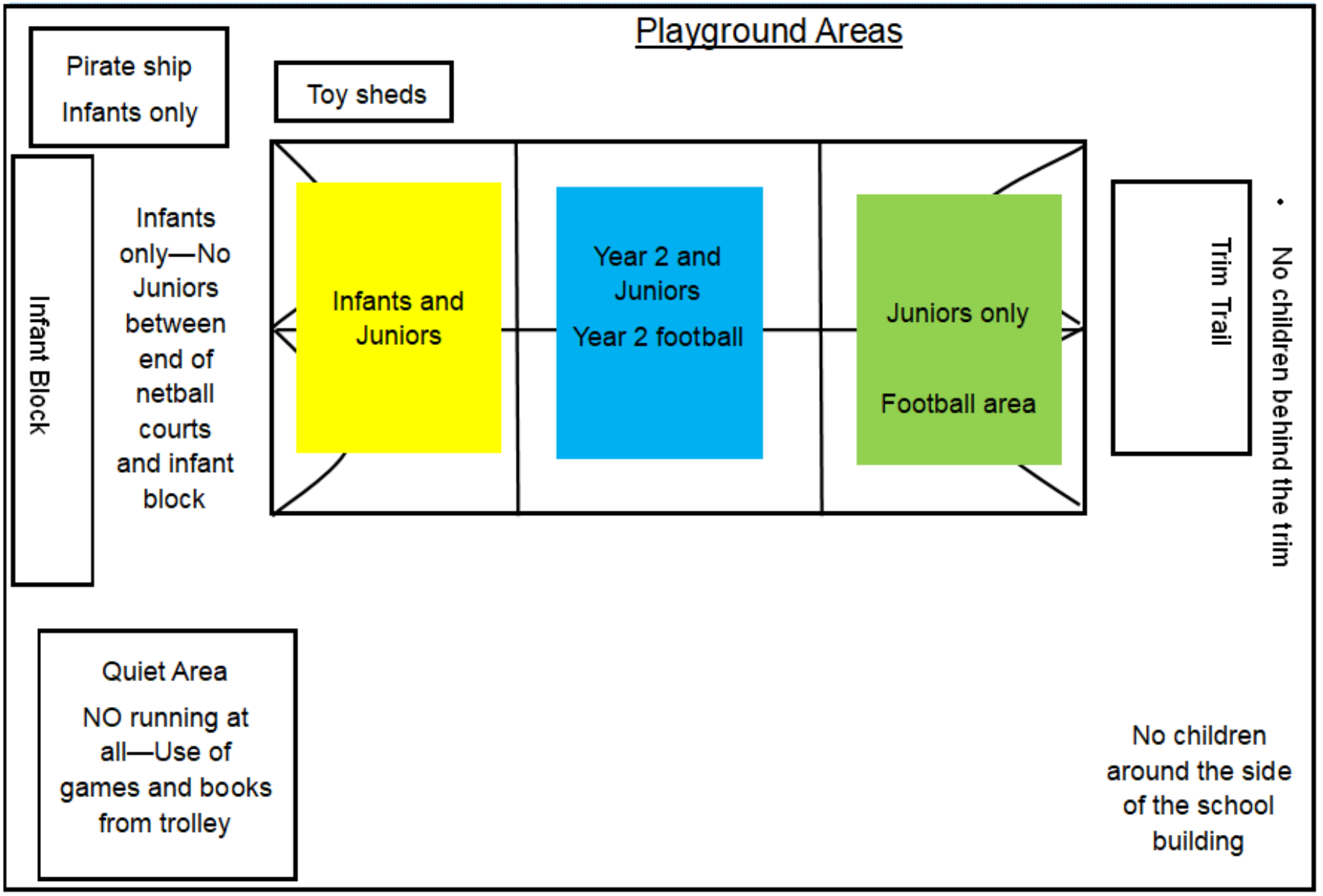


Appendix B

Lunchtime Supervision Zones



Appendix C


Playground Areas
Pirate ship
Infants only
Toy sheds
Infant Block
Infants only—No Juniors between end of netball courts and infant block
Infants and Juniors
Year 2 and Juniors
Year 2 football
Juniors only
Football area
Trim Trail
No children behind the trim
Quiet Area
NO running at all—Use of games and books from trolley
No children around the side of the school building

Appendix D

Dealing With Abuse, Threats and Violence Towards Staff

Introduction
The Governing Body and the Headteacher share a duty of care in relation to protecting the physical and emotional well-being of all the staff. It is their belief that violence, threatening behaviour and abuse against school staff are unacceptable and should not be tolerated.
Wherever violence, threatening behaviour and abuse occur towards school staff, all reasonable and appropriate action will be taken in support of the staff. This policy outlines how incidents involving adults will be dealt with.

