

Behaviour and Relationship Policy

September 2026

1. Aim

This school policy sits within the framework of the ETAT Overarching Statement of Intent for Behaviour Management. It aims to set out the detail of how behaviour is managed in AFET, including procedures and systems for rewards and consequences. It is designed to encourage positive, (pro-social) and acceptable (expected)* behaviour and ensure we deal effectively with unacceptable (or non-expected)* behaviour.

*These are terms used in the Zones of Regulation curriculum designed to support children's understanding of behaviour choices, particularly children with SEND. We also prefer to refer to 'consequences' rather than 'sanctions'.

2. Legislation and guidance

This policy complies with the following:

- **Guidance** from the Department for Education (DfE):
- Behaviour in schools (February 2024)
- Use of reasonable force in schools
- The Equality Act 2010: advice for schools

Statutory guidance from the DfE

- Special educational needs and disability (SEND) code of practice 2014
- Supporting pupils with medical conditions at school

The UN Convention on the Rights of the Child

AFET is a Rights Respecting school. We believe that children should be taught to show respect for the rights of others, and display courtesy and consideration towards all members of our community at all times. References are made to specific rights (articles see Appendix A) throughout this policy.

3. Ethos and values

Positive behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn. Our vision statement of 'Learn Together to Live Together' drives the principles of all ETAT school behaviour policies, recognising that children may not always make positive, pro-social behaviour choices, but these moments can be used as a tool for learning, personal growth and development.

At AFET we believe that expected behaviour should be the outcomes of positive, consistent and defined relationships between staff and pupils. It is essential to have a positive behaviour management strategy across the school.

AFET recognises its legal duties under the Equality Act 2010, Education Act 2011 including all sections relating to children with Special Educational Needs (Article 23).

4. Behaviour Management Principles

We, as adults, model calm, controlled and caring behaviour at all times.

- Our attention as adults is focused equally on those children who are behaving in an expected way.
- We look to highlight the children going 'over and above' and give them the formal recognition.
- We define as a school what we will consistently do: recognition, expectations and routines.
- We use scripted interventions with our children.

Our first priority is always to restore a calm environment for all children.

5. Behaviour Guidelines

- At AFET we believe there is a shared responsibility between staff, parents and children for the promotion of positive behaviour.
- Children are praised for doing the right thing at every opportunity, using, where age-appropriate, language related to the UN Conventions of the Rights of the Child.
- Praise is used specifically to reinforce expected behaviour
- All adults model positive and appropriate behaviour at all times
- All children are involved in making and maintaining our school rules. They have a right to say what they think should happen and to have their opinions taken into account (Article 12).
- All rules must be seen to be fair and applied consistently yet flexibly, taking into account individual child circumstances. All rules are justified in terms of being required to ensure safety, well-being or learning.
- Expectations are phrased positively e.g. "walking feet" rather than "don't run"
- Staff all use a consistent, quiet and calm manner when dealing with children.
- Rewards/Consequences for school expectations are clear, appropriate, fair and relevant and take into account individual circumstances (Article 39)
- Discipline should respect children's dignity (Article 28). Therefore, consequences at AFET do not humiliate but allow the child to reflect and learn from their mistakes at an age appropriate level.
- Children are given time to reflect and discuss their behaviour with an adult.
- Parents/Carers are involved at the earliest opportunity where a child's behaviour is causing concern and staff will work closely with them to bring about improvement.

6. Roles and responsibilities

6.1 Trustees / Trust Executive Team / Local Governing Body

Trustees and the Trust Executive Team have overarching responsibility for ensuring this policy complies with this statement and that the governing board is fulfilling its role at school level. The governing board is responsible for ensuring this behaviour

policy's effectiveness and holding the headteacher to account for its implementation and application.

6.2 Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing the school's behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour
- Support staff to deal effectively with poor behaviour choices
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently
- At AFET we review this policy annually until the school is full, as each addition of age impacts
- Have the relevant training and qualifications, ideally including mental health lead within the school
- Monitoring incidents, looking at any trends, hot spots within the school and pupil voice.

