

Avon House School

Behaviour and Discipline Policy (9a)

(Whole School including EYFS)



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Reviewed by:	AC	AC	AC	AC

Behaviour and Discipline Policy (9a) (Whole School including EYFS)

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued, celebrated and supported so that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and where good behaviour is promoted. This policy has been referenced to 'Behaviour in Schools' guidance from DfE September 2022.

Rather than a series of rules, Avon House has a Pupil Code of Conduct which sets out the standards expected. It is printed in the Prep Journal, signed by each child and displayed in the classrooms. In addition to this, each class creates their own Class Charter that is linked to the UNICEF Rights of the Child. Our behaviour policy is not primarily concerned with rule enforcement, but with promoting good behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to treat one another with dignity, kindness and respect. Good behaviour is central to a good education.

We treat all pupils fairly and apply this behaviour policy in a consistent way.

This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Assemblies provide an important forum for reinforcing values and celebrating achievement. They also allow for a school wide approach to looking at how our school community works together. Our weekly 'Celebration Assembly' commends the achievements of our pupils both in and out of school, where certificates, badges and other rewards are presented.

Going for Gold

Each class displays a chart made up of gold, silver, green, yellow, and red card on their wall. The pupils always start the day on the green panel. If the pupil's behaviour is positive the pupil's icon will be moved up the chart to silver and so on. At the end of the day if an EYFS pupil is on silver or gold they will receive the corresponding colour star sticker, Pre-Prep and Prep pupils will receive one house point for silver and two for gold. A pupil will only achieve gold with the consent of the class teacher (Note: House points given through the behaviour chart are for making positive choices only. Any points given for academic work, should not be reflected on a pupil's position on the chart). At the end of each day, the pupils' names will be reset on green. For those pupils in EY who have remained on Green, Silver or Gold will be

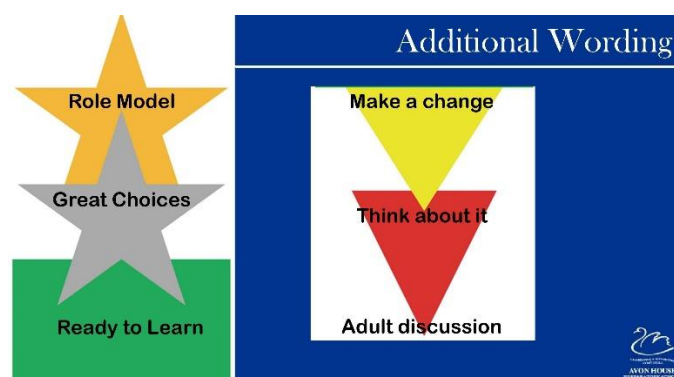
rewarded with a smiley at the end of the week. For those pupils in the Pre-Prep who have remained on Green, Silver or Gold throughout the week, they will be rewarded with Golden Time on a Friday afternoon. For those pupils in the Prep who have remained on Green, Silver or Gold throughout the week, they will be rewarded with the option of a Golden Lunchtime at the Wells at Friday lunchtime.

If, however a pupil's behaviour is not in line with the class charter, they will be given a verbal warning. If the behaviour continues, then they will be placed on yellow and then onto red. For pupils placed on yellow or red, a card will be given to them which will go to lessons that are taught by specialist staff. Pupils on red in EYFS will be given thinking time, whereas Pre-Prep pupils will have 5 minutes withdrawn from Golden Time. Prep pupils will miss the next break time, be it that day or the next, with timeout on 'The Wall'. Pupils who find themselves on red do have the opportunity to move back up the chart that day, however the sanction for the next break time or loss of Golden Time remains regardless. For a pupil who ends the day on red, verbal communication will take place between the class teacher and the parent/guardian and a record will be placed on their iSAMS record in the rewards and behaviours portal as this is visible to parents.

Continual escalated behaviour or persistent visits to red on the behaviour chart, will result in 10 minutes of reflection time at lunchtime with the Deputy Head (Pastoral) and, in addition, a telephone call to the parents will take place. This includes EYFS.

