

September 2025

Behaviour Policy

Audley Infant School



Behaviour policy and statement of behaviour principles

Audley Community Infant School



Approved by: H Nelson HT

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community regarding behaviour management
- Outline our system of **rewards and sanctions**

At Audley Community Infant School, we believe that the child's social and emotional development and well-being are of central importance and underpin all teaching and learning opportunities in school. The Behaviour Policy is based on the principle of positive attitudes in the whole school, curriculum and classroom management in order to encourage the development of mutual respect and self-esteem.

We seek to promote positive behaviour through our whole school ethos. Praise and reward are key in our school. We love to celebrate children's positive behaviour and achievement.

Good behaviour is a necessary condition for effective teaching and learning to take place, and an important outcome of education, which society rightly expects.

Our community has high expectations of its schools, not least that they will, by example, both set and encourage good standards of behaviour.

The achievement of such standards will involve praise and rewards, sound relationships between teachers and pupils, and stimulating and effective teaching and learning. It will also involve, in some instances, the application of sanctions and punishments.

Audley Infant School is a happy, stimulating and welcoming environment where children feel confident and are eager to learn, and are valued for who they are and for all they achieve. We nurture respect and self-belief.

It is important that **all** staff support and promote this positive behaviour policy.

All children, regardless of gender, race or ability, have opportunities to develop socially and emotionally and develop appropriate behaviour strategies, which enable them to become effective members of the community. We aim to develop a culture that helps the child to make better choices when dealing with conflict, rather than a culture of blame that may lead to negativity and low self-esteem. The policy involves all school members, both adults and children, and relies on the support of a home-school partnership where everyone has both rights and responsibilities in the success of its implementation.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [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](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- 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, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Negative attitude to learning
- Non-compliance with school rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, and tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, AI sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. This is available on request or via the school website

5. Roles and responsibilities

5.1 The governing board

The Governing Body Standards and Effectiveness Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Body Standards and Effectiveness Committee will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness. They will hold the Head teacher to account for their implementation.

5.2 The Head teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body Standards and Effectiveness Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head teacher will also approve this policy.

The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils are regularly reminded of the school's expected behaviours and agree on a set of classroom rules at the beginning of each academic year. Audley Infant School's expected behaviours are reinforced in PSHE teaching, year group and celebration assemblies and day-to-day teaching and events.

All adults reinforce these expected behaviours, which apply throughout the school, including in the dining room and the playground.

Lunchtime Supervisors will follow the school's expected behaviours and use positive language. All Lunchtime staff will receive training and a copy of the Behaviour Policy during their Induction and at annual safeguarding training.

It is important that all staff continually remind children of the choices they may make and of their rights and responsibilities.

6. School Rules

In our School, the expected behaviour is to:

1. Be respectful with everyone and play together.
2. Be caring and helpful to everyone.
3. Work hard and try your best.
4. Share and take turns.
5. Listen and be polite.
6. Use good manners throughout the school day.
7. Walk sensibly around school, stay with your teacher, especially at home time, until you are safely with an adult that you know.
8. Respect school property and help to keep our school clean and tidy.
9. Respect things that belong to others.
10. Be a good role model for school outside of the school day. Behave well outside of school.

Respectful classrooms are where: -

- Pupils and Teachers negotiate and agree on classroom rules and code of conduct in the first weeks of each new school year. They are displayed in places of prominence around the school.
- Pupils have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy.
- Pupils are fully involved in the assessment of their learning and the evaluation of their work.
- Behaviour is good as everyone recognises and respects the rights of all to their education.
- Teachers and Teaching Assistants listen positively to pupils' views and show respect for their opinions.
- They give clear reasons for the use of sanctions and refer back to school rules.
- Pupils respect and value each other's similarities and differences.
- All pupils can make progress to the best of their ability.

7. Rewards and sanctions

7.1 Acknowledging positive behaviour

Positive behaviour will be rewarded with:

- Verbal praise
- Class Dojos
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Celebration assemblies
- Certificates
- Stickers
- Star boards in classrooms

7.2 Misbehaviour

It is natural for children to test the boundaries of acceptable behaviour to confirm their location. The answer to this test is to confirm the existence of the boundaries firmly, unequivocally and immediately.

Children should expect sanctions for poor behaviour, which will be fair and consistent and reflect the seriousness of the incident.

However, some flexibility will be necessary as some children will need more time and help to develop appropriate behaviour, just as others require more time to consolidate their intellectual learning. It must also be remembered that individual circumstances are different and subject to change both at school and at home.

When incidents occur, staff will discuss the matter privately with the child to ascertain the exact nature of the incident. They will establish with the child how they will modify their behaviour in future to ensure that there is no repeat of the situation.

7.3 Minor incidents should be dealt with on the spot by the staff as appropriate. Often, negative behaviour can be rectified by finding occasions to praise the child. It should always be remembered that:

- Sanctions must be understood and be fair.
- The child must not be humiliated.
- It is the behaviour that has offended.
- Reprimands must always be used sparingly and consistently. They will be firm and never aggressive. Adults will not use sarcasm or idle threats.

Staff should discuss incidents and ways of dealing with them with colleagues to ensure consistency of approach across the school.

