Aston St Mary's

Church of England (VA)

Primary School

ASTON ST MARY'S
CHURCH OF ENGLAND
(VOLUNTARY AIDED) PRIMARY SCHOOL

Every child is a treasure – small in size, growing in God's love.

The Diocese of St Albans

Policy for Pupil Discipline

Effective from:	November 2026
Review Date:	November 2027
Author:	Governing Body/SLT

Hertfordshire

Aston St Mary's Primary School Policy

Subject: Pupil Discipline
Author: HT, Staff, Pupils, Governors
Effective Date: Nov 26
Next Review Date: Nov 27
Status: Statutory

At Aston St Mary's School, we know all of us are God's children and surrounded by his love. Our school vision states, 'every child is a treasure – small in size, growing in God's love.' The policy is particularly important to our whole school community at Aston School. We want and expect all children to be able to learn in a calm learning environment and kept safe from harm when in and out of school. All children have the right to continue to a first class education and allowed to grow in a safe environment, surrounded by God's love.

Purpose

The purpose of this policy is to:

- To ensure our pupils embed our Christian and British values
- Help our pupils stay safe, healthy and happy
- Raise pupils' self-esteem, enabling them to be confident of their right to be treated fairly
- Help them to develop empathy and respect for themselves and others, reflecting our school's Christian ethos
- Develop in our pupils a sense of appropriate behaviour, self-discipline and acceptance of responsibility for their own actions
- Ensure the individual and collective rights of the whole community
- Empower staff to determine and request appropriate behaviour from everyone
- Ensure that this policy is fully understood and consistently implemented throughout the school

Consultation

This policy is the result of discussion and agreement between staff, pupils and governors. Parents are expected to support this policy by signing our home/school agreement.
This policy takes into account current statutory guidance on Behaviour in schools: advice for headteachers and school staff 2022.

Relationship to other policies

This policy is linked to the RSE/PSHE, equality policies, the home-school agreement.

Roles and Responsibilities of the headteacher, other staff and governors

The headteacher will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He or she will:

- Inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary.
- Serious incidents logged on CPoms.
- Carry out an investigation to identify the reasons for the exclusion
- Advise the parent/carer on how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- Notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupil has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam

- Ensure that the statutory data returns (on racial incidents and bullying) are submitted on time to the LA

The headteacher and staff will apply the principles identified above when implementing the following whole school approaches to positive behaviour.

Aston St Mary's School Values

- Be kind, be safe, be respectful

Affirmation, Praise and Rewards

It is the responsibility of all staff and pupils, too, to 'notice' and respond to positive behaviour. Qualities which are valued and rewarded include kindness, politeness, effort, sharing, helping, honesty and conforming to our rules.

We recognise and reward our pupils through:

- Praise, both public and private
- Giving house points for attitude to learning, effort, others and school life
- Awarding 'Shining Stars' for special contributions to school life
- Providing 'Golden Time', when pupils choose their own activities for a short period
- Notifying parents verbally or in writing of positive contributions
- Leavers Awards for Year 6
- Have a reward system that acknowledge all the children who are good all the time, including, in form of a Reward Day.

Inappropriate Behaviour and Sanctions

This table states the sanctions which will be employed when behaviour is unacceptable. These sanctions have been agreed and are known to all staff who are responsible for their implementation.

Adults and children will always encourage pupils to reflect on their actions as Christians and to think how they could improve their behaviour.

Peer on peer abuse will not be tolerated. All staff have the attitude abuse does happen here.

Behaviour Category	**Examples**	**Sanctions** *(which could include)*	**Who will be informed**
Minor: a small misdemeanour	Pushing into a queue, Talking when asked to be quiet	None	No formal reporting
Moderate: a more serious misdemeanour	Not working Lack of compliance with general class directions and requests Minor damage caused to property Minor hurt caused to another child Consistent infringements	Loss of Golden Time/ break time/ Reward Day time Any other sanctions deemed appropriate – e.g. not representing school	Noted by class teacher (If during break time, the incident will be recorded by the member of staff and reported to the class teacher). Parents, at teacher's discretion

Severe: an extreme breach of behavioural standards	Continuous moderate misbehaviour Deliberate inappropriate behaviour or language intended to cause distress or offence e.g. racist, discrimination behaviour, swearing, lying or spitting, peer on peer abuse Behaviour which is antisocial or of a sexual nature e.g. public urination, exposure Dishonest behaviour e.g. stealing Causing deliberate harm to property or injury to another person Wilful disobedience Bullying Any other behaviour which creates a situation which is 'unsafe' for that pupil or any others in the school community	Any of these may be applied dependant on the severity/frequency of the behaviours: Loss of break time/Reward Day Time/ Golden Time Any other sanctions deemed appropriate – e.g. not representing school, fixed term internal exclusion External exclusion (fixed term) Permanent exclusion	Head teacher Parents Parents of any 'victim' Chair of Governors (in cases of exclusion) Complete incident form when appropriate

Behaviour in the Early Years Foundation Stage (EYFS)

The EYFS at Aston St Mary's School is fully integrated into whole school life. It is important that pupils in the EYFS have a behaviour policy that is appropriate to the age and stage of the pupils. Pupils are learning the rules, routines and expectations of the school and how to promote our Christian values. Pupils know that they are all valued and are supported well in an inclusive environment.

