



AYLWARD PRIMARY SCHOOL

BEHAVIOUR POLICY

GB Committee Responsible:	Quality and Standards
Reviewed by:	Gemma Kilkenny
Review Date:	September 2026
Approved by Committee:	24 th September 2026
Next Review Date:	September 2027

The school will implement this policy in conjunction with our:

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Positive Handling and Restrictive Interventions Policy
- Special Educational Needs and Disabilities Policy
- Equality Policy

At Aylward, the Governing Body sets out the Behaviour Principles Written Statement, which establishes the values and expectations that underpin behaviour in our school. These principles reflect our vision and values - ensuring that every child feels safe, respected, included, and able to achieve their best.

The Behaviour Policy is developed by the Headteacher and staff to put these principles into practice in day-to-day school life. It sets out the expectations, rewards, consequences, and procedures that guide behaviour across the school.

The Governing Body reviews both the Behaviour Principles and the Behaviour Policy annually to ensure they remain consistent, fair, and effective. Together, they provide a coherent framework for creating a positive, respectful, and aspirational learning environment.

AYLWARD SCHOOL MISSION STATEMENT AND AIMS

“INSPIRE, ENJOY, ACHIEVE”

To fulfil this vision, all members of the school community should:

- Feel safe, secure, and included.
- Be challenged and supported to reach the highest standards.
- Feel valued, respected and treated fairly.
- Feel enthusiastic and happy about coming to Aylward.
- Demonstrate kindness and respect towards themselves and others.
- Show determination when facing challenge and take pride in their efforts.
- Develop a sense of confidence, honesty and responsibility for their own learning.

Aylward provides an environment where children:

- Are treated as individuals.
- Can achieve their best.
- Are encouraged to have high aspirations.
- Become confident, determined and independent learners.
- Develop the knowledge, skills and attitudes needed for life-long learning.
- Celebrate uniqueness and diversity.
- Are encouraged to build positive and respectful relationships and make a positive contribution to the school and wider community.
- Understand the importance of honesty and taking responsibility for their actions.
- Are encouraged to appreciate and enjoy our history and spacious grounds.
- Are encouraged to live healthy and active lives,
- Are encouraged to express themselves through language, the arts and through sport.

The behaviour policy underpins and complements the school’s vision, mission statement and aims. It is rooted in the Aylward Values of Kindness, Determination, Respect, Honesty and Responsibility and aims to support pupils in developing self-discipline, independence and consideration for others within a happy, safe and secure environment that is conducive to effective teaching and learning.

Through the PSHE curriculum, assemblies and wider opportunities, pupils learn to listen to and empathise with others, show kindness and respect, persevere when faced with challenges, act honestly and take responsibility for their choices. This supports the school’s commitment to equality, inclusion and positive relationships. A strong partnership with parents and carers is considered vital and is actively encouraged.

Aim of the Behaviour Policy

SCHOOL ETHOS

- We promote an awareness of everybody's individual needs and aim for everybody to be valued in a community. Each child is aware of their rights and responsibilities and will have helped to produce their Class Contract/ Expectations.
- We expect good behaviour to be modelled by all adults in the school and we expect everyone to take pride in our school, in particular: their class, their work, their environment and their relationships.
- We expect all staff to treat children fairly, consistently, and sensitively. We ask them to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner.
- We celebrate and praise children's achievement and success.
- We recognise and celebrate the diversity of our children and staff.
- We value parental support in working collaboratively to find solutions to behaviour management issues.
- Positive behaviour strategies and sanctions are practised in a systematic, consistent way by all adults in the school.
- The Aylward Values of **Kindness, Determination, Respect, Honesty and Responsibility** underpin our approach to behaviour and are actively taught, modelled and encouraged across the school. Pupils are expected to show kindness towards others and themselves, and to treat all members of the school community with respect so that everyone feels safe, valued and able to learn. They are taught to demonstrate determination by persevering, responding positively to challenge and learning from mistakes. Honesty is encouraged by supporting pupils to reflect truthfully on their choices, actions and learning. Pupils are also expected to take responsibility for their behaviour, effort and conduct, including listening carefully, working cooperatively, making appropriate choices and completing work to the best of their ability. Through these values, pupils develop the attitudes and behaviours needed to succeed in school and contribute positively to the wider community.
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- A classroom contract is agreed by pupils at the start of each year and displayed in each classroom. The playground, lunch time (Pupil Parliament Hall rules) and corridor rules are discussed and understood.

