

ASHCROFT INFANT AND NURSERY SCHOOL

Providing the best start in life for all children



Behaviour Policy and Statement of Behaviour Principles

Headteacher: _____

Chair of Governors: _____

Person Responsible for Policy and Review: Headteacher

Policy Type: Statutory

DOCUMENT AND VERSION CONTROL

Version	Author	Implementation Date	Revision Detail
1.0	Jayne Fellows	September 2026	Completely rewritten to reflect current legislation, guidance and KCSIE 2026

Ratified by Governors: September 2026

Review Date: September 2027



Ashcroft Infant and Nursery School

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Purpose and aims

At Ashcroft, every child has the right to a happy and safe school life. We want every child to reach their potential in learning and social development. We understand that behaviour is something children learn. Through clear routines, positive relationships, encouragement and appropriate support, we help children to make good choices, repair mistakes and begin again.

This policy sets out the culture, expectations, support and responses that help us maintain a calm, safe and inclusive school. It applies to Nursery, Reception and Key Stage 1 and is interpreted in a way that is appropriate to each child's age and stage of development.

The policy aims to:

- Create a positive culture in which children feel safe, valued and ready to learn
- Teach children the behaviours and routines that help everyone to belong and succeed
- Set clear, high and age-appropriate expectations
- Recognise effort, achievement, kindness, honesty and improvement
- Respond to behaviour consistently, fairly and proportionately
- Understand the need, communication or safeguarding concern that may sit behind behaviour
- Provide support and reasonable adjustments without lowering our aspirations for children
- Work in partnership with families and relevant professionals

Legislation and guidance

This policy reflects the school's duties and the current Department for Education guidance, including:

- The Education Act 2002, including the duty to safeguard and promote pupils' welfare
- The Education and Inspections Act 2006, including duties relating to behaviour policies, behaviour principles and the power to confiscate property
- The Equality Act 2010
- The Children and Families Act 2014 and the SEND Code of Practice
- Keeping Children Safe in Education 2026
- Behaviour in schools advice for headteachers and school staff
- Preventing and tackling bullying
- Searching, screening and confiscation guidance

- Restrictive interventions, including the use of reasonable force in schools
- Suspension and permanent exclusion guidance
- Supporting pupils with medical conditions at school
- Sharing nudes and semi-nudes advice for education settings

As a maintained school, Ashcroft publishes its Behaviour Policy and written statement of behaviour principles.

Behaviour principles and definitions

Our approach

We combine warmth with clear boundaries. Children are praised frequently and corrected calmly. Adults model the behaviour they expect, explain rules in language children understand and help children practise routines until they can manage them independently.

Consequences are never intended to shame a child. They help to restore safety, repair relationships and support better choices next time.

Misbehaviour

Misbehaviour is behaviour that falls below the reasonable expectations of the school. For young children, this may include:

- Not following an adult's reasonable instruction
- Disrupting learning, play, movement around school or lunchtime routines
- Unkind words or actions
- Rough, unsafe or inconsiderate play
- Refusing to engage with learning without an identified reason or support need
- Misusing or damaging property
- Repeatedly ignoring the Golden Rules after reminders and support

Serious misbehaviour

Serious misbehaviour includes behaviour that causes or risks significant harm, is deliberately discriminatory or represents a serious or repeated breach of the Golden Rules. It may include:

- Serious or repeated physical aggression
- Bullying or child-on-child abuse
- Sexual harassment, sexual violence or harmful sexual behaviour
- Racist, sexist, homophobic, biphobic, transphobic, faith-based, disability-based or other discriminatory behaviour

- Serious threatening, abusive or deliberately harmful language
- Theft or deliberate significant damage to property
- Possession of a prohibited or dangerous item
- Serious harmful behaviour online or beyond the school site that affects pupils or the school

The seriousness of an incident is judged in context. We consider intent, impact, age, development, SEND, communication needs, vulnerability, previous incidents and any safeguarding information. A child's needs may explain behaviour, but they do not mean that harm is ignored.

