

**Behaviour and Relationships Policy**

**Aslacton Primary and Manor Field Infant and Nursery Schools**

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| Reviewed By | Executive Head Teacher |
| Meeting at which policy was approved  | 17 September 2025 |
| Next Review Date | September 2026 |
| Signed by Chair of Governors |  |

**Rationale**

Our approach to managing pupils’ behaviour is firmly rooted in a positive ethos. Praise, encouragement and reward, linked to high quality teaching and learning, makes school an interesting, exciting and safe place in which to learn.

The school aims to provide an environment which feels safe and is free from bullying and intimidation for children, staff and visitors, where all people, living things and property are treated with respect and care. The intention of this policy is to ensure that the school’s expectations on behaviour, rewards and sanctions are clearly and easily understood by all. This will help to ensure consistency and fairness in the implementation of the system by staff and be easily explained to children, parents and governors. Staff are involved in formulating this policy and will receive annual training on how to implement it and any updates. New/ visiting staff will receive this training as part of their induction.

Our Behaviour policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.

**Expectations**

At our schools we have six learning behaviours underpinning our practice.

These are –

We are **respectful** – we treat each other with kindness and listen when others are speaking, we respect the views of others, even if they are different from our own. We look after our school and our environment.

We are **responsible** - we understand our choices and actions have consequences.

We are **ready** to learn – we have the equipment we need, and we show good learning behaviours.

We are **reflective** – we think about what we are doing and make changes where we need to.

We are **resilient –**we keep on going, even when there is a challenge.

We are **resourceful –**we use all the skills we have been taught to help ourselves and each other.

Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum. Although we have high expectations of every child we will make reasonable adjustments for individual children. These learning behaviours are designed to be easy to understand for all children, parents and stakeholders, behaviour is the responsibility of everyone. A copy of our learning behaviours and support strategies will be displayed in every classroom and at prominent points around the school.

**Relationships**

The building of positive and trusted relationships is important and is an ongoing process, this provides children with a sense of safety, security and belonging. The adults in school will be role models in promoting positive and trusting relationships and every child will be greeted on entering school. The use of manners (please and thank you) and empathy towards others will also be modelled.

**Recognition**

We recognise acceptable behaviour in the following ways:

* with smiles
* with words
* with reward points (Class Dojo or house points (Aslacton only)
* with stickers
* with headteacher awards in collective worship -

We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept ‘inflated praise’ and adapt our approach to accommodate this)

**Consequences**

Staff will use de-escalation techniques, thrive principles, therapeutic approaches and Norfolk STEPs as a restorative approach to poor behaviour choices.

This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the consequence action is being taken. Children will be given time to self or co regulate their emotions and the opportunity to be listened to.

**Logical consequences** – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the behaviour. The second step is to provide an action that recalls children to the 6 learning behaviours, reinstates the limits, and teaches alternative behaviours.

 In cases where children can quickly identify they have made poor choices in their behaviour and make reparations there is no requirement to log the incidents.

**Fresh Start** – although persistent or serious misbehaviour needs addressing, every child must feel that every day is a fresh start. Parents should support this ethos and remind their child how to behave. All adults should try an avoid any negative dialogue in front of the child.

**Low-level disruptive behaviour**

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.

2. Repeat the instructions to the pupil, allowing time for the child to process what has been said.

3. Ensure they understand the consequence of not following the instruction. Allow them time to reflect and self-regulate.

4. Advise the child of the consequences they have incurred due to poor behaviour choices.

5. Parents will be made aware of their child’s poor choices and asked to talk to their child at home, reinforcing the message that this behaviour is not acceptable. Whilst consequences are part of the behaviour management strategy, we do not advise parents bride their children with gifts, if they have behaved well.

Consequences for low level disruptive behaviour can be losing minutes from playtimes or having time out outside of the classroom or visiting a member of the Senior Leadership team.

*See Appendix 8 for wording used to inform parents of low-level disruptive behaviour.*

From monitoring CPOMS entries regarding low level behaviour incidents the Senior Leadership/DSL team will advise the class teacher if poor low-level behaviour has become ‘persistent’. They will ask for a weekly behaviour tracker chart to be kept and uploaded to CPOMS.

*See appendix 9 for a Weekly behaviour tracking chart.*

If low level behaviour persists

1. Parents will be contacted and a meeting with parents, the class teacher and a member of the Senior Leadership team will be arranged.

*see Appendix 10 for persistent behaviour parental letter.*

1. A copy of the behaviour tracking chart will be shared with parents, to analyze any trends or triggers.
2. A Personal Behaviour Plan will be suggested and written in conjunction with the child’s parents, so similar behaviour management strategies can be used at home as well as school.
3. The Senior Leader present will explain other actions we may be taking -
	1. Requesting a SENCO observation
	2. Contacting the Local Authority SEN and Inclusion team
	3. Referral to the Mental Health Support Team
	4. Referral to the Schools and Communities Team
4. The Senior Leader present will also make the parents aware that if these incidents do not improve it could lead to a fixed period suspension.

A fixed period suspension in the first instance will be 0.5 or 1.5 days. Repeat or further suspension will increase in length. This is to reflect the seriousness of persistent low-level behaviour and allows the school to contact other external agencies for support and guidance.