- To help the children become responsible for their behaviour, there are agreed consequences that follow when rights are disrespected. Children are always reminded of their rights and others' rights before the consequences are applied. When staff are worried about a child's behaviour, they will contact the parents to try to resolve any problems.
- Through this policy, we aim to ensure that behaviour in the school is of a high standard and that pupils have the necessary tools to manage their own behaviour as well as to respond appropriately to others.

OBJECTIVES OF THE BEHAVIOUR POLICY

- To develop a consensus of expectations regarding behaviour.
- To ensure that all staff, governors, children, parents, and members of the school community recognise the importance of good behaviour in school and understand the policy.
- To ensure that all staff implement the policy fairly and consistently.
- To develop a well-disciplined atmosphere in the school where effective learning can occur.
- To develop a caring and positive attitude to others by valuing and listening to and respecting the views of others.
- To help keep children safe by ensuring they develop consideration for their own and others' safety.
- To help children understand the importance of politeness and good manners.
- To develop children's responsibility towards others and themselves.
- To develop children's understanding of their own and others' rights to a good education that is free from disruption.
- To develop children's communication skills so that they can express feelings without becoming frustrated.
- To nurture children's self-esteem.

THE PRINCIPLES FOR BEHAVIOUR IN THE SCHOOL AND THE CLASS ARE GUIDED BY OUR AYLWARD VALUES:

All members of the school community have roles and responsibilities in promoting and abiding by these values:

- ❖ Kindness
- ❖ Determination
- ❖ Respect
- ❖ Honesty
- ❖ Responsibility

WHAT CHILDREN CAN EXPECT OF STAFF:

- That all staff will promote positive behaviour.
- That at the start of each year, all staff will receive annual training on behaviour and the content of our behaviour policy. New staff to the school during the school year, will receive this training during their induction meeting with the Deputy Headteacher.
- That at the start of each year, all children will be re-introduced to the Aylward behaviour expectations (including the Aylward Values), both in their classroom and during Friday's AAA assemblies.
- That at the start of each year, every class will devise a class contract to focus on the Rights and Responsibilities of that class to ensure a positive working and learning environment which promotes a positive ethos that respects everybody's rights.
- That staff are aware of the social, emotional, and learning needs of the children in the school and take these into account when dealing with behaviour.
- That staff will treat all children fairly and consistently and children will be listened to.
- That staff will ensure that classrooms and playgrounds are positive and stimulating environments.
- That good work, behaviour, and attitudes will be praised and rewarded, both in the classroom and around the school.
- That staff will help and support children to develop excellent learning behaviours.
- That teachers will plan opportunities within lessons to develop self-reflection and self-esteem.

- That staff take all child-on-child abuse, bullying, sexism, sexual harassment, racism, and homophobia very seriously. Children will be told when and how the issue will be dealt with. Aylward Primary School will never tolerate bullying of any form. Bullying is a persistent abusive behaviour, which can be physical, verbal, or psychological, directed by an individual or group against an individual. Harassment is a form of bullying.
- That staff understand that harassment occurs when someone is victimised because of his or her ethnicity, gender, disability, or sexuality. Bullying and harassment will not be tolerated in the school. All instances are taken seriously since they can damage the quality of life for the individual and the whole school community. Following an investigation, incidents will be recorded and referred to a member of the Senior Leadership Team, who will contact the parents/carers of the child involved to discuss the incident, and appropriate sanctions given. This will be recorded in our School Behaviour Log.
- That staff will use the 'Zones of Regulation' displays to identify and respond to children's emotional state and provide appropriate self-regulation strategies.

WHAT ADULTS IN SCHOOL EXPECT OF CHILDREN:

- That children treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults, and children.
- That children follow the school's behaviour expectations and class expectations/ contract and behave appropriately. They know that sanctions will be put in place if children do not adhere to expectations at any time during the school day.
- That children make the most of learning opportunities by developing excellent learning behaviours and becoming responsible, successful learners.
- That children listen to each other and to all the adults in the school and respect each other's feelings; to say what they think without hurting others – **'talk it out to sort it out'**.
- That they attend school every day, arrive on time, line up calmly, and enter school ready to learn, participate and play an active role.
- That children will share their emotions with staff through the use of the 'Zones of Regulation' displays in their classrooms and make use of the self-regulation strategies made available to them.