Bullying

Bullying is behaviour by an individual or group that is deliberately hurtful, repeated over time and difficult for the person experiencing it to defend against. It can be physical, verbal, social, prejudice-based, discriminatory, sexual or online.

A one-off unkind or harmful incident is not normally bullying, but it will still be taken seriously and addressed.

Our arrangements for preventing, reporting, investigating, recording and responding to bullying are set out in the Anti-Bullying Policy.

Roles and responsibilities

The headteacher

The headteacher is responsible for:

- Developing and reviewing the policy with the governing board
- Develop and review the written statement of behaviour principles with the governing board
- Engaging pupils, parents and staff in maintaining a culture where everyone feels safe and supported
- Ensuring staff understand the behaviour curriculum, routines and expectations
- Ensuring staff respond effectively and consistently while making lawful adjustments for individual needs
- Providing appropriate induction and training
- Ensuring behaviour, safeguarding and SEND arrangements work together
- Reviewing behaviour information to identify patterns and any disproportionate impact on particular pupils or groups
- Making decisions about suspension and permanent exclusion

Staff

All staff are responsible for:

- Creating a calm, safe and welcoming environment
- Teaching, modelling and reinforcing the Golden Rules and school routines
- Using positive language, praise, clear boundaries and de-escalation
- Responding consistently, fairly and proportionately
- Adapting their approach for age, development, SEND, communication, mental health and personal circumstances
- Recognising hidden stressors affecting vulnerable children, including looked-after children and young carers
- Being alert to changes in behaviour and possible safeguarding concerns
- Being alert to emerging online harms, including harmful AI-generated or altered content, misogynistic or misandrist content and financially motivated sexual extortion
- Recording significant incidents promptly and sharing concerns with the appropriate leader
- Considering the effect of their own behaviour, language and relationships on the school culture

Senior leaders will support staff when behaviour is persistent, serious or difficult to manage safely.

Parents and carers

Parents and carers are encouraged to:

- Understand and reinforce the Golden Rules and school expectations
- Celebrate their child's effort, progress and successes
- Tell the school about changes or circumstances that may affect behaviour
- Raise concerns promptly with the class teacher while continuing to work in partnership with the school
- Take part in meetings, support plans and reviews where these are needed

We will build positive relationships with families, keep them appropriately informed and work collaboratively when a child needs additional help.

Pupils

Children will be taught the Golden Rules, routines, rewards and consequences in ways they can understand. They will be reminded that adults will help them when behaviour feels difficult and that they can always tell a trusted adult about something that worries them.

Children will be invited to share age-appropriate views about how safe, fair and supported they feel.

The Ashcroft behaviour curriculum

The behaviour curriculum is the way we deliberately teach children how to behave successfully at Ashcroft. It is taught when children join the school, revisited after holidays and retaught whenever a child or group needs additional practice.

The Golden Rules

- We listen
- We are gentle
- We are kind and helpful
- We are honest
- We work hard
- We look after property

Through these rules, children learn to move safely around school, take turns, listen to adults and one another, use kind words, respect personal space, care for resources, ask for help, repair mistakes and allow others to learn and play.

Adults explicitly teach routines for arriving at school, carpet time, transitions, lining up, playtimes, lunchtimes, using shared resources and going home. Expectations are communicated verbally, visually and through modelling. Adjustments are made where a child's needs make a routine difficult to access.

Mobile phones and personal smart technology

Ashcroft is a mobile-phone and personal smart tech -free environment for pupils during the school day. Children should not bring a mobile phone or personal device to school unless the headteacher has agreed an individual exception for medical, SEND, safety or other significant reasons. Any authorised device must remain switched off and stored securely in accordance with the agreed arrangement.

Recognising positive behaviour

Positive recognition is central to our approach. Staff notice and name the behaviour they want children to repeat. Rewards are applied fairly, with consideration given to children who may show success in different ways or require additional support to meet an expectation.