6.3 All staff

Staff responsibilities are:

- To consistently model positive behaviours
- To show children that we regard them as individuals and we will welcome them at our classroom door every morning with a smile
- To teach children what good conduct and expected behaviour looks like by setting clear routines and expectations both in and out of class
- To recognise good conduct publicly and correct unexpected behaviour and conduct privately
- To respond consistently (using the same recognition, language and consequences).
- To remain calm, clear and confident when managing unexpected behaviours
- Regular staff support, training and supervision provided
- Record incidents where required on the school monitoring system - CPOMs

6.4 Parents/Carers

Parents/carer responsibilities are:

- To ensure a clear understanding of this policy – copies are provided when children join the school and an electronic copy is available on the school website.
- To make children aware of appropriate behaviour in the school and support the implementation of this policy
- To encourage independence and self-discipline
- To foster good relationships with the school
- To know the school rules and expectations.

6.5 Children

Child responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter
- To follow school rules and the class charter to the best of their ability
- To treat other people, resources and their environment with respect
- To follow instructions from adults within the school, questioning politely if they don't understand them or believe them to be unfair.

Clear expectations given to parents and children when they transfer from another setting, to ensure their understanding of AFET rules on induction.

7. Expectations and procedures

7.1 Rules

At AFET alongside the 'values of the term' and the UN Rights of the Child, we have three simple rules which are referred to in discussions about conduct. Our three rules are that every child is/has:

1. Respect for others and ourselves (Article 13 freedom of expression)
2. Safe (Article 24 health)
3. Readiness to learn (Article 28 right to an education)

Each class draws up a class charter at the start of the year with more detailed rules and expectations of their daily behaviour. This is then shared with parents/carers.

We expect children to realise that expected/positive behaviour is rewarded and unexpected behaviour results in consequences. We aim to help children understand that they have rights and that they *cannot take away the rights of others such as disrupting another child's learning* (Article 4).

7.2 Teaching Appropriate Behaviour

At AFET we recognise that children come from a range of backgrounds and family circumstances where different rules and expectations apply. We have a responsibility to teach children:

- what the expectations are in school and why we have them
- to understand their responsibilities towards others in the school community
- to ensure everyone is safe and able to learn
- how to modify their behaviour to suit different contexts – such as school
- how to recognise and regulate their emotions in order to modify their behaviour

We teach this through:

- Learn Together lessons, class circle times and assemblies
- Zones of Regulation curriculum
- Focussing on a 'value of the term' and reinforcing how these can be applied daily in our life
- Small group and 1:1 intervention as required

Values of the term

- Compassion
- Honesty
- Respect
- Perseverance
- Justice and fairness (empathy)
- Curiosity

7.3 Rewards

Positive and expected behaviours will be rewarded with:

- Praise and encouragement (specific)
- Reinforcement from SLT (visits to HT, for verbal praise and sometimes stickers)
- Positive messages home via email and Tapestry
- Individual reward certificates presented
- Whole class rewards (agreed and negotiated by the class)
- Additional class reward systems through the year as appropriate to the needs of individual classes
- Personalised rewards used in line with individual support plans

Class targets

When required each class will agree a target; this could either be an agreed amount of points or a particular focus such as 'for our class to be lined up quietly each time we are moving around our school'. Once the children in the class have agreed their class target they will then work together to achieve this. When the target has been reached, the class will receive their reward before setting their next class target together.

Class rewards may involve the following activities:

- A story with a chosen staff member
- Having a hot chocolate
- An extra playtime/pe slot
- Cooking
- Games outside e.g parachute
- Watch a programme
- Bubbles
- Story in the library
- Yoga/mindfulness session
- Choosing a song to dance to
- Classroom karaoke

Any other rewards are discussed and agreed with the Headteacher.

Individual reward certificates

At Abbey Farm ET, certificates are given out for the following:

- Demonstrating our schools' core values
- Showing positive learning attitudes/behaviours
- Producing work to a high standard
- Commitment to our school rules and class charters

Lunchtime stars

Children will be recognised for demonstrating our lunchtime expectations, relating to our rights. Staff working in the dining hall will promote and recognise individuals who have modelled these expectations by recording children's names on the plates. These focus on:

- Independence
- Politeness
- Respect

AFET approach to behaviour:

At AFET, we focus on positive behaviours and reinforce this through praise and rewards. Each class create their own class charter where the rules use positive language wherever possible e.g. "kind hands" or "walking feet please". Though these rules may vary slightly to be age appropriate, the expectations of behaviour are the same across each class and all members of staff to ensure consistency for all of our children.

