

# Behaviour Management & Counter Bullying Policy

## EYFS AND KS1

Effective from: April 2026

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### 1. Policy Statement

The Avenue Nursery and Pre-Preparatory School ("the School") seeks to create a nurturing environment that encourages and reinforces exemplary behaviour. We acknowledge that society expects high standards of conduct as a fundamental outcome of the educational process.

Our objective is to foster emotional well-being, trust, and mutual respect. We believe that good manners and a secure learning environment are the bedrock of intellectual curiosity. Through our creative and physical programmes, we develop essential qualities of teamwork and leadership. As an inclusive community, we welcome pupils from all backgrounds and actively promote fundamental British values: the rule of law, individual liberty, and mutual respect.

### 2. The "Golden Rules"

#### [Golden Rules](#)

Our behavioural framework is built upon "Golden Rules," introduced at the start of the academic year and displayed prominently throughout the school. Rules are designed to make clear to the children how they can achieve acceptable standards of behaviour.

These rules are:

- **Positive and Purposeful Phrasing:** Rules are stated positively to focus on what children *should* do, rather than what they should not. We ensure each rule is purposeful, teaching children the underlying rationale to help them develop intrinsic self-discipline.
- **Minimalist and Consistent Application:** Rules are kept to a necessary minimum to ensure maximum impact and clarity for younger learners. All staff maintain a uniform approach to these expectations, ensuring consistency across the EYFS and KS1 settings.

- Collaborative Partnership: We view behaviour management as a shared responsibility. By signing the Parent Contract, Parents and Guardians agree to support the Principal's authority in enforcing these rules fairly, safeguarding the welfare of the entire school community.

### 3. Mobile Phone Policy

In line with Department for Education (DfE) guidance on minimising distractions and safeguarding pupils, The Avenue is a mobile phone free site.

- Prohibition: Pupils are strictly prohibited from bringing or using mobile phones or smart devices on the school premises at any time during the school day.
- Curriculum Integration: We proactively communicate the benefits of a mobile-free environment through our curriculum. This includes teaching pupils about the importance of "present-moment" social interaction, the value of undistracted play and the protection of mental wellbeing and privacy.
- Parental Support: We require parents to support this policy to ensure the physical and digital safety of all children in our care.

### 4. Reasonable Expectations

The School views education as a collaborative partnership between staff, parents, and pupils. We work together to uphold standards built on the core principles of honesty, respect, consideration, and responsibility.

- The School and Staff: Our staff are committed to modelling respectful behaviour at all times. They remain vigilant to the needs of every child and ensure that the school's systems of rewards and sanctions are applied fairly, consistently, and transparently.
- The Pupils: Every child has the right to feel secure; therefore, we maintain a zero-tolerance approach to harassment, bullying (including verbal abuse and "banter") or the misuse of electronic communication. In return, pupils are expected to:
  - Treat others with kindness and consideration.
  - Arrive punctually and "ready to learn."
  - Demonstrate respect and care for school property, equipment and the environment.
- Parents and Guardians: Parents undertake to uphold the School's regulations. This includes supporting our standards of conduct and ensuring high levels of attendance and punctuality, reinforcing the school's values within the home environment.

- Parents/Guardians: By signing the Parent Contract, parents undertake to uphold school regulations regarding attendance, punctuality, and conduct.

## 5. Rewards and Sanctions

### 5.1 The Rewards System

We prioritise positive reinforcement to encourage intrinsic motivation.

- House Point System (Years 1 & 2): "Smiley faces" are recorded on class charts. The winning House receives the House Point Trophy and a termly reward.
- Kindness Trees: Used across Nursery and KS1 to celebrate random acts of kindness or exceptional effort.
- Reception Teams: Red vs. Blue team competition using "pom-pom jars" to build teamwork and healthy competition.

### 5.2 Graduated Sanctions

When behaviour falls below expectations, we apply a proportionate, graduated response:

1. Verbal Warning: A clear explanation of why the behaviour is unacceptable.
2. Redirection: For EYFS, moving the child to a different activity or speaking with their Key Person.
3. Formal Reprimand: For KS1, this may include a temporary "time out" or loss of House Points.
4. Internal Move: Persistent disruption may result in a child spending a short period in a younger year group to "re-learn" foundational expectations.
5. Parental Involvement: Formal meetings to devise individual behaviour plans.

## 6. Specific Conduct Guidance

### 6.1 The Playground

Staff maintain high vigilance to prevent exclusion or physical aggression (hitting, biting, pushing). Serious incidents are recorded on the School's Management Information System (MIS).

## 6.2 School Buildings

Pupils must navigate corridors and stairs in a quiet, orderly fashion, showing courtesy by holding doors and walking in single file on the left.