Individual recognition

- Specific verbal praise
- Raffle tickets and stickers for effort, achievement, kindness and positive behaviour
- Messages and photographs shared with families through ClassDojo where appropriate

- Headteacher stickers for exceptional effort, work or behaviour
- Four weekly certificates chosen by each class teacher: Star of the Week, Reading Rockstar, Marvellous Mathematician and Wow Writer

Certificates are presented in Friday Celebration Assembly and shared with families through ClassDojo.

Group recognition

The class receiving the most raffle tickets is awarded the Class of the Week trophy in Friday Celebration Assembly and receives extra playtime that day. Staff also use whole-class praise and shared rewards to recognise cooperation and a strong class ethos.

Golden Time

Golden Time usually takes place on Friday afternoon and recognises the class's shared commitment to the Golden Rules. It is not removed as an individual punishment.

If work is unfinished, staff first consider the reason, the support provided and any SEND or other need. Where a child has deliberately chosen not to complete reasonable work despite appropriate support, completion may be arranged at a suitable time, but this will not be presented as public loss of Golden Time.

Attendance recognition is addressed in the Attendance Policy rather than being used as a measure of behaviour.

Responding to behaviour that falls below expectations

When behaviour falls below expectations, staff act to restore calm and safety, help the child understand the effect of their actions and reduce the likelihood of recurrence. Responses are predictable but not inflexible. Staff consider what happened, what the child understood, what support was available and what will help next.

Staff use calm, brief language and avoid public argument. Wherever possible, they use reminders, choices, distraction, co-regulation and other de-escalation strategies before a situation escalates.

The classroom response

Children begin each day on the sunshine. The visual system helps young children understand when they are meeting expectations and when they need to change their behaviour. It is used calmly and discreetly, never to ridicule or humiliate. It may be adapted or replaced where it is not appropriate for an individual child.

Reminder

A clear reminder linked to the Golden Rule or routine.

The purpose is to help the child recognise and correct the behaviour.

Cloudy sun

A further calm warning with a clear description of the behaviour that must change.

The purpose is to make the boundary and next step predictable.

Grey cloud

Brief thinking time in the classroom followed by a short conversation.

The purpose is to help the child regulate, reflect and agree what to do differently.

Another classroom

A short period in another agreed classroom with appropriate work or reflection.

The purpose is to restore calm and allow learning to continue.

Senior leader

Referral to the headteacher or deputy headteacher.

The purpose is to respond to serious or continuing behaviour and decide further support or consequences.

A child can move back towards the sunshine at any stage. The aim is to end positively and, where possible, reach the rainbow above the sunshine. Every day is a fresh start.

A child may be referred directly to a senior leader when there is a serious incident, immediate risk, significant physical aggression, deliberately harmful or discriminatory language, serious damage, a prohibited item or a safeguarding concern. Staff will still consider context, age, development and individual need.

Other proportionate responses

Depending on the circumstances, the school may also use:

- A restorative conversation, supported apology or practical action to repair harm
- Temporary loss of an activity or responsibility directly connected to the behaviour
- Completion of reasonable work at an appropriate time
- Additional supervision or a temporary change to playtime or lunchtime arrangements
- A behaviour target, individual support plan or regular check-in
- A meeting or communication with parents
- Support from the SENCo, designated safeguarding lead or external professionals

Consequences are not collective, degrading or intended to cause fear. Children will have reasonable access to food, drink and the toilet. Personal circumstances and reasonable adjustments are considered before a consequence is chosen.

Lunchtimes

Lunchtime supervisors recognise positive behaviour and manners with praise and stickers. Where behaviour falls below expectations, they use the Golden Rules and the same calm, graduated approach as other staff.

Significant incidents and sanctions are recorded and shared promptly with the class teacher. Serious or safeguarding concerns are referred immediately to the headteacher or designated safeguarding lead.

Safeguarding and child-on-child abuse

A change in behaviour, repeated dysregulation, withdrawal, aggression, sexualised behaviour or behaviour that is unusual for a child may indicate that the child needs help or protection.

Staff will consider whether behaviour is linked to abuse, neglect, exploitation, trauma, family difficulty or another safeguarding concern and will speak to the designated safeguarding lead or deputy in line with the Child Protection and Safeguarding Policy.