Pupil behaviour is also discussed at the start of the school year at the main staff meeting with all staff as well as at the Monday staff briefing, as a means to give information to all staff. Pupils will be reminded about good behaviour at the start of the year as they create their class charter and then on a regular basis through the assembly programme.

In the Prep Department, following a pupil survey, there was a request to provide clarity regarding the reasons why pupils were being moved down the behaviour chart. In response to this, the following wording was added to the behaviour chart to assist pupils in making the right choice, given the situation that they find themselves in:



Rewards

We praise and reward pupils for good behaviour in a variety of ways:

- Staff praise pupils.
- Each week, we nominate pupils from each class to receive an award for their behaviour in our 'Celebration Assembly'.

- We distribute smiley stamps to pupils in Foundation 1 and Foundation 2, and house points to pupils from Year 1 to Year 6 for good work and good behaviour, and to acknowledge outstanding effort or acts of kindness in school.
- Smiley and house point certificates are given to pupils in Assembly.
- School postcards can be sent home to inform parents of good behaviour.
- A 'Star of the Week' is awarded each Friday in each class from Foundation 1 to Year 6
- "Going for Gold" class charts.
- Children in EY who have remained on Green, Silver or Gold throughout the week are awarded an extra smiley at the end of the week
- Golden Time is awarded each week with the aim of each child in Year 1 and Year 2 keeping all their Golden Time, being the incentive for good behaviour.
- Golden lunchtime for Prep pupils who have remained on Green, Silver or Gold throughout the week.

Pupils are rewarded when they meet or exceed expectations. This is not exclusive to the work they produce in class but can be for:

- Kindness
- Good manners
- Honesty
- Take responsibility for their actions
- Persistent good behaviour
- Respect for each other
- Good effort
- Good work
- Listening
- Following their class charter
- Tidy working environment
- Personal development and keeping themselves smart (learning to tuck my shirt in)
- Walking carefully on stairs and when changing learning environment

(This is a list of examples but is not exhaustive.)

Early Years

Promoting positive behaviour in our young pupils is very important and we promote this by:

- Building the children's self esteem
- Ensuring the child feels valued.
- Giving lots of praise for good behaviour
- Listening to what the children say
- Using stickers and stampers
- Verbal feedback to parents at the end of the day

Banned Items

There are some items that the school discourages pupils from bringing to school. This is mainly due to pupils being upset if their item is swapped with another and they change their mind. These items are discussed with the pupils in class and an example would be Lego, Pokémon, or other collectable cards. Sensory fidget toys are discouraged unless the Inclusion Lead has suggested it would be helpful in class.

Screening, Searching and Confiscation

School staff can search a pupil for any item banned under the school rules if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Any and all searches will be conducted in such a manner as to minimise embarrassment or distress. For further guidance staff should refer to Screening, Searching & Confiscation: Advice for Head Teachers, Staff & Governing Bodies (DFE 2018)

School Visits

For health and safety reasons, a child may not be allowed to participate in a school visit if their behaviour is considered a threat to themselves or others. If there was a concern of this nature, parents would be informed well in advance of the visit taking place with a view to resolving the behavioural problem. Occasionally, it may be deemed necessary to undertake a risk assessment in order to decide whether a child participates in a school trip/activity. In the Prep, pupils will be required to sign a code of conduct to confirm they understand the acceptable behaviour on the trip.

Behaviour outside of school premises

The school can sanction a pupil for misbehaviours outside of school in reasonable circumstances this could include:

- Online conduct
- When wearing school uniform
- When travelling to or from school
- Affecting the orderly running of the school
- Affecting the reputation of the school
- Posing a threat to another pupil
- When taking part in any school organised or school related activity

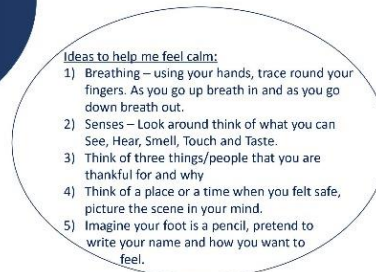
Support for Pupils

The School uses various support systems to help pupils who are struggling to conform. These include behaviour charts/diaries, behaviour plans, report cards, mentoring, regular review meetings and other systems that are devised with the family.