## 6.3 Lunchtimes

We promote healthy eating and social etiquette. Where persistent eating issues arise, staff will consult parents to discuss portion adjustments or dietary alternatives.

# 7. COUNTER-BULLYING STRATEGY

## 7.1 Definition of Bullying

In accordance with DfE guidance (*Preventing and Tackling Bullying*), bullying is defined as: "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally."

Bullying is never tolerated and is viewed as a serious breach of school discipline. It includes:

- Physical: Hitting, kicking, or any use of violence.
- Verbal: Name-calling, sarcasm, spreading rumours, or "banter" used to mask insults.
- Emotional: Excluding, tormenting, or manipulating third parties to tease someone.
- Prejudice-based: Targeted bullying based on race, religion, disability, or gender identity.
- Cyber-bullying: Inappropriate use of digital technology (see Section 4).

## 7.2 Child-on-Child Abuse and Safeguarding

The School is fully aware of the risks of child-on-child abuse (formerly peer-on-peer). Bullying may be treated as a child protection concern where there is reasonable cause to believe a child is suffering, or is likely to suffer, significant harm. In such cases, the School will follow its Safeguarding and Child Protection Policy and may refer the matter to Children's Services.

## 7.3 Preventative Measures

- Curriculum: PSHE, RS, and Drama are used to teach social responsibilities and empathy.
- Vigilance: Staff patrol the playground and garden during playtimes and are trained to identify signs of distress (e.g., withdrawal, anxiety, unexplained bruises, or unwillingness to attend school).
- Recording: All incidents or allegations of bullying are recorded on the School's MIS System to identify and monitor patterns of behaviour.

## 8. Use of Reasonable Force and Restrictive Interventions

The School follows the DfE revised guidance (2026) and the ISI Framework. We emphasize prevention and de-escalation; the use of physical intervention is a last resort to maintain safety. Corporal punishment is strictly prohibited.

### 8.1. Principles of Intervention

- Minimal Force: Force must be the minimum necessary for the shortest time possible.
- Prohibited Practices: Force must never be used as a punishment. Techniques that restrict breathing or circulation (e.g., pressure on the neck/abdomen or "prone" restraint) are strictly prohibited.
- Trauma-Informed Approach: Staff aim to understand the "why" behind dysregulation, using physical intervention only when all de-escalation strategies have failed.

### 8.2. When Reasonable Force May Be Used

Staff have a legal power to use reasonable force to prevent pupils from:

- Committing a criminal offence.
- Causing personal injury to themselves or others.
- Causing significant damage to property.
- Engaging in behavior prejudicial to the maintenance of good order and discipline (where safety is at risk).

### 8.3. Seclusion and Restrictive Interventions

- Seclusion: Forced confinement in a room from which a pupil cannot leave. This is used only as a safety measure in cases of extreme risk.
- Supervision: Any pupil in seclusion must be visibly supervised by a staff member at all times.
- Recording: Every instance of seclusion is recorded as a restrictive intervention.

### 8.4. Statutory Recording and Reporting (Effective April 2026)

The School maintains a central log 'Record of Restrictive Interventions'.

1. Recording: All significant incidents of force or seclusion must be recorded in writing on the same day. Records must include: duration, type of force, triggers, de-escalation tried, and any injuries.

2. Parental Notification: Parents/carers must be notified of the incident as soon as practicable and no later than the end of the school day.
3. Transparency: A written summary of the incident will be shared with parents.

#### 8.5. Post-Incident Support and Governance

- Debriefing: A "recovery" conversation will be held with the pupil and staff involved to restore relationships and evaluate triggers.
- Data Oversight: The Advisory Body reviews anonymised data termly to identify patterns, monitor potential disproportionality (e.g., SEND/protected characteristics), and inform training.

## 9. Serious Misconduct and Safeguarding

### 9.1. Malicious Accusations

Accusations against staff are treated with the utmost seriousness. Investigations will be conducted by senior staff. If an accusation is found to be malicious, the School will follow disciplinary procedures, which may include a referral to the Local Authority Designated Officer (LADO).

### 9.2. Serious Disciplinary Sanctions

Suspension or permanent exclusion is a last resort, reserved for:

- Persistent anti-social behaviour that has not responded to earlier interventions.
- A single, exceptionally serious incident that compromises the safety or well-being of the school community.

## 10. Equal Opportunities and SEND

In accordance with the Equality Act 2010, the School makes "reasonable adjustments" for pupils with Special Educational Needs or Disabilities (SEND). We work closely with the SENCO and external agencies to ensure that behaviour strategies are accessible and supportive of neurodiverse learners.

## 11. Related Policies

This policy must be read in conjunction with:

- *Safeguarding and Child Protection Policy*
- *Online Safety*