Children can abuse other children. Child-on-child abuse is never accepted or dismissed as banter, just having a laugh, part of growing up or boys being boys. This includes bullying, physical abuse, sexual violence, sexual harassment, harmful sexual behaviour, prejudice-based abuse and harmful online behaviour.

Most incidents in which one young child hurts another will be addressed through this policy. Where an incident raises a safeguarding concern, the safeguarding policy takes precedence. The school will consider the needs and safety of all children involved, including the child who has experienced harm, the child alleged to have caused harm and other affected children.

Sexual harassment or sexual violence will never be ignored. Children are taught in age-appropriate ways about privacy, consent, personal boundaries and telling a trusted adult. Any report is taken seriously, recorded and responded to in accordance with the safeguarding policy.

Pupils with special educational needs and disabilities

We recognise that behaviour can communicate distress, confusion, sensory overload, unmet communication needs or difficulty with emotional regulation. We maintain high expectations while providing the support and reasonable adjustments children need to participate successfully.

When behaviour is connected with SEND, staff will:

- Consider whether the child understood the rule or instruction
- Consider whether the child was able to act differently at that moment
- Consider sensory, communication, medical, mental health and emotional regulation needs
- Anticipate likely triggers and plan preventative support
- Use staff who know the child well to assess and manage risk
- Adapt communication, routines, environments and consequences where reasonable
- Work with the child, parents, SENCo and relevant professionals

Possible adjustments include visual prompts, simplified instructions, planned movement or sensory breaks, changes to seating or transitions, access to a calm space, additional preparation for change and an individual behaviour or regulation plan.

Before applying a sanction, staff consider whether SEND substantially affected the behaviour and whether the sanction requires adjustment. A need does not remove the school's responsibility to protect others, but the response must be lawful, fair and effective.

Where challenging behaviour may indicate an unidentified need, the SENCo may assess the child and seek advice from specialist teachers, health professionals, an educational psychologist or other agencies.

If a pupil with an education, health and care plan has persistent behavioural difficulty, the school will liaise with Staffordshire County Council and may request a review of the plan.

1 Restrictive intervention and reasonable force

Restrictive intervention means an action that restricts a child's movement. Ashcroft seeks to prevent the need for restrictive intervention through positive relationships, clear routines, early support and de-escalation. Any form of force carries a risk of physical or psychological harm and is avoided wherever possible.

Reasonable force

Members of staff have a legal power to use reasonable force when it is necessary to prevent a pupil from hurting themselves or someone else, committing an offence, damaging property or causing serious disorder. The school does not operate a no-contact policy.

Any use of reasonable force will:

- Be a last resort when less restrictive approaches are unlikely to be effective
- Use no more force than is necessary for the shortest reasonable time
- Protect safety and dignity
- Never be used as punishment or to secure compliance where there is no risk
- Take account of age, size, SEND, medical needs, mental health, trauma and other vulnerability
- Never obstruct a child's airway, breathing or circulation or involve pressure to the neck or abdomen
- Avoid ground restraint; if a child unintentionally comes to the ground, staff will release or move to a safer position as quickly as possible

Staff who are likely to need to use restrictive intervention receive suitable training in prevention, de-escalation and safe and lawful practice.

Seclusion and calm spaces

Seclusion is not used as punishment or as a disciplinary response. A child may be supported in a calm space with appropriate adult supervision to regulate safely.

The child must not be locked in or prevented from leaving unless an immediate risk of harm makes a short, emergency safety intervention necessary and lawful. Any such incident is treated as restrictive intervention and recorded, reported and reviewed.

Recording, informing and support

All significant uses of force, restraint or seclusion are recorded promptly. The headteacher and designated safeguarding lead are informed and parents are told as soon as reasonably practicable unless doing so would create a safeguarding risk.

The school checks the child and adults involved, provides appropriate first aid or emotional support, hears the child's view when possible and reviews how a similar incident might be prevented.

Searching, confiscation and prohibited items

Searching, screening and confiscation will be carried out in accordance with Department for Education guidance and the school's safeguarding procedures. Searches are rare in an infant school and will be handled sensitively, proportionately and with regard to the child's age, understanding, SEND and emotional wellbeing.