However there will be times where behaviour is deemed unexpected and needs to be dealt with using a different strategy.

What is Unexpected Behaviour?

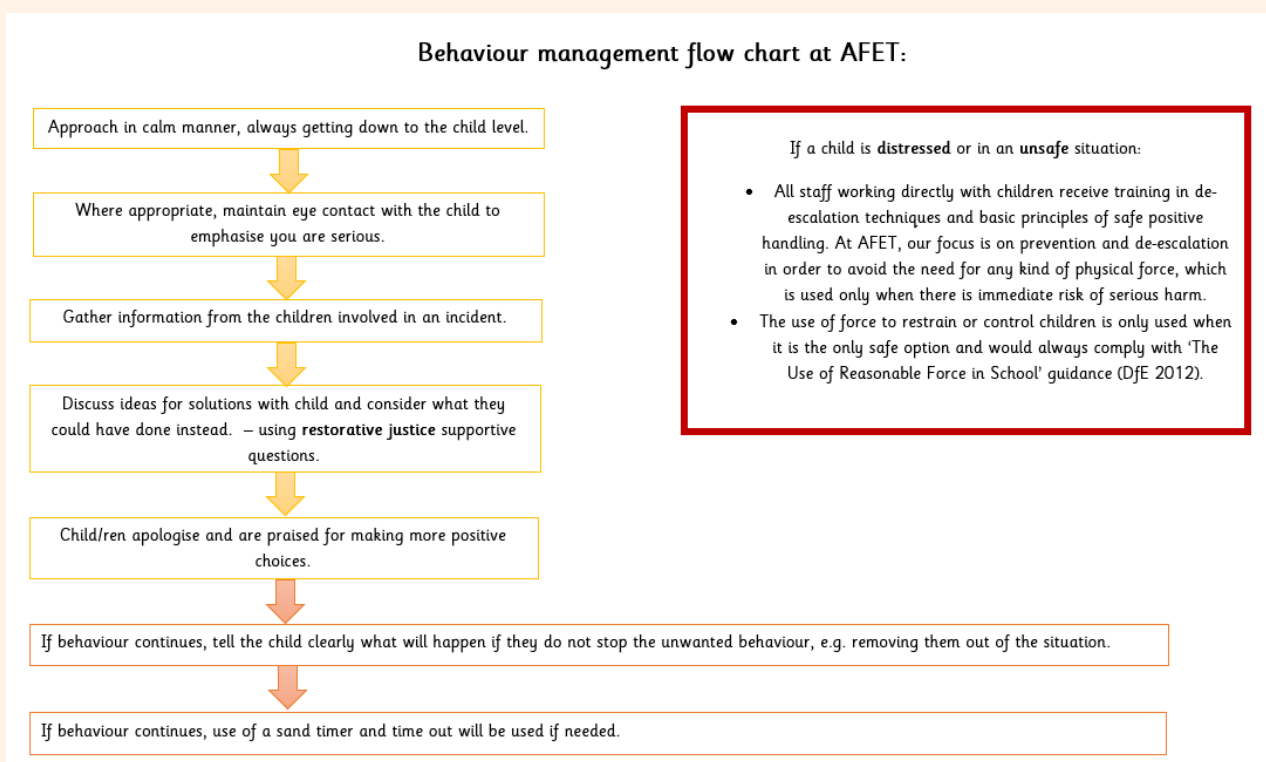
- Hurting someone physically, eg biting, kicking, pinching, throwing things at people, spitting
- Hurting someone verbally, eg name calling, racist remarks, shouting at someone, swearing at someone
- Emotional sarcasm, threats or manipulation
- Showing disrespect for the property of others, eg damaging equipment or the work of others
- Showing disrespect for the feelings of others, eg not waiting a turn
- Continual disruption during learning time, impacting on the learning of themselves and others.
- Being disrespectful to the adults in the room, not following learning requests.