PARENTAL / CARER SUPPORT

- To embrace and endorse a rights' respecting attitude with their child/children
- To support the school in its Behaviour Policy.
- To talk to their children about the school expectations of work and behaviour.
- To encourage children to discuss problems.

- To attend parents' evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning.
- To ensure that their child attends school daily and on time.
- To be a good role model for their own children and for others in school.

WHAT WE UNDERSTAND TO BE UNACCEPTABLE BEHAVIOUR

The purpose of the introduction of a school strategy for dealing with unacceptable behaviour is to train children to behave well and not to allow the culture of 'it's cool to be a fool' to develop. These strategies will be implemented alongside the school's PSHE curriculum.

The following are considered examples of unacceptable behaviour at Aylward and will be challenged:

- Answering back to an adult.
- Refusal to follow instructions.
- Deliberately hurting someone else.
- Putting down someone else, e.g. gender, race, ability.
- Repeatedly disrupting the learning of others.
- An action that puts at risk or harms the safety of others.

IDENTIFICATION OF CHILD-ON-CHILD BULLYING/ABUSE

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. The most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils.

All staff understand the importance of challenging inappropriate behaviour between children. Staff do not downplay certain behaviours as "just banter" or "boys being boys" and are aware that this can lead to a culture of unacceptable behaviour, an unsafe environment for children and a culture that normalises abuse.

All staff understand that even if there are no reports of child-on-child abuse, this does not mean it is not happening. If staff have any concerns about child-on-child abuse, they speak to the designated safeguarding lead (DSL) or a deputy.

At Aylward, we have a zero-tolerance approach to child-on-child abuse. There are clear systems in place for children to report abuse (see procedure below)

Although these signs and behaviours could indicate other problems, bullying should be considered a possibility and should be investigated if a pupil:

- is frightened of walking to or from school or changes their usual routine.
- is unwilling to go to school (school phobic), feels ill in the morning or has erratic attendance.
- is reluctant to go out to play and/or has sudden changes in friendship groups.
- is isolated in the playground, dining-room or during games etc.

- becomes withdrawn, anxious, or lacking in confidence.
- becomes aggressive, disruptive, or unreasonable.
- begins to do poorly in schoolwork.
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money or has money continually "lost".
- has unexplained cuts or bruises.
- is bullying other children or siblings.
- is frightened to say what is wrong.
- shows physical signs of distress (stops eating, starts stammering, starts bed-wetting, cries themselves to sleep or has nightmares).
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.
- gives improbable excuses for any of the above.

REWARDS AND SANCTIONS

"Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed... this does not mean that punishments are not necessary. Schools need to establish a healthy balance between rewards and sanctions." Elton Report 1989

It has been found that the standards of behaviour are better where there are balanced combinations of rewards and sanctions within a caring community. Additionally, standards of behaviour are also higher where there are consistently applied rewards and sanctions. It is essential that children understand why they are given a reward or a sanction.

REWARDS

- Should cover the broadest range of academic and non-academic achievement as possible
- Should be accessible.
- Should be desirable.
- Are most effective when immediate.
- Should be paired with social praise.
- Should be consistent.
- Should not be over-used.

SANCTIONS

- Is it reasonable?
- Is it related to the behaviour?
- Does it keep dignity and respect intact?
- Does the child learn from it?
- Can be negotiable to bring about a changed behaviour (e.g. behaviour support plan).

It is expected that all members of staff will have their own strategies for dealing with minor incidents and will continue to use them. However, if behaviour continues despite those strategies, then the following school strategy should be implemented.