Prohibited items include:

- Knives or weapons
- Alcohol, illegal drugs, tobacco, cigarette papers, e-cigarettes or vapes
- Stolen items
- Fireworks
- Pornographic images
- Any item reasonably suspected to have been or likely to be used to commit an offence, cause injury or damage property
- Any other dangerous or harmful item banned by the school

Only the headteacher or a member of staff authorised by the headteacher may conduct a search. Wherever practicable, the search will be carried out by a staff member of the same sex as the child with another staff member present, away from other pupils. Staff will explain the reason and process in language the child understands and seek cooperation.

Staff may search outer clothing, pockets, possessions, desks or storage areas within the powers set out in national guidance. Reasonable force may be used only where legally permitted to search for a prohibited item and where it is necessary and proportionate.

Staff will not conduct a strip search. Only the police may do so under the relevant legal safeguards. The school will advocate for the child's welfare and ensure appropriate adult arrangements are considered.

All searches for prohibited items, including those where nothing is found, are recorded and reported to the designated safeguarding lead. Parents are informed as soon as reasonably

practicable. The school will consider whether the child needs safeguarding or pastoral support following any search.

Prohibited or dangerous items will be confiscated and dealt with lawfully. Other items that are harmful or disruptive may be held temporarily and returned to the child or parent following discussion with a senior leader.

Serious incidents and sanctions

Temporary removal from the classroom

A brief move to another classroom within the graduated response is intended to help a child regulate and restore learning. Formal removal is a serious measure used only for serious or persistent behaviour, or immediately where necessary for safety. Other strategies will normally have been attempted first.

A child who is removed will be supervised by an appropriate member of staff and will continue to receive meaningful education or age-appropriate reflection. Removal will last only as long as necessary.

The child will return as soon as it is safe and appropriate, with support to re-enter successfully. Parents will be informed on the same day about any formal removal.

Frequent removal prompts a review of needs, triggers, adjustments and support. Significant removals are recorded so that leaders can monitor patterns and the impact on different groups.

Suspension and permanent exclusion

Only the headteacher may suspend or permanently exclude a pupil. Suspension may be considered following a serious incident or persistent poor behaviour that has not improved despite suitable support and in-school responses.

Permanent exclusion is used only in response to a serious breach or persistent breaches of the policy where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Suspension and permanent exclusion are last-resort decisions made in accordance with statutory guidance, the Equality Act 2010, SEND duties and the school's Exclusions Policy. The school will consider what support is needed before and after a suspension and will plan for successful reintegration.

Suspected criminal behaviour

If behaviour may constitute a criminal offence, the headteacher will gather only enough information to establish the basic facts and decide whether to contact the police.

The school will preserve relevant evidence and will not interfere with a police investigation. The designated safeguarding lead will consider whether a referral to children's social care is also required.

Allegations against staff or pupils

All allegations are taken seriously and managed under the Child Protection and Safeguarding Policy. A child will not be sanctioned because an allegation is unsubstantiated, unfounded or cannot be proven.

If an allegation is shown, following appropriate safeguarding processes, to have been deliberately invented to deceive or cause harm, the school may consider a proportionate consequence while also considering whether the allegation was a cry for help or indicates unmet need.

The pastoral needs of anyone who has been accused will also be considered.

Behaviour beyond the school site and online

The school may respond to behaviour outside school when a child is taking part in a school activity, travelling to or from school, wearing uniform or otherwise identifiable as an Ashcroft pupil.

The school may also respond where behaviour poses a threat to another pupil, affects the orderly running of school or could significantly damage the school's reputation.

Online behaviour may be addressed when it harms or threatens another pupil, affects school life or identifies the child as a member of the school. This includes harmful material created, altered or shared using artificial intelligence. Any safeguarding concern is managed under the safeguarding policy.

Consequences are imposed only when the pupil is on school premises or under the lawful control of a member of staff. However, the school may investigate, support children, contact parents and make safeguarding or police referrals in response to relevant off-site behaviour.

