



Abbot's Hall Primary School

Behaviour and Relationships Policy

September 2025

Be the best that you can be.

Rationale

- Behaviour is seen as a form of communication and our role will be to aim to understand the needs behind the behaviour and implement suitable approaches to promote personal development to enable children to progress socially and emotionally and display prosocial behaviour.
- We will be starting with a positive focus towards behaviour.
- We will have a system that supports the individual needs of every child so that all children are able to progress well socially, emotionally and academically.
- All behaviour impacts others (their community) and displaying positive behaviour will bring about positive benefits for the community.
- To teach and model to the children what positive behaviour looks like.

Our Aims

At Abbot's Hall Primary School, we aim to achieve a positive, supportive atmosphere where all members of the school community care for and respect each other and the school environment. We aim to develop this through a positive approach, taking time and thought to praise and encourage each other.

Our Objectives

- To build individual self-esteem so all members of the school community feel valued.
- To promote good relationships so people can work and play together with a shared purpose.
- To teach pupils to demonstrate respect for property, possessions and the whole school community and everything in it.
- To provide pupils with strategies to manage their emotions and behaviours.
- To teach pupils to take responsibility for their own actions and encourage honesty and trust.
- To maximise learning opportunities, giving every child the opportunity to achieve.
- To inspire children to be honest, fair and polite.

Introduction

At Abbot's Hall Community Primary School, our aim is that every member of the school community is valued, respected and feels safe. We want everyone in our school to be inspired by positive behaviour and strive to achieve positive learning and personal behaviours. We work in partnership with parents to help children understand the difference between right and wrong in all aspects of daily living.

We believe that children thrive on praise and encouragement and every opportunity is taken to recognise and reward examples of good behaviour when they occur. All children are treated equally and the behaviour and relationships policy is implemented in a consistent way, taking in to account Special Educational Needs and making reasonable adjustments where required through personalised inclusion plans.

The school has a code of practice that sets behavioural guidelines for pupils; these are made explicit to the children through a set of School Rules.

Our School Rules

Our School Rules apply throughout the school and provide clear guidance as to the high standards of behaviour we expect. These are referred to consistently and are displayed around the school. Each half term an assembly will focus on reminding the children of the expected behaviours and School Rules at Abbot's Hall Community Primary School.

1. We are kind and respectful

We are kind to each other

We do not hurt each other

We are welcoming and polite

We look after our school
We walk around the school

2. We are honest

We always tell the truth
We always take responsibility

3. We listen

We listen to everyone
We always follow instructions
We do not interrupt each other

4. We are caring

We are friendly to everyone
We include everyone
We are welcoming
We care for our environment

5. We always try our best

We work hard
We stay focussed on our learning
We learn from our mistakes
We are aspirational

The School Rules are presented clearly, and in a child friendly way, in every classroom and public areas around the school. They are shared with the wider school community on the school website.

Building a Positive School Climate

1. All staff model and encourage excellent positive behaviour throughout the school.
2. Good work and behaviour are celebrated and rewarded wherever possible.
3. Children are encouraged to reflect on their own conduct and not to police other children's behaviour.
4. If children have a serious disagreement, a dialogue will be encouraged and supported by an adult to resolve the disagreement. The restorative justice approach is used and pupils are encouraged to understand how their behaviour affects others and also how they can make improvements.
5. Individual inclusion plans are used to support identified children to improve their behaviour.
6. Rewards are given as a result of being SILVER (House Point) or GOLD (Prize from Headteacher's reward box, certificate and entered in to Golden Ticket raffle to have tea and cake with headteacher once a term).

Creating a positive class climate

- On the first day of a new school year the headteacher and teacher will share the school rules.
- In the first week teachers and children establish expectations, rules and responsibilities within their own class community and the school building on the school rules (PSHE Class Charter). They discuss communication in the classroom; i.e., hands and thumbs up, listen to each other, movement around the room - when/how; how to treat others, safety role, on task learning and present these in a positive way. Expectations are displayed in the classroom.
- Our Behaviour Ladder is displayed around the school and is referred to by all members of staff
- Staff encourage pupils with praise and notice all behaviours - promoting the positive ones.
- All staff will have a positive management style.
- All staff will treat all children with respect at all times.
- All staff will be consistent.
- All staff will be excellent role models.

- All staff can apply rewards and sanction.

Rewards

Our rewards are linked to the School Rules and are used throughout the school. The school enjoys celebrating achievements and acknowledges the efforts and successes of children both in and out of school. We firmly believe that expectations for behaviour should be communicated and upheld by all pupils throughout the school day and when they are representing the school.

