

Ascot Heath Primary School Behaviour Policy 2025-2026

"Preparing our children for all of their tomorrows"



Policy Statement

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. All staff at Ascot Heath Primary School have the same high expectations of children's behaviour.

We aim:

- to ensure appropriate behaviour and language is used throughout the school
- to encourage and praise greater effort in both work and behaviour
- to ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and support staff
- to provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using an Individual Behaviour Plan
- to ensure a safe, caring and happy school
- to enable everyone to learn without distractions
- to promote good citizenship
- to promote self-discipline
- to prevent child on child abuse

Our expectations are that everyone will try their best to ensure:

- that we walk around the school sensibly
- that we respect each other's space and belongings
- that the school is kept clean and tidy
- that we take responsibility for the school environment e.g. picking up a dropped jumper
- that we listen carefully to the person who is speaking without interrupting
- that we will be truthful
- that we share and take turns
- that we understand how to keep safe
- that we speak up when there is an issue

Class Charters

Each class will work with their teacher to devise their own class charters at the beginning of the school year and all sign them. These will be positive and will not include "do not" statements in them. These are shared with

parents once they are devised.

Rights

It is the responsibility of all adults to ensure that all children have the right:

- to be listened to
- to learn
- to be safe
- to play
- to be healthy

All children must respect each other's rights and show respect to every adult in school. Sanctions, itemised below, may be imposed on pupils who do not respect the rights of their peers or adults.

Values

Our school values to reflect the start of our school are:

- Hope
- Respect
- Courage

It is the responsibility of all adults to demonstrate these values at all times and to ensure the children understand these values.

All children must aspire to these values in school. Sanctions, itemised below, may be imposed on pupils who do not demonstrate these values.

Rewards and Sanctions

Each class operates a system for monitoring children's behaviour using a traffic light system where each child has their name on a peg around a green circle. Children's pegs are moved onto an amber warning circle on their third reminder about unacceptable behaviour, a subsequent reminder results in their peg being moved onto the red circle. For the next class session, all pegs are put back on the green circle for a fresh start. Persistent unacceptable behaviour or extreme incidents will result in them speaking to the Deputy Headteacher or Headteacher.

For good behaviour or good learning children's pegs are moved to the silver star. Continued exceptional behaviour or learning is rewarded by their peg being moved to the gold star.

If a child is moved to the silver star or gold star they receive a silver star or gold star sticker in KS1 or they earn House points in KS2. Parents are alerted to this achievement through a "Marvellous Me" (MME)

Year group rewards and sanctions

KS1	
Gold Star	Wear gold star sticker on school top so visible to parents and send "Marvellous Me"
Silver Star	Wear silver star sticker on school top so visible to parents and send "Marvellous Me"
Green Circle	Start each new session on this circle.
Amber Circle	Peg moved here on the 3 rd warning.
Red Circle	Continued bad behaviour. Incident is recorded using MyConcern.

KS1	
Gold Star	Earn 20 House Points and send "Marvellous Me"
Silver Star	Earn 5 House Points and send "Marvellous Me"
Green Circle	Start each new session on this circle.
Amber Circle	Peg moved here on the 3 rd warning.
Red Circle	Continued bad behaviour. Incident is recorded using MyConcern.

As the children get older sometimes the orange and red traffic light system is less effective and teachers find a more effective method of communicating warnings, e.g. by writing the child's name on the board. In this instance the class will be made aware of the system in place and this would be shared with cover teachers.

Rewards available for good behaviour and for positive reinforcement:

- Verbal praise and a smile.
- Positive feedback to individual parents.
- "Marvellous Me" message
- Stickers for good learning behaviour, following the class charter and demonstrating the school values.
- Child sent to Deputy Headteacher or Headteacher for praise and "Marvellous Me".
- House points.
- Achievement Award (1 per class each week, presented in Celebration Assembly).
- Star of the Week Award (1 per class each week, presented in Celebration Assembly).
- Governor awards linked to our values. 1 for each value, for each key stage, termly.
- Class reward system e.g. marble jar
- Bespoke reward method e.g. raffle tickets which motivate the cohort

Sanctions (in order of severity):