In the Prep Department, the “Calm Me Time” card was adopted to encourage pupils to self-regulate their behaviour. In Years 3 & 4, under the guidance of the class teacher, if a pupil is showing distressed behaviour, or if having been moved to Yellow on the behaviour chart, they are in a risk of moving to red, they can have some time out. Pupils will take the card and go out of the classroom with the additional adult and for 2 minutes, use the strategies on the reverse of the card to calm down and then re-engage with the lesson.

In Years 5 & 6, pupils will be encouraged to identify their own need to use the card and will go to a designated space outside of the classroom to use the calming strategies. As previously mentioned, this card will be used if the pupil feels distressed or they are on yellow and need

to calm down and re-engage with the lesson. Administering this card will follow a 3-2-1 process: 1 pupil at a time, a pupil may use the card 2 times in a day and no more than 3 days in a week.



The school acknowledges all the efforts and achievements of pupils, both in and out of school. Assemblies celebrate pupils' achievements out of school, for example, music or swimming certificates.

Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e., by avoiding sarcasm or words that might humiliate the child.

Unacceptable behaviour is:

- that which can damage/hurt (in any way) a person or their property;
- that which is offensive or inconsiderate.
- that which interferes with the rights of teachers to teach and children to learn.

(Refer to Appendix for sanctions, negotiable and non-negotiable choices and our behaviour continuum)

The school employs a number of sanctions to enforce the school code of conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

We expect all pupils to adhere to the Pupils' Code of Conduct. This code is signed by pupils in the Prep Department and is visible in their prep journal (see Appendix III).

The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part (as appropriate). If a pupil repeatedly acts in a way that disrupts or upsets others, the school contacts the pupil's parents and seeks an appointment to discuss the situation, with a view to improving the behaviour of the pupil.

If a pupil in Year 1 or Year 2 does not behave in line with the class charter or hasn't tried their best, they may lose Golden Time. If a pupil in the Prep Dept appears on the red area of the "Going for Gold" chart, they will spend the next morning break on "The Wall" in the Prep playground. Pupils in Early Years have thinking time if they struggle to behave, in line with their class charter or expectations.

Examples of behaviour that could foster a discussion with the pupil or parent can be found on our behaviour continuum in the appendix.

Note: If a child receives a Stage 2 or 3 sanction then in subsequent school years the SLT could decide to commence sanctions from Stage 2 or 3.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own class charter, which is agreed by the pupils and displayed on the wall of the classroom. In this way, every pupil in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during class time. Pupil behaviour is also discussed in PHSEE lessons and as part of The Rights Respecting Schools, as well as in assemblies.

To restore positive behaviour, some children may have behaviour charts or books. These are reviewed by the Heads of Department.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear.

Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils.

Fixed term and permanent exclusions

We do not wish to exclude any pupil from school, but sometimes this may be necessary.

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governors. The school informs the parents how to make any such appeal.

The Governors convene an Appeals Panel which is made up of between three and five members. The Appeals Panel considers any exclusion appeals on behalf of the Governors.

When an Appeals Panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

If the Governors' Appeal Panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Restorative Practice

Restorative practices are proactive practices that support us to build culture and community at Avon House. They include our proactive cultural and organisational

practices – what we do, all the time and on purpose, to build connections, develop community and strengthen relationships – as well as restorative justice processes to respond when harms occur, focusing on repairing harm and relationships when something has gone wrong.

At Avon House, our preventative practices support us to build and maintain relationships. We build relationships by creating a strong culture and classroom practices, rooted in relational and restorative principles. We maintain relationships by explicitly teaching children the skills they need to understand emotions and social interactions, respond to each other with kindness and solve problems when they occur. As a result, all staff and pupils with positions of responsibility are trained in how to use our three key questions that are the framework for our restorative practice:

1. What happened?
2. How did it make you feel?
3. What can be done to repair the harm and make things right?

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school develop a calm and safe environment where boundaries are clear and modelling of expected behaviours is evident around the school site.