The judgement about a child's behaviour must be made according to the child's age and stage of development.

A three year old child in the preschool will have a very different response to a six year old child in year 1.

Staff are taught to be aware that there are always other factors to consider, such as how tired the child is or if there are relevant impactful events happening at home. Parents and carers are encouraged to share any relevant information with staff, e.g. a family member who is unwell in hospital or if they are moving house, as these changes/events (no matter how minor) can impact on a child's behaviour.

How we approach 'unexpected behaviour':



Flow chart for reporting to parents / next steps:

Children in our EYFS and KS1 classrooms are continuing on their personal, social and emotional development journey. If behaviour is deemed developmentally appropriate and staff have dealt with the incident in school then we will not feedback to parents/carers on every incident. However if any child has been hurt (physically/emotionally) then we will always inform both children's parents/carers either at pick up or via an email/phonecall.

If we notice that certain unexpected behaviours are recurrent with a child/ren, then we will use the following pathway:

- Talk to the parents/carers to discover if the behaviours are arising at home.
- Agree a strategy to be used in school and at home and share this with relevant staff.

- Review after an agreed time and agree further strategies if necessary.
- If the behaviour continues, we may introduce our SENCo to suggest any further strategies and investigate these behaviours further. Start an EHR (Early Help Record) which looks at the child's life journey from birth to present.

Behaviour in the Preschool

In preschool, any unexpected behaviour is immediately dealt with by the nearest member of staff. Where appropriate, time is spent finding out what happened and why, and the staff ensure that the children understand how their behaviour has impacted others (linked to their emotions) and work with the child/ren to come up with a solution, eg rebuilding a tower that has been knocked down. If a child is repeatedly showing unacceptable behaviour the staff will complete a 'STAR behaviour chart' identifying the setting, trigger, action and response in order to discover any causes for the repeated behaviour. This will be shared with parents and strategies to improve this behaviour will also be shared with parents so that there is a consistent approach between school and home.

Strategies may include:

- Sticker charts
- Now/next boards
- Positive praise for good behaviour choices
- Distraction with toys the child enjoys
- Sensory/movement breaks
- Modelling the correct words to use e.g. 'please can I have a turn?'
- Emotion coaching to help children recognise how they are feeling and label their emotions

Consequences in Preschool

1. Reminder	A member of staff will remind the child positively of the rules e.g. 'please use your walking feet'.
2. Redirecting the behaviour	If the behaviour continues, the child will be redirected to another area of provision e.g. if they are throwing toys inside, they will be redirected to throw balls outside.
3. Verbal warning	If the behaviour continues, the staff member will give the child a verbal warning to not repeat the behaviour, reminding them of the rules and why their behaviour is unacceptable.
4. Time out	If any further unacceptable behaviour is shown, the child will have a short time out (of no longer than 3 minutes). The time out will end with restorative justice questions.

5. Contact with a parent/carer	If necessary, the staff member may communicate with parents/carers about the behaviour shown at the end of the school day or may ask to arrange a meeting with the parents/carers at a different time. This will not be used as a threat to the child.
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7.4 Stages of consequences (from Reception)

	Application	Useful language
Stage 1 Reminder	No set number of reminders <ul style="list-style-type: none"> • Delivered as privately as possible • Links back to the school rules and children's rights • Distraction can work well for refusal behaviours at this point 	I'm very impressed by how well (another child) is doing X. Thank you so much. <ul style="list-style-type: none"> • (NAME), are you okay? • I've noticed that • I can see you are struggling with X, how can I help? • Do you remember one of our rules is X?
Stage 2 Caution	Only 1 caution is given <ul style="list-style-type: none"> • Again, draw attention to another child following the rule first and thank them • Firmer, more assertive tone than the reminder 1. Remind child of the rule or routine which is not being followed 2. Give choices, so that the child feels in control 3. Explain the consequence if the rule/routine isn't now followed 4. Walk away so as not to get into a back-and-forth negotiation	A short conversation (not a time for discussion) <ol style="list-style-type: none"> 1. (NAME) you know X is one off our rules at AFET 2. I expect you to do X...You can Or 3. If this unexpected behaviour continues you will need to have time out of the classroom. Walk away 1. (NAME) you know being safe is one of our rules at AFET 2. I expect you to stop running in class, you can join the class on the carpet or take some time in the calm area. 3. If this unexpected behaviour continues you will need to have time out of the classroom. Walk away
Stage 3 Last chance	Only 1 last chance given. This is the last chance before a change/consequence <ul style="list-style-type: none"> • Use the scripted intervention Be clear and specific about behaviour. Remind the child that by showing this unexpected behaviour they are choosing to have a consequence Finish by reminding the child of when they did succeed in following this rule (try to be specific). Give 	Scripted intervention (NAME) I notice that you are ... (specify unexpected behaviour). It was the rule of being (respectful/safe/ready to learn) that you are not showing. If it continues you have chosen to spend some