AYLWARD REWARDS AND SANCTIONS

Rewards	Sanctions/ Consequences
<p>Building positive relationships Smile/encouragements/praise which is meaningful and specific</p> <p>KS2 Traffic Lights All children start on Green each day – range: Red to Gold</p> <p>House Tokens Aylward House Tokens – for progress, learning behaviours and citizenship. All individual class systems feed into house system. The winning house is celebrated each week in the AAA assembly. The winning house of the term is celebrated by an end of term mufti-day.</p> <p>Stickers (including Aylward Values stickers) / stars/ badges/ certificates</p> <p>AAA – Aylward Achievement Awards 1 x good learning (children to bring copy of work to assembly) and 1 x Aylward Values – to be celebrated in the AAA assembly</p> <p>SLT Awards Sent to a member of the SLT / Headteacher for exceptional work/ learning/ achievement. Children receive a leadership sticker / a gold Headteacher sticker.</p> <p>Headteacher Award certificates</p>	<p>All children start at expected behaviour (sunny/ green)</p> <p>EYFS/ KS1 Sunny to Partly Cloudy to Cloudy</p> <p>KS2 Traffic Lights Range: Green to Amber to Red</p> <p>1) Verbal - Warning - Reminder of expected behaviour 2) Partly cloudy/ Amber - 2nd Warning – reminder 3. Cloudy/ Red – thinking time in a specified area within your classroom i.e., 5-10 mins time out for reflection/ change in behaviour (age related) – part of break time may also be missed at this point. 4. Sent to other class in year group for up to 15 mins to reflect on learning behaviour (the class teacher MUST inform parents in this case at the end of the same school day). 5. If a child is displaying similar behaviours for the second time, the child will be sent to the Phase Leader. The Phase Leader or Class Teacher MUST inform parents in this case, at the end of the same school day. The Phase Leader must report this on the school’s Behaviour Log.</p> <p>There may be occasions when a pupil bypasses the process as their behaviour is seen as too severe.</p>

<p>Awarded at the end of half-term assemblies. Children's names are also publicised in the school newsletter</p> <p>Tea with the Headteacher: At the end of each term, one child is selected from each class to attend, in recognition of excellent behaviour and learning attitude over the term.</p> <p>External Achievements: Families are asked to communicate news of achievements and this shared in AAA assemblies and in the school newsletter.</p> <p>Additional rewards: Message to parents about good news – verbally or in writing. Additional time on a chosen activity Whole class reward (end of term or unit as a treat)</p>	<p>Next steps: Involvement SLT - AHT Behaviour Lead (Sadie Moorhouse) AHT Behaviour Lead will escalate to SLT as appropriate. Setting up a Behaviour Support Plan Internal suspension Fixed Term suspension Permanent exclusion</p>
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PLAYGROUND

Consequences for negative behaviour

The Aylward approach to playground behaviour aims to keep pupils safe and happy. We also encourage pupils to play together cooperatively and with care.

Behaviours that are unacceptable and will be challenged at Aylward, include but are not limited to:

- Intentional physical violence (e.g. kicking, punching, wrestling) -person to person contact.
- Repeated verbal aggression towards others (e.g. intimidating language – including negative racial or religious language, significant verbal harassment).
- Insolence to a member of staff, including repeated failure to follow a member of staff's instructions.
- Theft – something taken from someone's permanent possession.
- Intentional dangerous play, which could result in injury to self or others (e.g. play fighting, climbing on roof, climbing trees).

THE PROCESS

It is expected that ***all*** members of staff will have their own strategies for dealing with minor incidents in the playground and will continue to use them (e.g. walking with the teacher, reminding pupils of the rules, standing at the wall, separating pupils etc). However, if behaviour continues despite those strategies, then the following school strategy should be implemented.

Time-Out Procedure: (15 mins in KS1 and KS2)

If pupils fail to follow the break time rules, we will use the following 'Time-Out' procedure:

- The member of staff issuing the 'Time-Out' will email the school office/fill out a form and hand in to the office (available in the office/staffroom) for the following school day. A member of the school office team will log the incident on Arbor.
- The child will miss the first 15 minutes of their 'play' time (not the 30-minute lunch period), on the next school day, outside the office / classroom of the allocated member of the Leadership Team (if any of the team are absent, they will swap within their Phase). The child will use this time to reflect on their actions and complete the reflection form.
 - Monday – Miss Kilkenny
 - Tuesday – Mrs Moorhouse
 - Wednesday – Ms Lopes
 - Thursday – Mr Rees
 - Friday – Miss Khan
- The office team will inform, via email, the SMSA supervisor, the SLT, the class teacher and the relevant Phase Leader by 11am on the day of the Time-Out, giving the specific reason for the Time-out.

PERSISTENT MISBEHAVIOUR PROCESS

1. FIRST INCIDENT IN A TERM

If a pupil is withdrawn from the playground, the incident will be logged on the school system.