- Look at child.
- Say child's name.
- Repeat name and explain problem or issue (please sit on the carpet, please put your hand up etc) - 1st warning
- Further verbal warning 2nd warning
- Visual warning 3rd warning (move peg to 'amber' on traffic light system).
- Take child to one side and discuss incident quietly and calmly (this could be repeated).
- Short time out - 5 minutes (e.g. moved to a different part of classroom, different table, removed from activity in PE).
- Minutes missed at playtime/lunchtime.
- Repeated poor behaviour would then involve a move to 'red' on the traffic light system
- Time out in another class/situation (or area in the EYFS unit for Reception children) and parents made aware - informal chat with class teacher.
- Spoken to by the relevant key stage leader or deputy head in their absence.
- Missed playtime/ lunchtime with a member of SLT
- Child taken to Deputy Headteacher. Deputy Headteacher organises child to work in another class for one lesson. Work is sent with the child to complete independently.
- Parents informed by class teacher or Deputy Headteacher and invited to discuss the situation.
- Child taken to Headteacher.
- Headteacher contacts parents to make aware of problem.
- Headteacher arranges formal meeting with parents to resolve situation and modify behaviour.
- Headteacher involves SENCO/ class teacher in a further formal meeting with parents.
- Implement Individual Behaviour Plan and set date for evaluation.
- Refer to SEMH team/ Behaviour analyst
- In extreme cases an in school suspension may be considered.
In extreme cases, in consultation with school Governors, suspension or permanent exclusion may be considered.

If a child's behaviour is deemed to be a safety risk to themselves or others out of school events e.g. school visits can only be undertaken if a parent attends.

In extreme cases the child would be directed directly to the Deputy Headteacher or Headteacher.

All rewards and sanctions will be instant, where possible. Staff will focus on the behaviour rather than the child.

Use of Reasonable Force

Ascot Heath Primary School is committed to promoting positive behaviour through clear expectations, strong relationships, early intervention and de-escalation strategies.

Restrictive interventions, including the use of reasonable force, will only be used as a last resort where it is necessary, proportionate, and lawful to prevent:

- injury to a child or others;
- serious damage to property;
- serious disorder;

- a child leaving a safe area where this would place them or others at risk.

Restrictive interventions may include physical intervention, guiding, blocking, or temporary restriction of movement where necessary to maintain safety. Such interventions will never be used as punishment, to intentionally cause pain, or to secure compliance where no immediate safety risk exists.

Staff will always seek to minimise the need for restrictive intervention through de-escalation, emotional regulation support, environmental adaptations, and reasonable adjustments for pupils with SEND, SEMH, or additional needs.

Any use of restrictive intervention must:

- use the least restrictive approach available;
- apply the minimum force necessary;
- last only for the shortest time required to reduce risk;
- preserve the child's dignity, welfare, and safety.

Significant incidents involving restrictive intervention or reasonable force will be recorded on MyConcern, communicated with parents/carers where appropriate, and reviewed by senior leaders to identify patterns, update risk assessments or behaviour plans, and reduce the likelihood of future intervention.

Where a child presents with behaviours that may create ongoing safety risks, the school may implement individual risk assessments, behaviour plans, or positive handling plans in partnership with parents/carers and relevant professionals.

Government guidance can be found here:

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

In the playground

Playground rules

Playground behaviour expectations are shared and explored with children at the start of the school year. The playground rules are as follows:

- Do as you are asked first time by an adult.
- Only use areas you have permission to be in.
- Treat school equipment with care.
- Follow agreed game rules e.g. cricket rules/ football rules.
- Speak respectfully to adults and classmates. No name calling.
- Respect personal space.
- Be kind to each other.
- No running in designated walking areas.
- No fighting or violence towards others.
- No play fighting.
- No football on the playground

Any playground incidents should be dealt with by the staff on duty or the midday supervisors who will pass on any information to the class teacher if necessary.

Sanctions

Should children not conform to playground behaviour expectations then the following sanctions are applied in order:-

- Staff on duty talk through any unacceptable behaviour with the children involved, explain why it is unacceptable and refer to playground rules.
- If the behaviour is repeated the child will walk around with one of the adults on duty or stand by the Year 5 wall for 5 minutes.
- If the behaviour is repeated the child will walk around with one of the adults on duty or stand by the fence for 5 minutes.
- Should the behaviour be persistent the child is brought inside to speak to the class teacher or key stage lead, or deputy head in their absence

- Should the behaviour continue to be persistent the child will be sent to the deputy headteacher
- Should the behaviour continue to be persistent the child will be sent to see the Headteacher
- Headteacher contacts parents to make aware of problem. Implement Individual Behaviour Plan and set date for evaluation.
- In extreme cases an in school suspension may be considered.
- In extreme cases, in consultation with school Governors, suspension or permanent exclusion may be considered.