Affirmation, praise and rewards

Pupils in the EYFS, like the rest of the school, are praised for excellent behaviour and for showing our values. They have simple rules and boundaries that they are able to remember. They receive praise and rewards in the form of:

- Verbal praise and feedback
- Showing good work to other adults in the school
- House points
- Stickers

Behaviours seen in the EYFS

Below are expected behaviours that are seen in children of this age and developmental stage. Each of these behaviours are managed to support the pupils learning.

Desirable behaviours:	**Responses:**
Being around and playing with peers	Verbal praise
Being able to self regulate	House points
Following simple instructions	Stickers
Having the skills to take turns, share, problem solve and focus	Using pupils as an example to others.
Being able to communicate wants and needs and having the confidence to try.	Staff plan to teach and promote pro-social behaviour through focuses on PSED. Emotional wellbeing

	strategies are taught to all and strategies for self-regulating are identified and taught explicitly.
Difficult/tricky behaviours: Tipping resources Running around inside Screaming, shouting and swearing Not communicating when finding things difficult. Calling out and moving around a lot on the carpet. Getting up from the carpet during adult directed time.	**Responses:** Taking time in the classroom to talk to the child and finding the root cause of the behaviour. Reminding pupils of our school rules and values. Using a calm down space to help with self-regulation.
Challenging behaviours: Physical – Biting (causing marks), hitting, scratching, kicking. Self harm – headbutting, digging nails into self, scratching and biting. Throwing resources causing damage to the environment or resulting in harm to others Any actions deemed to put themselves or others at risk of harm	**Responses:** Immediately taking time out of the classroom to regulate for an appropriate amount of time. Talking through the behaviours with the child. Communicating with parents Possible external exclusion (fixed term) Permanent exclusion Any other sanctions deemed appropriate – e.g. not representing school Formal reporting is made of the incident as required

Pupils in the EYFS take part in the school reward day which is designed to reward pupils for their ongoing excellent behaviour. As they near to Key Stage 1, pupils in the EYFS are taught that pupils who consistently are unable to meet behaviour expectations will miss out on some time or activities during reward days.

Reasonable adjustments

Reasonable adjustments are made for pupils with SEND. Early identification of needs are made in the EYFS and adjustments to the behaviour policy are made to support pupils who show behavioural needs.

Additional support is given in the form of:

- Fidget toys
- Calm down space
- 'Time in' with an adult during periods that are often tricky for individual pupils.

Staff regularly take part in attachment and trauma training to support their knowledge and understanding of the cause of pupils' behaviours and respond accordingly.

When appropriate, an individual behaviour plan is written to meet the needs of individual children.

External agencies are used to help support challenging behaviour including advice from DSPL2 our local SEND offer.

Breaktimes and Lunchtimes

The school ensures that effective communication and support is maintained with and for staff supervising children during lunch and play times. This is done through:

- Behaviour or other incidents are reported to the pupil's class teacher at the end of breaktimes
- When required, support staff meetings to further discuss issues involving playtimes and lunch breaks
- The giving of house points by support staff to encourage positive behaviour
- The use of a red card emergency system

Bullying and Harassment : see our separate anti-bullying policy

The Governing Body

The school leadership team will in accordance with be proactive at gaining the latest guidance from DfE, HfL and other outside agencies.

If the Governing Body Safeguarding Committee decide an excluded pupil should be reinstated, they will give the appropriate direction to the headteacher (who is under a duty to comply with it) and inform the parent and the LA of their decision.

If they decide that an excluded pupil should not be reinstated, they will inform the parent, the headteacher and the LA of their decision. In the case of a permanent exclusion, they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Parents and Carers

We aim to work closely with parents to present a consistent and positive approach to discipline.

We ask parents to

- Read and sign a Home/School agreement to pledge their support
- Ensure that their child attends school punctually every day
- Ensure that their child wears the correct school uniform
- Ensure that their child comes to school with the correct equipment for the day's lessons
- Read all school communications and respond to them if required
- Support their child in any homework or extra-curricular requirements
- Attend consultations and other meetings related to their child's education
- Contact the class teacher in the first instance about any concerns arising from emotional or behavioural issues.

Pupils

School values are established through consultation with pupils. Pupils are expected to observe our school rules which are on display at points throughout the school. If difficulties arise the school will work hard to support the pupil and may

- Contact parents to enable discussions to take place
- Provide home/school communication
- Arrange regular meetings to monitor the behaviour
- Set up an IBP (Individual Behaviour Plan) or PSP (Pastoral Support Plan) to set targets and actions for improvement
- Suggest involving outside professionals to give further advice and support. This may include calling a TAF (Team Around the Family) meeting.

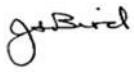
Arrangements for Monitoring and Evaluation

The governing body will evaluate the impact of this policy by receiving data from the headteacher analysed by year group, gender and ethnicity on:

- Fixed-term and permanent exclusions – number of and analysis of behaviour
- Instances of bullying and racial incidents, as reported on returns to the LA, and actions taken
- Support provided for the victims

Authorisation

Signed by the Chair of Governors on behalf of the Governing Body.

Date: 5th October 2026

Signed