2. TWO SEPARATE WITHDRAWALS IN A TERM

If a pupil is withdrawn from the playground for two separate incidents in a term, the office will send a 'Time out' letter home with the child.

3. THREE SEPARATE WITHDRAWALS IN A TERM

If a pupil is withdrawn from the playground for three separate incidents in a term, the office will notify the relevant Phase Leader and a meeting will be arranged between the Phase Leader and the parents. If behaviour incidents consistently involve the same pupils, separate playground zones or split lunch times may be implemented at this stage.

FOUR SEPARATE WITHDRAWALS IN A TERM

Phase Leader, class teacher, parents & pupil meet to plan future action. A simple Behaviour Support Plan is developed over a half-term period. Class Teacher and Phase leader to monitor and communicate progress with both relevant SLT member and parents.

SUSPENSION / EXCLUSION (see also Exclusion Policy):

Only the Headteacher can take the decision to externally suspend/exclude a pupil. This authority is delegated to the acting Headteacher in charge of the school when the Headteacher is absent.

There will be occasions when a pupil bypasses the process as their behaviour is seen as too severe. In these cases, External or Internal Suspension/Exclusion may be implemented depending on the severity of the incident and at the discretion of the Headteacher.

Possible reasons for exclusions include but are not limited to:

- Persistently hurting or bullying other students.
- Defiance and refusing to obey a member of staff
- Deliberate use of inappropriate language to a member of staff or pupil.
- Persistent racial / religious abuse.
- Endangering the safety of others.
- Refusal to agree to a behaviour plan.
- Breaking a behaviour plan.
- Deliberately bringing an offensive weapon into school.
- Deliberately bringing illegal substances into school.
- Deliberate extensive vandalism.
- Preventing staff from teaching through disruptive behaviour.
- Violence towards a member of staff.

Suspensions/Exclusions could be for a fixed term or permanent. The Headteacher will notify parents immediately if the child is behaving in a way that suspension/exclusion may become an option.

BULLYING

See separate Anti-Bullying Policy.

OUR AYLWARD VALUES:

At Aylward, we strive to uphold our values. Stickers will be given to children when they are observed promoting these values. Pupils are taught about the Aylward Values in the contexts of themselves, others and our community. Events throughout the school year also connect to and promote our values.

	Kindness	Determination	Respect	Honesty	Responsibility
Self	I am kind to myself and speak positively about my efforts.	I try my best and learn from my mistakes. I don't give up, even if something is tricky.	I value myself and my achievements. I treat myself with respect.	I am honest with myself and ask for help when I need it.	I take responsibility for my own learning and choices. I make safe choices.
Others	I am polite, kind and helpful towards others. I include others.	I encourage others to try their best and celebrate their efforts.	I listen carefully to others and value their ideas.	I tell the truth, even if it is difficult.	I take responsibility for how I affect others.
My Community	I help to make our school a friendly, welcoming place.	I help our school community to improve and succeed together.	I show respect by treating everyone equally and fairly. I speak up if something is unfair.	I do the right thing even when no-one is watching.	I look after our school environment and all belongings.
Events/ Opportunities	Anti-bullying Week Harvest Festival Mental Health Week	Competitions (Times Tables, Spelling Bee) Sports Day Tournaments	Equality Week Pupil Parliament International/RE Day	Online Safety Week	Pupil Roles (Eco-Rep, Pupil Parliament, Sports Leaders, House Captains) School Trips

CORRIDOR BEHAVIOUR

All members of the school community will:

- Walk in the corridors with hands behind their backs (except on stairs).
- Move around quietly.
- Avoid touching any displays.

Teachers will:

- Insist on their class walking quietly.
- Keep their class to one side of the corridor.
- Have regular 'stopping points' to gather the line together, including in stairwells)
- Take time to train their class to walk quietly and sensibly.

All members of staff will:

- Challenge pupils who are running and will ask them to return a short way back to walk.
- Remind pupils to move around quietly.
- Compliment pupils or classes who are walking sensibly and quietly.
- Escort pupils to their classrooms, assembly hall, playground doors etc.

Remember:

- Teachers should use professional judgement when allowing children in Key Stage 2 to use the toilets during lesson times (please refer any concerns to Phase Leader or Senior Leadership Team). Children should be encouraged to use the toilets during break times to avoid missing key learning in class.
- Any behaviour that is not challenged is accepted!