Children causing issues on a regular basis should be flagged up at the weekly staff meeting/ fortnightly TA meeting and key children to be listed on the staffroom board for staff awareness.

Rewards

Children who demonstrate positive behaviour at lunchtime, which can include being helpful, being a good friend, demonstrating good manners, trying a new food, playing nicely can be awarded a "Marvellous Me".

Behaviour of Children who appear Withdrawn or Lonely

Children who exhibit quiet behaviours are identified with commitment equal to those who exhibit any challenging behaviour. Children can be encouraged to find 'or a 'Playground Ambassador' as a means of finding a playground companion and bubble time.

A Friendship Meeting Point is located by the First Aid lobby for children to locate assistance and this is shared with children at the start of the year in assembly.

'Playground Ambassadors' are from the Year 3 and Year 6 classes for playtimes and lunchtimes and are identified by the high viz jacket they wear.

Staff foster a nurturing attitude towards these children, without engendering over reliance on an adult, and strive to boost children's self esteem in a variety of manners appropriate to the individual.

Any children causing concern should be reported to the class teacher so that this can be escalated to the pastoral team if there are ongoing concerns.

Pastoral Support

Some children have their own behaviour plan to support Social, Emotional and Mental Health (SEMH) needs which may detail a specific order of sanctions different to the order detailed above. These children will be receiving support from a member of the pastoral team and this will be detailed in their behaviour plan.

Zones of regulation

Our school uses the Zones of Regulation to support children in developing self-awareness and self-regulation skills. The Zones framework helps children recognise and communicate how they are feeling by using four simple colour-coded zones. All classes have a Zones of Regulation display that provides a clear visual representation to support children in identifying their emotions and making positive choices. This shared language and consistent visual support enables staff and pupils to work together to understand feelings, recognise triggers and learn strategies to manage emotions and behaviour. By embedding the Zones of Regulation across the school, we aim to create a supportive environment where children feel equipped to manage challenges, succeed socially, and thrive in their learning.

Child on child abuse

The school will take all reasonable measures to ensure the safety and wellbeing of all students and this includes protection from child on child abuse which can lead to bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of children's social, emotional and behavioural skills. An anti-bullying team have been established following completion of the Diana anti-bullying training and they work with the pastoral team to establish and promote anti-bullying strategies. Further information and advice is detailed in the school's Child on child anti-bullying Policy; a copy of which can be obtained from the school's website.

Monitoring Arrangements

All staff continually monitor the behaviour throughout the school and record incidents using the online log, 'MyConcern. Relevant categories are:- Child on child

Child on adult

Racist incident

Harmful sexual behaviour

Behaviour

Expectations of behaviour at extra curricular clubs (school managed)

We have high expectations of behaviour from the children who participate in our school staff led extra curricular clubs E.g. cross country

If children are not able to listen and respond appropriately so that the staff member has to spend time disciplining them, it spoils the club for the other children taking part.

Any child who seriously misbehaves on two consecutive occasions over two weeks will unfortunately not be able to continue with the club and parents will be given a refund for the remaining weeks.

Parents who are not in agreement with this method of maintaining good levels of behaviour are asked not to sign their children up for clubs.

Expectations of behaviour at extra curricular clubs (non school managed)

We have high expectations of behaviour from the children who participate in external run clubs e.g. netball, SCL.

We expect external club to have their own form of behaviour policy.

If a parent has a concern about behaviour in the club we ask that they contact the club provider directly to allow them to follow their processes.

If the concern is not resolved satisfactorily then parents should contact the Headteacher to share their concern.

Trip Behaviour

It is vital that all the children are kept safe, staying with their group and listening to the adults. Should children behave in an unacceptable way the following will be enforced:

- 1st warning verbal, explain to the child why their behaviour is unacceptable, remind them what will happen next if they continue
- 2nd warning - child to go with group leader
- 3rd warning - Headteacher will be called

This sequence applies to all children - those accompanied by their parents and those not.

Warnings are given by School Staff rather than Parent Helpers.

Document Management and Control

Initial Issue Date:	September 2019
Last reviewed / Revised:	April 2026 September 2027
Amendments made at last review	Zones of Regulation blurb updated Withdrawn children paragraph amended to reflect current practice Marvellous Me amendments made Mid year amendments made April 2026 due to 'Use of reasonable force' legislation.