Sanctions can be implemented at the staff's discretion and can take the form of the following:

- Sitting alone in the classroom environment to work.
- Time out - sitting in a specified place or on a specified chair, both indoors and in the playground.
- Disallow the child from participating for **a short period**, in an enjoyed activity.
- Remain with an adult on the playground **for a short period** to observe positive play.

In cases where two or more children conflict, they should be supported to resolve a problem.

They should be allowed to discuss the situation and resolve it with support and guidance from an appropriate adult.

The class teacher will ensure that parents are informed of events and outcomes at the earliest opportunity, which may be by phone call after the event, but will usually be at the end of the school day. The child should see the school and home working together.

7.4 More serious incidents, such as: -

- Persistent bad behaviour- (3 significant incidents per term)
- Violence towards others
- Bullying
- Racial slights or insults
- Stealing or vandalism

The **Deputy Headteacher, Mrs Diggle** (or a member of SLT in the absence of DHT) should be consulted immediately to: -

- Discuss strategies with the child's class teacher
- Talk to the child
- Talk to parents/carers

- Ensure that all background information is known and shared as appropriate, (check CPOMS, speak with PWC or outside agency support as appropriate and agreed with SLT)

Parental involvement may now need to be more direct with strategies such as improved home-school links or a behaviour monitoring system implemented.

It may well be at this stage that an Individual Behaviour Plan is established, again with parental involvement, to support improvement in the child's behaviour.

It is vital to ensure that the consequences of repeated poor behaviour are made clear to the child:

- A warning/a minor sanction or withdrawal of privileges
- Discussion with Deputy Headteacher
- Involvement of parents/carers
- Home/school communication plan
- Implementation of a behaviour plan for the child

7.5 Headteacher Involvement.

If strategies implemented in the short term are not successful, the Head teacher will then become involved.

Possible outcomes may be:

- A timed, monitored and specific behaviour plan that denotes an agreed escalation and involvement of outside agencies if rapid improvement is not seen
- Inclusion on SEN register and targeted support from SEND co-ordinator
- Potential support from PWC and implementation of Early Help to support the family with securing improved behaviour for the child
- Referral for the child to medical professionals
- Referral for the child to Advisory teachers for assessment and targeted strategies
- Frequent monitoring meetings with the Headteacher, parents and other involved agencies
- Short-term exclusions (advice sought from BwD Inclusion Lead)
- Permanent exclusion

7.6 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, for example, on a school trip or on the way to or from school. Behaviour outside of school may be addressed within school if deemed appropriate by the Headteacher. This may be related to inappropriate online and social media activity or behaviour that may bring the school's name into disrepute. School will address inappropriate behaviour of bullying that occurs outside of the school day between school pupils, using the processes and sanctions defined within this policy.

7.7 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil following this policy.

Please refer to the policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. A copy of the policy can be requested from the main school office.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Agree with their pupils and display their own classroom rules. These will be broadly based on the rules agreed within this policy.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils warmly in the morning and at the start of lessons
 - Establishing clear routines and explaining with clarity structure of the day
 - A visual timetable on clear display within the classroom. A visual timetable for individual pupils who would benefit from their visual timetable
 - Communicating and highlighting expectations of behaviour in ways other than verbally
 - Emphasising and promoting good behaviour at all given opportunities
 - Concluding each day positively and starting the next day afresh
 - Implementing agreed and appropriate strategies for dealing with low-level disruption
 - Frequent use of positive reinforcement

8.2 Physical restraint

In some circumstances, senior staff may use reasonable force to restrain a pupil to prevent them from:

- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be led by a senior or trained staff member
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents as soon as possible

8.3 Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Pupils are not allowed to bring to school mobile phones, smart watches or any mobile device that can access the internet.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When specific needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it regularly.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss pupil attainment and pupil pastoral concerns.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. We use CPOMs' safeguarding software to log safeguarding and behaviour events and concerns.

10. Training

Senior members of staff are trained in physical restraint, TEAM TEACH. Currently, the Headteacher, SENCO and Deputy Head teacher are TEAM TEACH trained. This is updated regularly.

Behaviour management will also form part of continuing professional development as appropriate.

11. Monitoring arrangements

This behaviour policy will be reviewed annually by the Headteacher, all teaching staff and the Standards and Effectiveness Committee. At each review, the policy will be approved by the Headteacher.


The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Standards and Effectiveness Committee every 2 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Safeguarding policy

Accepted by AIS Governing Body- Sept 2025



Signed

Date Sept 25

H Nelson Headteacher

Signed *P Hawthornthwaite*

Date Sept 25

P Hawthornthwaite

AIS Chair of GB

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour expectations contained within the behaviour policy are understood by all pupils
- The positive behaviour expectations are understood and agreed upon by all school staff
- Exclusions will only be considered when all avenues have been exhausted. The Headteacher will liaise with the LA Inclusion Lead to ensure that policy and procedure are followed
- Pupils are supported by the whole school community to take responsibility for their actions
- Families are fully involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Standards and Effectiveness Committee every year.

Appendix 2: behaviour log to be recorded/uploaded to CPOMS asap

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details.	
People informed of the incident (staff, governors, parents, police):	