The class teacher treats each pupil fairly and enforces the pupil and classroom code consistently. The teachers treat all pupils in their classes with respect and understanding.

If a pupil misbehaves repeatedly in class, in the first instance the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT, Deputy Head or the Head Teacher.

The class teacher liaises with the Inclusion Lead, Head of House and Head of Department, as necessary, to support and guide the progress of each pupil.

The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil. This will be recorded in the class incident and concerns books.

The role of the Deputy Head (Pastoral)

The Deputy Head (Pastoral) will become involved once the class behaviour management procedures have failed. Continual escalated behaviour or persistent visits to red on the behaviour chart, will result in 10 minutes of reflection time at lunchtime with the Inclusion Lead and, in addition, a telephone call to the parents will take place.

Where a pupil is presenting persistent significant behavioural difficulties, a behaviour Individual Outcome Plan (IOP) to bring about improvements will be written. Relevant staff, agencies and parents will be involved. Behavioural/social targets will be set. They will be

communicated to the pupil, their parents, relevant staff and any outside agencies involved with the pupil. These targets should be specific, achievable by the pupil and for a timed period. To protect all vulnerable parties, the House Leader should be involved in the initial stages to ensure the pupil fully understands the implication of the situation. All meetings must be recorded.

If a pupil's behaviour gives cause for serious concern, we can give additional support in school to try to put it right. We can seek the assistance of an Educational Psychologist, social worker or other relevant agencies.

At Avon House we are keen to ensure that we do not discriminate through application of the Behaviour Policy against pupils whose apparent behaviour may be a function of their SEND, disability, racial and or cultural background.

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety, and welfare of all pupils in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. New staff will have training on the school expectations of pupil behaviour during staff induction.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misconduct. For repeated or very serious acts of misconduct, the Head Teacher may permanently exclude a pupil. These actions are taken only after the school Governors have been notified.

The role of parents

The school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.

We explain our expectations for behaviour in the parent handbook and we expect parents to read and support them.

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to encourage good behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes. Incident sheets are kept in the Sanctions Book. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

Corporal punishment is prohibited in all schools and nurseries and is a criminal offence. In no circumstances should physical chastisement or corporal punishment be used in any part of the school, including EYFS. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. The Governors and Head Teacher cannot support staff who use physical punishment in school.

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Reviewed February 2023 AC
Reviewed August 2023 AC
Reviewed January 2024 JM
Reviewed August 2024 AC
Reviewed August 2025 AC

Appendix I

Whole School Behaviour Sanctions

Sanctions apply to all pupils in school, however they may vary according to the age of the pupil. Sanctions will never be instigated without the knowledge of the class teacher. Where appropriate, sanctions that are put in place will be discussed at a staff meeting and a note circulated to part time staff. If a pupil has already received a sanction for a similar offence the school may decide to start any subsequent sanction at a higher stage.

Initial Sanctions

EYFS

In the initial stage, EYFS pupils will follow the procedure below:

- A verbal warning with a reminder of expected behaviour.
- In Early Years, on the second warning the pupil will be moved to yellow on the behaviour and nearer to the teacher.
- In Early Years, on the third warning the pupil in Early Years will have thinking time and will be moved to red on the behaviour chart. An appropriate sanction at this point would be to miss playtime and a telephone call to a parent will be made.

(Pupils in EY may be moved straight to red depending on the nature of the behavioural incident, for example if it was an intentional physical action towards another pupil.)

Pre-Prep and Prep

In the initial stage, Pre-Prep and Prep pupils will follow the procedure below:

- An initial warning will be given.
- Pupil will sit closer to a member of staff or sit away from others in the classroom.
- In Pre-Prep, after the second warning, the pupil will be moved down the behaviour chart to yellow and then if they are subsequently moved to red on the third warning, 5 minutes of Golden Time will be withdrawn.
- In Prep, after the second warning, the pupil will be moved down the behaviour chart to yellow and if they are subsequently moved to red on the third warning, an appropriate playtime on "The Wall" is given.