Class Rewards	Whole School Rewards
<ul style="list-style-type: none"> • Verbal and written praise • Stickers • Displaying work • Children sent to Senior Leadership to share learning • Contact with parents to praise children • Silver awarded • Gold awarded • House points 	<ul style="list-style-type: none"> • Weekly celebration assembly sharing ‘Hall of Fame’ certificate • Half Termly House Point winners • Termly celebration assembly sharing Be ‘The Best You Can Be’ certificate • Weekly assembly sharing other successes e.g. sporting achievements • Termly celebration with the headteacher

Thoughtful use of sanctions

To reinforce our expectations, it may be necessary for children to consider their behaviour choices using the reminder/consequences system that is in place across the school.

This system is based on the expectation that we expect children to ‘be green’ and that in itself is praised and acknowledged.



- Anything Green or above will be celebrated.
- Anything below Green will incur a consequence.
- Every day the children will ALL start again as Green.
- Within a day, children can move back up or down the ‘ladder’, but any reward or consequence given will not be removed or retracted.

****See appendix A for full chart****

Strategies for managing unwanted behaviour

Every member of staff deals with unwanted behaviour quietly, calmly and immediately.

Unwanted behaviours in school are dealt with in a variety of ways and it must always be seen as being appropriate to the situation and the children involved. The steps below are followed consistently by all members of the school community.

Step	Actions to follow	Example
Step 1 Warning	<p>When a child is not following the School Rules, an adult will:</p> <ul style="list-style-type: none"> • Notice how the child might be feeling • Link this to the behaviour • Remind the child of the rule that is being broken • Ask/suggest the zone that they are in • Ask/suggest a strategy they can use to regulate themselves 	<ul style="list-style-type: none"> • I can see you are feeling (frustrated) because you are (banging the ruler). I think you are in the red zone. • At the moment you (are not being respectful). • Could you use (finger breathing) to help? • This is your warning to follow our rules.
Step 2 Last chance	<ul style="list-style-type: none"> • Notice how the child might be feeling • Link this to the behaviour • Remind the child of the rule that is being broken • Ask/suggest a strategy they can use to regulate themselves • Ask/suggest the zone that they are in • Warn them if this continues a sanction will be put in place 	<ul style="list-style-type: none"> • I can see you are still feeling (frustrated) because you are still (banging the ruler). I think you are still in the red zone. • At the moment you (are still not being respectful). • You need to use XXXXX to help. • This is your last chance to follow our rules.
Step 3 Consequence	<ul style="list-style-type: none"> • Notice how the children might be feeling • Link this to the behaviour • Remind the child of the rule that has been broken • Explain the consequence 	<ul style="list-style-type: none"> • You will now XXXX because you have not followed the rules <p>(See appendix A for consequences)</p>
Step 4 Resolution	<p>This step can only take place when the child is calm, in the green zone and emotionally ready.</p> <p>Children are encouraged to respect and resolve the situation.</p> <p>Children in Key stage 1 complete this as a conversation with a member of staff.</p> <ul style="list-style-type: none"> • Notice how the child is feeling • Link this to their current behaviour • Child to identify the rule that has been broken • Child to identify how this could have been prevented/stopped <p>Children in Key Stage 2 will have a reflection conversation with a member of staff.</p>	<ul style="list-style-type: none"> • I can see you are feeling (calm) because you are (looking and listening to me). I think you are in the green zone. • Can you tell me which rule was broken? • Can you explain how you broke the rule? • Is there anything you need to do to make it right? • What will you try to do differently next time?

There may be incidences where staff members are unable to move sequentially through the steps due to the unwanted behaviour being displayed by the child. There may be some cases where a child displays physical aggression towards others or shows defiance/rudeness towards a member of staff. These behaviours can all be identified in the Abbot's Hall Behaviour Ladder show in Appendix A.

Furthermore, if a child receives a consequence, but the same inappropriate behaviour continues, the consequence is escalated as follows;

Stage 1 - loss of social time (yellow)	This is a short period (adaptive and age appropriate) to reflect on the rule broken and how to respond in the future without breaking the rules.
Stage 2 – time in another classroom (yellow / orange)	If a child is unable to settle and is causing low level disruption then they may be sent to another class and sit quietly with a piece of appropriate learning for short, reflective, timeout period, with as minimal disruption to others as possible.
Stage 3 – loss of social time (orange)	The child will spend their break and lunchtime with a member of the SLT or PSO to reflect on their behaviour.
Stage 4 – send to or call SLT (red)	<p>When a pupil's behaviour is disruptive and the situation is such that the de-escalation strategies employed are not working, the emergency system may be used. Another child in the class will go to the Headteacher (or another Senior member of staff in their absence) with the teacher's name badge. The Headteacher (or other Senior member of staff) will arrive to collect the child. If appropriate, this is done quietly and calmly and the offending child then accompanies the Headteacher (or Senior teacher) to their office. This process may involve other class members being removed from the classroom if their safety or learning is at risk or impacted.</p> <p>An opportunity will be taken to talk to the child about their behaviour and any possible causes/reasons for their actions will be discussed. As soon as is manageable the Headteacher/member of the SLT will discuss the incident with the child's parents. A record of the incident will be completed on a purple form. (Appendix B)</p>

