



Behaviour and Relationships Policy

Aslacton Primary and Manor Field Infant and Nursery Schools

Reviewed By	Executive Head Teacher
Meeting at which policy was approved	June 2026
Next Review Date	June 2027
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 to avoid any negative dialogue in front of the child.

Low-level disruptive behaviour

These can be described as

- Talking whilst the teacher is teaching
 - Interrupting the teaching of others, for no good reason
 - Making inappropriate noises
 - Repeating what the teacher is saying
 - Fidgeting excessively
 - Unnecessary touching of other children
 - Shouting out rather than waiting for their turn
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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 to bribe 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. The effects of persistent poor behaviour of their child will be explained and how this affects their learning and the learning of others.

see Appendix 10 for persistent behaviour parental letter.

2. A copy of the behaviour tracking chart will be shared with parents, to analyze any trends or triggers.
3. 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.
4. The Senior Leader present will explain other actions we may be taking -
 - a. Requesting a SENCO observation
 - b. Contacting the Local Authority SEN and Inclusion team
 - c. Referral to the Mental Health Support Team
 - d. Referral to the Schools and Communities Team
5. 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

- Severe physical aggression towards staff or pupils, such as kicking, hitting, slapping, pushing with force, biting, spitting, throwing classroom objects at others,
- 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, such as repetitive loud noise, screaming, shouting, tipping over classroom tables and chairs, tipping out classroom resources, tearing down classroom and school displays, climbing unsafely on furniture, interfering with other children's belongings.
- 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. **This results in a substantial loss of learning for other children in school which is unacceptable and can cause other children to feel afraid of the child causing harm and to not feel safe in school, this is also unacceptable**
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.

For most physical assault incidents against children or adults will result in a fixed term suspension. Physical assault on pupils and/or staff will not be tolerated.

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.
 - a. The Executive Head Teacher or member of the SLT will explain why their child has been excluded and signposted to the Schools' Behaviour and Relationships and Suspensions and Exclusions policies for more in-depth details.
 - b. **The school will not tolerate the Executive Head Teacher/SLT being physically or verbally abused during this conversation.** If this should happen the meeting will be stopped and rescheduled for another time. The meeting can be held virtually if that is convenient to all parties.

Physical and verbal abuse against teachers is governed by general criminal law, employment legislation, and education statutes. Under these frameworks, abusers can face police prosecution, and schools are legally required to protect staff from violence and harassment.

Physical Assault

- **Criminal Charges:** Physical violence is prosecuted under the Offences Against the Person Act 1861 (e.g., Common Assault or Actual Bodily Harm). Assaults that result in injury or involve a weapon can lead to significant custodial sentences.
- **School Action:** Schools have statutory authority to discipline or permanently exclude pupils who commit physical violence. Furthermore, Section 547 of the [Education Act 1996](#) makes it a criminal offense for an adult (such as a parent) to cause a nuisance or disturbance on school premises.

Verbal Abuse and Harassment

- **Public Order Offences:** While there is no specific crime called "verbal abuse," hostile or threatening language can be prosecuted under the Public Order Act 1986 if it causes harassment, alarm, or distress.
- **Civil and Criminal Harassment:** Persistent verbal abuse or targeted cyberbullying can be prosecuted under the Protection from Harassment Act 1997, which allows for restraining orders and civil damages.
- **Malicious Communications:** Online trolling or threatening posts aimed at teachers are also offenses under the Malicious Communications Act 1988.

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 advice 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.
8. 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)

9. 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 personal behaviour plan, advising the parents accordingly.
10. 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.
11. 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.

Pupils with special educational needs or a disability (SEND)

Children with Special Educational Needs (SEN) can still be suspended, but only for clear disciplinary reasons.

After making reasonable adjustments and following advice in the SEN Behaviour Support Plan or EHCP, the school's reasons could be, but not exclusively, as follows –

- Persistent disruption to the learning of others
- Causing or the intent to cause harm to themselves or others (pupils or adults)

The law does not prevent a pupil with SEND from being suspended or permanently excluded. However, schools do have a legal duty under the Equality Act 2010 not to discriminate against a pupil by suspending or permanently excluding them from school because of their disability and reasonable adjustments may need to be made.

The School will consider whether the child's SEND has contributed to the breaking of the school rules, and if so, whether it is right and lawful to issue a suspension or as a last resort, permanent exclusion. Schools must also ensure that they do not discriminate against disabled pupils by increasing their risk of suspension or permanent exclusion more than other pupils without a good reason.

"Everyone at this school, including you, has the right to feel safe and learn. When rules are broken that make others unsafe—even if it's because you are feeling overwhelmed—the school has to press pause. A suspension is a break to help everyone stay safe and calm down."

Every child should be able to come to school, feel and be safe and have equal access to learning.

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