Supporting children after an incident or sanction

A consequence alone does not teach a child what to do next. After an incident, staff will consider appropriate support to help the child understand, repair and succeed.

Depending on need, this may include:

- A calm conversation using language the child can understand
- Listening to the child's account and feelings
- Helping the child recognise the effect of their actions
- A supported apology or restorative action where appropriate and safe
- Practising the expected routine or alternative behaviour
- A check-in with a trusted adult
- A short-term behaviour or regulation plan
- SEND, pastoral, safeguarding or external-agency support

- A reintegration conversation following formal removal or suspension

Repair does not require a child who has experienced harm to meet with another child or accept an apology. Their safety and wishes will be considered.

Transition, staff training and monitoring

Transition

New pupils and families are introduced to the Golden Rules, routines and rewards. Children who join during the year receive additional explanation and support.

Before children change class or move to junior school, staff share relevant behaviour, SEND and safeguarding information lawfully and sensitively so that successful strategies and support continue.

Staff induction and training

New staff are introduced to Ashcroft's behaviour culture, Golden Rules, classroom response, safeguarding expectations and recording systems.

Ongoing training and professional development may include:

- Positive behaviour management and de-escalation
- Safe and lawful restrictive intervention
- The needs and developmental stages of Ashcroft pupils
- How SEND, mental health, trauma and personal circumstances can affect behaviour
- Child-on-child abuse, harmful sexual behaviour and online harms
- Risks associated with generative artificial intelligence and harmful online content

Recording and monitoring

Staff record significant incidents promptly on the school's agreed system. Records include what happened, the people involved, action taken, safeguarding considerations, parental communication and follow-up support.

The headteacher and relevant leaders review behaviour information at least termly and more frequently where concerns arise. This includes incidents, formal removals, suspensions and exclusions, restrictive interventions, searches and confiscations, bullying, discrimination and stakeholder views.

Information is considered by age, SEND, disadvantage, protected characteristic, time, location and other relevant factors.

The school uses this analysis to evaluate consistency, identify unmet needs, ensure no group is disproportionately affected and improve practice. Significant findings are reported to the governing board.

Review of this policy

The headteacher and full governing board will review this policy and behaviour principles at least annually and sooner if guidance, school practice or monitoring findings require it.

Links with other policies

This policy should be read alongside the school's:

- Safeguarding Policy
- Anti-Bullying Policy
- Special Educational Needs and Disabilities Policy
- Exclusions Policy
- Online Safety Policy
- Mobile Phones and Smart Technology provisions
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Staff Code of Conduct
- Complaints Policy

Appendix 1 Written statement of behaviour principles

We believe that excellent behaviour grows from clear expectations, positive relationships, inclusive practice and consistent adult modelling.

The following principles guide the school's Behaviour Policy and its implementation:

- Every child has the right to feel safe, valued and respected and to learn without unreasonable disruption
- All pupils, staff and visitors have the right to be free from discrimination, harassment and abuse
- Children are taught how to behave successfully and are supported to develop self-regulation, responsibility and respect
- Staff and volunteers model calm, kind and respectful behaviour
- Rewards and consequences are clear, fair, proportionate and applied consistently, with lawful reasonable adjustments
- A child's age, development, SEND, vulnerability and circumstances are considered without overlooking harm or lowering expectations
- Safeguarding and behaviour are closely connected, and concerning changes or patterns are explored rather than viewed only as misconduct
- Restrictive intervention is used only as a last resort to maintain safety, never as punishment, and is recorded and reviewed
- Suspension and permanent exclusion are used only in accordance with statutory guidance and permanent exclusion remains a last resort
- Children are helped to take responsibility, repair harm where appropriate and begin again
- Families are treated as partners and are involved when behaviour causes concern or a child needs additional support
- The school listens to pupils, families and staff and uses behaviour information to improve practice and promote equality

We will not tolerate violence, threatening behaviour, bullying, discrimination, sexual harassment or abuse. We recognise that our response must protect children, address safeguarding concerns and provide effective support.