Behaviour Monitoring

For serious incidents, a Behaviour Incident Form (purple form) should be completed and passed to the Pupil Support Officer for recording centrally and for monitoring purposes. The PSO will then record how the incident has been dealt with and any sanctions put in place and this information will be shared with the class teacher and phase leader. At this point, parents/carers may also be informed of the incident and how it has been dealt with. Parents/carers will also be contacted if there is a repeated pattern of behaviour in school, affecting pupil's learning and/or safety. Behaviour Incident Forms will be kept on file by the PSO in order to monitor any recurring patterns or types of incidents.

Bullying

If a child is involved in bullying the school will follow the Abbot's Hall Anti-bullying Policy.

Playtimes

Our Midday supervisors will maintain our expectations of behaviour during lunchtime and they will support pupils in a positive way. The Mid-Day staff have their own stickers that they can chose to give out to recognise behaviour they think is particularly good.

When a child misbehaves at playtime generally a quiet word with the child will be sufficient. However, the poor behaviour may continue or an incident may be more serious. In these cases, further action may be necessary.

1. A warning.

2. 'Time out' in a supervised area in school either for the rest of that playtime or indeed for a future playtime. This should always be for a specified amount of time.
3. Refer to the class teacher.
4. Refer to PSO.
5. Refer to a member of the Senior Leadership on duty.

The last point is for serious incidents only.

Individual programme

Where a child's behaviour is causing considerable disruption, whether or not the emergency procedure has been used, an individual inclusion plan may need to be devised. This may need to be discussed with other staff (both teaching and support) to ensure consistency of approach. The Individual Inclusion Plan, Appendix C, is used to assist staff in formulating personalised support for those pupils identified as requiring one. This may be supported with the 5A's document as seen in Appendix D.

If a risk assessment is deemed necessary – the proforma for this can be found within the Appendices of the CET Use of Reasonable Restraint Policy.

Refer to the behaviour ladder (Appendix A) to identify appropriate consequence where possible.

Suspension:

Where there have been repeated violations of the behaviour and relationships policy, a child may be internally suspended. This is where they will spend a significant portion of the day with a member of the Senior Leadership Team to complete their work away from their peers. This is different to time out which is a much shorter period of reflection. Parents will be contacted and incidents leading to an internal suspension will be discussed, along with plans to support the child to improve their behaviour. Children will reflect on the behaviours that have led to the internal suspension when they are regulated with the member of the SLT or PSO.

Where there have been extreme and/or persistent violations of the behaviour and relationships policy, a child may receive a fixed term suspension. The suspension of a child is seen to be an exceptional measure and such a decision would not be taken lightly. Where children are demonstrating difficulties in managing their behaviour, support is identified and put in place by the school or by an appropriate external agency. Regular contact will be made with parents to ensure they are fully involved in all decisions.

Possible reasons for suspension are;

1. Extreme/Severe/Repeated physical harm towards another pupil or member of staff that puts at risk their health and safety
2. Persistent threatening behaviour towards another pupil or member of staff
3. Severe damage to property
4. The inability of staff to maintain a pupil's safety
5. Constant or repeated disruption to the education of other pupils
6. Refusal to follow the instructions of a member of staff or the Senior Leadership Team.

The Headteacher has the right to suspend although in the absence of the Headteacher, the Deputy Headteacher may do so.

Where a child is suspended for a fixed period, the suspension is for a minimum time to ensure the child and others in the school understand the behaviour has been unacceptable. One to three days should generally be appropriate. If the behaviours are constantly repeated, the length of the suspension will increase. During this period the headteacher will arrange for the child to receive school work to do at home. Upon the child's return to school, a reintegration meeting will be held

with parents to reflect on the reason for suspension, identify clear expectations in behaviour for the child, and outline any reasonable adjustments that need to be made to support the child. If the behaviours continue persistently, it will result in a permanent exclusion.

In addition, Abbot's Hall Community Primary School follow procedures laid down in the 2024 edition of the DFE document "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement."

Please refer to the CET Exclusions Policy for further information.

School Responsibilities

All staff in school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. All members of staff model positive behaviours when working alongside pupils.