Violence, Threatening Behaviour and Abuse
All staff members have a right to expect that their school is a safe place in which to work and that prompt and appropriate action will take place on their behalf if they are subject to violence, threatening behaviour and abuse by pupils, parents and other adults on school premises.
Examples of such behaviour might include:

- Abusive and aggressive language
- Common Assault – involving the threat of immediate violence or causing minor injury such as a graze, reddening of the skin or minor bruise
- Actual Bodily Harm – causing an injury which interferes with the health or comfort of the victim such as multiple bruising, broken tooth or temporary sensory loss
- Grievous Bodily Harm – causing serious injury such as a broken bone or as injury requiring lengthy treatment
- Radically Aggravated form of assault where there is racial element to the offence

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Measures To Avoid Prevent and Minimise Incidents
The Headteacher will take the lead role in relation to the policy.
The Chair of Governors will oversee the implementation of the policy.
Advice to staff about how they should act and behave in the incident will be provided and to new staff as and when they join the school.
Strategies advised include:

- Be assertive but not aggressive
- Speak calmly without raising the voice
- Seek assistance
- Be polite but firm
- Maintain a safe distance between yourself and the aggressor
- Think about an escape route should a need arise
- Remember body language and stances to protect yourself physically
- Consider location for potentially difficult encounter and seek advice from the Headteacher beforehand

Action When an Incident Occurs
The school staff will not tolerate unacceptable abusive language and any interchanges involving abusive language towards school staff will be logged and, if necessary, recorded on an Incident Report Form.
Action may need to be taken against adults who repeatedly use abusive language; this might include a formal letter or barring the person from the school site.
The recording and reporting of incidents involving violence, threatening behaviour and abuse towards staff are important because:

- It may be necessary to collect evidence in the event of the police bringing formal charges against an alleged assailant
- The insurers will require information should a claim for compensation be made
- The review of this policy will be aided by monitoring incidents which are recorded at the time of the occurrence

Once an attack has occurred, staff should complete an Incident Report Form (located in the school office)
The Headteacher should be informed immediately and will liaise with the Chair of Governors and the Police if appropriate.

Dealing With the Incident
All parties involved will take account the needs, feelings, views and wishes of the victim at every stage. Sympathetic and practical help and support as counselling will be made available to the victim at the time of the incident and subsequently.
Support:
Headteacher
Members National Education Union can contact:- NUT Advice Line – England Only 0345 811 8111 or email nutadviceline@nut.org.uk
Victim Support

The 999 call system should always be used when immediate attendance of a police officer is required. The Police support the use of 999 in all cases where:
There is danger to life
There is likelihood of violence
An assault is, or believed to be, in progress
The offender is on the premises
The offence has just occurred and an early arrest is likely

In non-urgent cases, where the incident is not thought to be an emergency but police involvement is required, 101 should be contacted and all reports to be logged.

In the event of a member of staff finding him/ herself subjected to a pattern of persistent and unreasonable behaviour from individual parents/ carers which is not abusive or overtly aggressive, but which can be perceived as intimidating and oppressive, this may constitute as an offence under the Protection from Harassment Act 1997.

If the actions of a parent/ carer appear to be heading in this direction, staff should record all incidents in writing, with the date, location, and means of communication (e.g. Telephone call, letter, email, verbal, 1:1 conversation) and inform the Headteacher who will consult with the LA for advice and support.

An option at this stage would be banning the parent/ carer from the school premises by the Headteacher on behalf of the school. If a person who has been banned subsequently trespasses and causes a nuisance or disturbance, the matter will be referred to the police.

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