	positive encouragement. Tell the child that you will talk to them at the end of the session. At the end of the session child needs to spend 2 Minutes discussing the behaviours that led to this. ZoR could be referred to if appropriate.	time outside of the SLT office. Do you remember last week when you? (highlight example of them following the rule) That is the (NAME) I need to see now. I know you can do this, I know you can be brilliant. We will talk about this at the end of the session. Then walk away to give 'take up time' and avoid getting into a negotiation or shifting blame
Stage 4 Time out	HT sent for/child taken to HT. Time spent with HT and when calm discussion around behaviour, what led to this and the impact on them.	Deliver request to move calmly and assertively: 1. (NAME) you have chosen to continue not to show our rule of being

Generally, children would move through the stages one by one. However, stages may be skipped for example a Stage 4 internal seclusion can be issued in the case of extremely dangerous behaviour

Dangerous & persistent behaviour may need the support of SLT:

Stage 5 IBP	Individual Behaviour Plan This is a formal plan agreed with parents/carers and usually involves referral to specialist agencies if possible. Not to be confused with behaviour support plans for children with additional needs. Stage 5 plans are used for children whose behaviour is still a concern after moving through stages 1-4
Stage 6 Suspension	Excluded from school for a fixed period of time. Formerly known as a fixed term exclusion Stage 6 suspension may be issued if children do not comply with a stage 4 internal inclusion and are behaving unsafely. A stage 5 IBP would be drawn up as soon as possible for their return to school. At the end of stage 6 there will be an agreed reintegration meeting
Stage 7 Exclusion	Permanent Exclusion

Re-integration meetings are always held with parents after stage 5 IBPs are set up or reviewed after stage 6 suspensions. All possible strategies and external support will be employed to avoid further suspensions, including alternative learning provision if appropriate.

Permanent exclusions are rare and would only be issued following recurring suspensions and/or failure of all support strategies and alternative provision.

All consequences from Stage 3 up are recorded on our safeguarding monitoring system (CPOMS).

At AFET we believe in the importance of emphasising positive behaviour. Consequences are tools for learning, they should be fair and effective, they should not be humiliating or disproportionate. The system is designed to be consistent and fair, but with enough flexibility to be age-appropriate and adaptable for those with SEND or other additional need.

8. Restorative Justice and follow-up action

The behaviour management system at AFET is based on the principle of putting our mistakes right.

Repair conversations - Restorative conversations:

- a. Take place at an appropriate time when the child is calm.
- b. Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
- c. Focus on reflection and restoring relationships (not blame or further punishment)

We provide a range of support for children at or at risk of reaching stage 5 including social skills, friendship and play support, emotional regulation support and restorative justice sessions.

***AFET Restorative Justice Supportive Questions**

- What happened?
- Who has been affected by what you did and how?
- How do you think (the victim's name) felt when you did that?
- What do you need to do to make things right?
- What have you learnt to help make the right choice next time?

9. Pupil support

AFET recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Our behaviour management system is clear and consistent but is equitably applied.

At every stage additional support is provided or adjustments made as required to ensure the consequences are fair and proportionate in relation to a child's understanding and cognitive ability.

Follow-up action also take into account the intention behind and the context of the behaviour, with a focus on challenging and removing root causes.

Challenging and unexpected behaviour will always be assessed by school leaders and/or SEND specialists to determine any underlying issues or unmet needs.