(Pupils in the Pre-Prep and Prep may be moved straight to red depending on the nature of the behavioural incident, for example if it was an intentional physical action towards another pupil.)

These sanctions do not need to be recorded unless the pupil is repeatedly challenging or if they are moved to red (this will be recorded on isams) and a diary of events needs to be kept. If this occurs, then a record will need to be made on CPOMS.

If this does not have a positive effect on the child it may be necessary to move to Stage 2

Second Stage Sanctions

- Referral to the Deputy Head who will speak to the pupil.
- Missed playtimes.
- Supervised playtimes, where the child is closely monitored by an adult or taking separate playtimes for a fixed period.
- Eating lunch separately from peers
- Loss of privileges and extracurricular clubs.
- Pre-Prep, including Early years, a weekly behaviour chart that is signed off daily by the class teacher – this will be reviewed at the end of each week for a two-week period. Feedback will be given to the child and parent.
- Prep report card – this will be reviewed after 3 weeks by Prep Lead and, if required, stage three will be followed.

These incidents will be recorded on CPOMS and the parent will be notified. Second stage sanctions will only be revisited twice in any one academic year before stage 3 sanctions are put in place.

Third Stage Sanctions

- Referral to the Head Teacher.
- Meeting held with the parents. At this meeting, time scales and appropriate sanctions will be set with the parents.
- Roles of responsibility will be reviewed (where applicable).
- Loss of privileges e.g., withdrawal from the playground, tea timers, school visits, residential or sports events.

This will be recorded in the Sanctions book and the parents will be notified. This book is held securely in the Head Teacher's Office.

In extreme cases, a pupil may be excluded from school. This will involve consultation with the parents and will be recorded in the School Sanctions Record, which is kept in the Head Teacher's Office.