All behaviour incidents will be recorded on CPOMs using the appropriate categories, recording what happened, the consequences and follow-up taken. Parents must be informed of persistent low-level disruption or one incidence of a more severe behaviour incident. Parents can be informed in person, by telephone, email or class dojo message, as appropriate to the situation. Where appropriate in cases of joint parental custody both parents will be informed.

 More severe behaviour incidents

A serious behaviour incident may be defined as

* Serious physical aggression to staff or pupils.
* Persistent verbal abuse including swearing.
* Refusal to accept instruction leading to an unsafe situation i.e. directly challenging staff with risk to children’s or adults’ safety.
* Serious willful damage to property.
* Bullying includes - online bullying.
* Absconding
* Persistent disruption in class which causes severe loss of learning to others and/or which creates an unsafe environment for others.
* Racist or prejudicial language or behaviours
* Stealing
* Another incident deemed severe by the SLT

How will severe behaviour incidents be dealt with?

1. A member of SLT will be verbally informed of the incident immediately, either in person or by telephone. They will assess the incident from the information that has been shared with them.
2. Attempts to de-escalate the situation, will continue to be made by school staff present and/or to keep the child and others safe from harm. Other pupils may need to leave the classroom to keep safe.
3. SLT will decide as to whether a suspension or a permanent exclusion needs to take place or whether a restorative approach is more appropriate.
4. Parents will be contacted regarding the incident and informed of the consequences. Parents will be asked to collect their child as soon as possible, if they have been suspended or excluded from school.
5. All staff involved in the incident will record on CPOMs as soon as is practical.
6. Suspension/exclusion paperwork will be completed and shared with parents and the Local Authority when this decision has been made. The suspension period will be between 0.5 and 5 days. The Trust and Local Government Body also monitors the number of suspensions/exclusions the school is making to ensure that the right decisions are being made.
7. A reintegration meeting will be booked. Parents and child on the return from a suspension will be expected to attend, to reinforce our behaviour expectations (positive behaviours) and that poor behaviour cannot be tolerated. In the meeting we will also advise whether the school has sought further advise or support from an external agency, such as the Local Authority SEN and Inclusion team. In exceptional circumstances a reduced or part time temporary timetable might be offered, a managed move to another school for a fresh start or alternative provision such as onsite \*forest schools to provide more intense therapeutic support.

\*Alternative provision offer will be subject to extra funding from the Local Authority.

1. In the meeting the child will reflect on the incident to assess triggers and understand the correct behaviour response that should have been made.

See Appendix 11 for reflective and restorative visual aids

These decisions are taken in line with guidance from the DfE:

*‘Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour. All members of the school community contribute to create a positive safe environment in which physical threats or abuse are not tolerated.’ (Behaviour in Schools Guidance)*

1. If this is a first suspension, then a personal behaviour plan will be written, if a child does not already have one. This will be written with classroom behaviour management strategies in mind. If this a repeat suspension, SLT will contact the LA Sen and Inclusion team and/or other external agencies for support and guidance. SLT will then update the positive behaviour plan, advising the parents accordingly.
2. Permission will be sought from parents to add children to the SEND register if this is required. If required, an INDES will be completed, to alert the Local Authority SEN team of the SEN needs in school. If a family is under a Safeguarding plan or an EHAP details of the suspension will be shared with the lead practitioner in a timely manner.
3. If there are a series of suspensions and all advice has been sought and followed over a reasonable period, then it may become necessary to begin the process of Permanent Exclusion. This would be a last resort, and parents will be informed if their child is at risk of being permanently excluded. The Executive Head Teacher will contact the Local Authority Exclusion Team to advise them a child is vulnerable to permanent exclusion. They will in turn offer any support, advice or guidance.

If a child is excluded for any reason the school will follow the DfE guidance on school exclusions. (<https://www.gov.uk/government/publications/school-exclusion>

*‘This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.’ (DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023)*

* If children deliberately damage property, we may ask their parents to contribute towards the cost of the repair or replacement.
* For children with SEND, we will refer to the LA SEN and Inclusion team when all reasonable adjustments have been made and seek support from other external professionals where appropriate. Recognition will be needed to establish when a behaviour is or is not linked to a child’s SEND need.
* In situations where children are endangering themselves or others, staff may use physical intervention techniques as set out by Norfolk Steps. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. *Use of Reasonable Force DfE circular 03/12*

In most cases the member of the SLT talking and meeting with parents will be the Executive Head Teacher. They may delegate these responsibilities to another member of the SLT, if they do not have the availability or are not on site.

Parents should work in partnership with the school and recognise that ultimately the behaviour of their child is their responsibility. The school must keep everyone safe (pupils and staff) and every child is entitled to engage with their learning without persistent disruption from others.

**Appendices that should be read with this policy:**

Appendix 1 – Handling Policy (Available to all)

Appendix 2 – 6Rs Learning Behaviours (Available to all)

Appendix 3 – How to record on CPOMs (Staff only)

Appendix 4 – Behaviour Expectations Quick Guide (Staff only)

Appendix 5 – School Rules (Available to all)

Appendix 6 – Positive Behaviour Plan leaflet (Available to all)

Appendix 7 – SEN the School’s offer (Available to all)

Appendix 8 – Wording to advise parents of low-level behaviour incidents

Appendix 9 – Weekly Behaviour Tracker chart

Appendix 10 – Persistent Low level behaviour wording to parents

Appendix 11 – Pupil visual reflection aids