As a school we do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologist, Speech and Language Therapist, Children and Adolescent Mental Health Services (CAMHS) medical practitioners and/or others, SEMH team, to identify or support specific needs.

10.0 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often, over a period of time
- Unwanted and difficult to defend against

Bullying can be:

- Emotional / verbal
- Physical
- Sexual
- Child on child abuse
- Online Bullying and harassment may also include racist or other discriminatory abuse, often targeting particular areas of vulnerability.

At AFET we teach children to understand, recognise, challenge and prevent bullying and understand the difference between bullying and other forms of social conflict (NB peer and friendship issues which are a normal part of children's development). We supplement our Learn Together curriculum with KiVa.

We have a staged process for dealing with bullying:

<p>Stage 1 'monitoring'</p>	<p>An allegation is made but there is no clear evidence that bullying has occurred.</p> <p>All children concerned are placed on 'monitoring' and all staff are asked to be vigilant and record (on CPOMS) any interaction or issue, however minor</p>
<p>Stage 2 Contract</p>	<p>There is evidence that bullying or harassment has taken place and the children involved agree a contract of behaviour which states clearly what is and is not allowed and the sanctions that would happen if the agreement is breached.</p>
<p>Stage 3 Anti-bullying plan</p>	<p>Stage 2 contract is breached and there is clearly targeted and systematic bullying and harassment.</p> <p>The child being bullied has an individual safety plan designed to minimise risk of further harm without curbing their freedom or limiting their experiences.</p> <p>The child who has been bullying or harassing has an individual behaviour plan with clear consequences, restrictions and expectations and a restorative justice action plan.</p> <p>There are cases in which the bullying and harassment is complex and not clearly one-sided. Children may need a combination of behaviour and support plans.</p> <p>In both support and behaviour plans, additional support will be provided to help children recover and learn from the experience.</p>

11.0 Positive handling

The use of force to restrain or control children is only used when it is the only safe option and would always comply with 'The Use of Reasonable Force in School' guidance (DfE 2012).

As quoted in Behaviour in Schools, DfE, Feb 2024

"There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. 22 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils."

Teaching staff working directly with relevant children receive training in de-escalation techniques and basic principles of safe positive handling (Teamteach).

At AFET, our focus is on prevention and de-escalation in order to avoid the need for any kind of physical force, which is used only when there is immediate risk of serious harm to the child or those surrounding.

AFET recognises that many children who display physically dangerous or extreme behaviour have experienced some kind of trauma and that restraint and physical force can re-traumatise. In order to maintain a safe learning environment for all children (article 28), we do not tolerate dangerous and disruptive behaviour. However, we also seek to minimise the use of force and restraint. Where alternatives can be used we do e.g. evacuating the classroom as opposed to moving the child.

Therefore, as part of our staged system, all stage 5 individual behaviour plans include prevention strategies and adjustments to minimise the risk of needing to use physical force or restraint

12. Safeguarding and SEND

We respond to inappropriate behaviour by investigating and trying to understand the cause.

Consideration that inappropriate behaviour can be an indication of issues relating to child protection or unmet special educational need (Article 39).

As well as the immediate response as set out in our procedures, we act promptly to identify potential underlying issues and agree a prevention and support plan with parents/carers and/or external agencies where appropriate.

Main routines

- When within the school we use walking feet and quiet indoor voices
- When walking to the hall we walk in single file
- We always sit on our chair with four legs on the floor
- When we use the toilet it is one person per cubicle, the door is closed to keep our privates parts private
- We sit down when we are eating
- We listen to our adults
- When sat on the carpet we keep our hands and feet to ourselves and stay in our space
- When entering and leaving the school we remain with our adult
- When entering the fob gates on a scooter or bike, we dismount and walk to the parking spaces
- When we are on the blue court and hear the whistle we stand still and wiggle our fingers
- When there is a fire alarm we stop, line up quietly and leave with an adult
- When the adult shakes the tambourine/gets our attention, we stop, put our resources down and wiggle our fingers
- When we visit the library we look after our books and put them back when we are finished
- We are respectful of items in school, we look after them. We use choose it, use it, put it away.