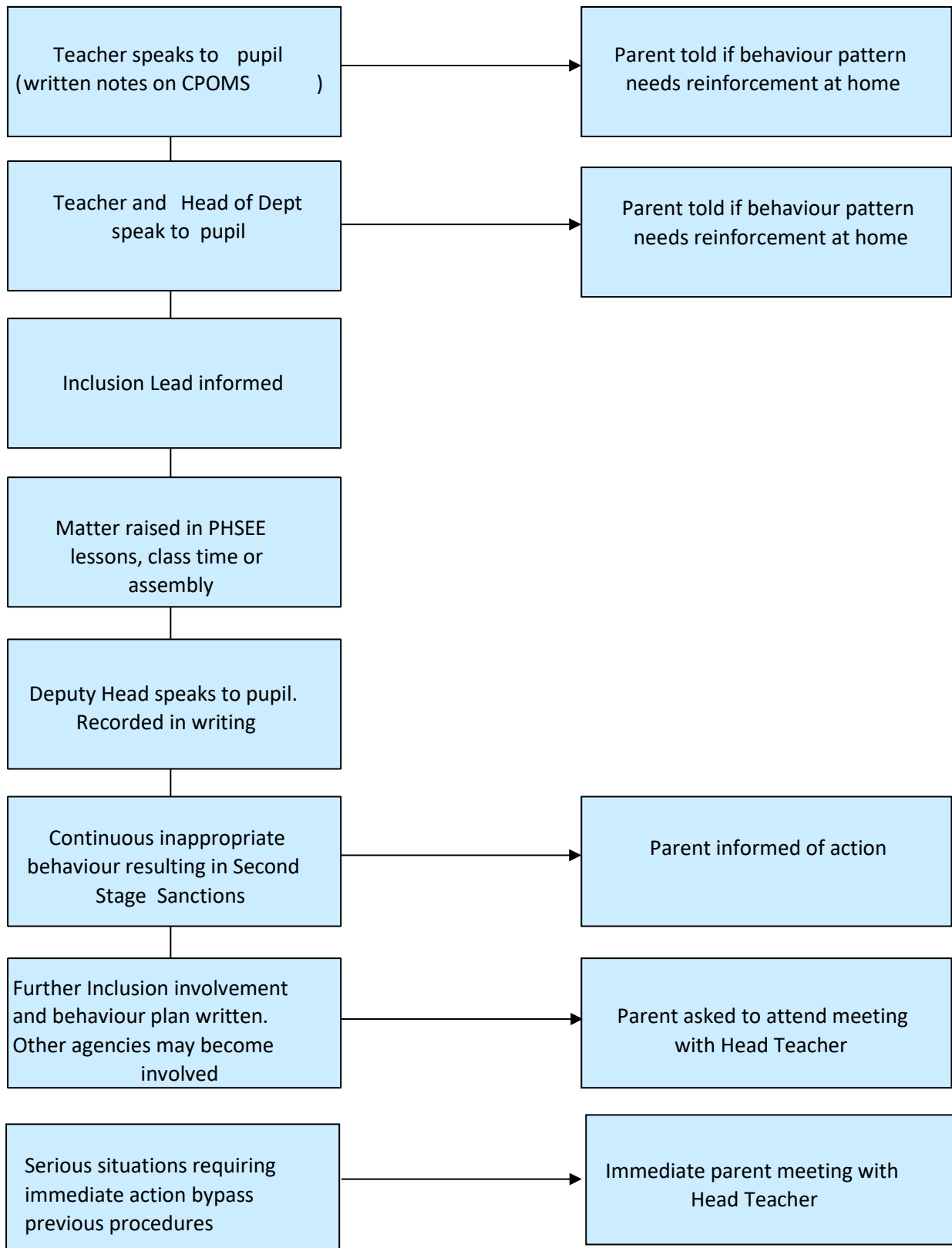
Support following a sanction

During a sanction or after a longer-term sanction has ended the school staff will offer support to the pupil to maintain good behaviour in future. This could include;

- Regular catchups with the pupil
- Advice on how to rebuild relationships
- Discussion with pupil and parent

Appendix II

Lines of Communication and Procedure



Appendix III

Pupils' Code of Conduct

1. Arrive at school on time
2. Be prepared for your learning
3. Listen and follow instructions
4. Persevere and always try your best
5. Be brave and ask for help & try something new.
6. Be kind – thinking of yourself & others

Remember: Do the right thing, at the right time, for the right reason.

Appendix VI

Non-negotiable and Negotiable Choices

Non – Negotiable Choices	Negotiable Choices
• Arrive at school on time	• Have breakfast before coming to school
• Make positive choices	• Use the Calm me card to help you make better choices
• Listen and follow instructions	• What you are doing when you are listening and following instructions
• Always try your best	• Ask for work to be set that builds your confidence
• Ask for help	• When you ask for help
• No physicality to yourself or others	• Express your emotions in a way that doesn't hurt yourself or others
• Taking something that doesn't belong to others without permission	• Borrowing equipment from staff or pupils
• Be honest	• How you communicate your truth
• Have everything you need for the day to be successful	• Embracing extra-curricular opportunities

Appendix V Behaviour Continuum

Avon House Behaviour Continuum

The following are just suggestions, the enforcement of the sanctions needs to be applied after considering the best option for all parties involved.

Sanction	Level 1: Yellow Card	Level 1: Red Card	Level 3	Level 4
Actions	• Disrupting class • Swearing • Answering back • Not following instructions • Not completing homework • Not having the correct equipment • Breaking school equipment • Incorrect uniform • Misuse of Chromebook in lessons • Being rude to adults or children	• Being given another yellow card for the same reason. • Being physical to a pupil or teacher • Vandalising school property • Repeated actions that would be determined as bullying • Peer on Peer abuse • Inappropriate use of Chromebook	• Repeated red cards being given in a half term. • Bullying	• Having been on report more than two times in an academic year • Physicality against a member of staff • Racist or homosexual peer on peer abuse • Illegal use of chromebook
Responsibility	All Staff	Class Teacher/ Phase Lead	Deputy Head / Inclusion Lead	Head Teacher
CPOM's	All Staff	Class Teacher/ Phase Lead	Deputy Head / Inclusion Lead	Head Teacher