Every day, all staff are expected to;

- meet and greet each child at the beginning of the day with a smile
- recognise good behaviour and effort
- use the rewards outlined in this policy to reinforce positive behaviour
- explicitly share rules
- have high expectations of behaviour
- always deal with unwanted behaviour quietly, calmly and immediately
- apply the strategies outlined in this policy fully and consistently to deal with unwanted behaviours
- support children to reflect on their behaviour as outlined in this policy

In addition to the above, the Senior Leadership Team will;

- support colleagues in dealing with unwanted behaviours
- provide strategies to support colleagues and the children in school
- contact external agencies to seek further advice, guidance and support where necessary

Parental Responsibilities

We actively work with parents to establish ways of working together to improve children's behaviour. At Abbot's Hall Community Primary School, we believe that it is important for parents and staff to have the same expectations of their children; it is vital for the children to see the school and their parents working in agreement.

We will keep parents informed of any serious incidents and their outcomes. Minor breaches of the behaviour and relationships policy are usually dealt with in school. Teachers will have informal conversations with parents before or after school to make parents aware of minor issues. If children persistently do not follow the school rules, parents will be informed. In results of any serious breaches of the behaviour and relationships policy, we will communicate this with parents, ensuring we refer to the behaviour ladder (please see appendix X). If a parent has concerns with the consequence a child has received, they should speak with their class teacher in the first instance. If there are further concerns, then senior member of staff will become involved.

Within school, we monitor behaviour through our purple form logs of incidents and also through our whole school tracking software (My Concern). In some instances, there may be the need to implement an individual inclusion support plan. These are reviewed regularly with parents and children. Inclusion plans are created after a number of incidents in a small period of time. Parents will be given the opportunity to work with school to identify the support that can be put in place to improve their child's behaviour.

Governor Responsibilities

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement school behaviour and discipline policy but the governors may wish to discuss with the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Behaviour beyond the School Grounds and School Hours

Teachers have a statutory power to discipline pupils outside the school premises where:

- • Witnessed by a staff member
- • Reported to the school
- • The pupil is identifiable as a pupil at the school

Or behaviour that:

- • Has repercussions for the orderly running of the school
- • Poses threat to another pupil or member of the public
- • Could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Restraint

Sometimes, when children behave in an unsafe manner, we will stop them by holding them or moving them to a safe place. We do this only when it is perceived that the child is in imminent danger to themselves, about to damage or destroy property, or hurt or threaten to harm others or themselves. All such incidents are recorded in a specialist book and parents informed.

For further information, refer to the Children's Endeavour Trust Use of Reasonable Restraint Policy.

Confiscation

There are two sets of legal provisions which enable school staff to confiscate items from children:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a child's property as a punishment and protects them from liability for damage to or loss of, any confiscated items.

Where a child has in their possession an item that is causing disruption to either their own learning or to those around them, teachers may take the item away. The child will be told where that item will be kept and when it will be returned to them. Where possible the item should be returned to the child, or the parent, as soon as possible so that it can be taken home and the family reminded that personal possessions are not permitted in school without prior arrangement.

2. Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

If a child has an item in their possession that is illegal, not age appropriate or thought to pose a danger to them or others, it will be immediately taken away, not returned to the child and Parents

will be informed. If necessary, safeguarding procedures may be implemented and/or the police involved.

Equality and Diversity

It is our policy that all children will be treated equally irrelevant of race, gender or disability in the implementation of our behaviour and relationships policy.

SEN

No child with SEN will be discriminated against in the implementation of the behaviour and relationships policy. Where a child's particular need requires specific care or strategies, then this will be planned for carefully and parents will be consulted in order to provide the best possible outcomes for the child.

Safeguarding Issues

If any safeguarding issues arise these must be dealt with the school safeguarding policy (see the CET Safeguarding and Child Protection Policy)


Monitoring and review

This policy is monitored by the governing body and will be reviewed every two years or before, if necessary.

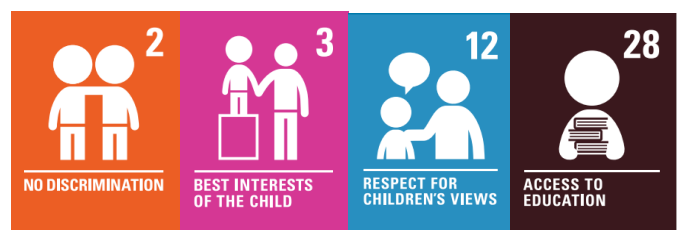
Linked Policies

- Anti-Bullying Policy
- CET Use of Reasonable Restraint Policy
- CET Exclusion Policy

Signed:  Headteacher

Signed:  Chair of Governors

Date: September 2025



Abbot's Hall School Governing Body's statement on pupil behaviour, rewards and sanctions

Our Aims:

At Abbot's Hall Primary School, we aim to achieve a positive, supportive atmosphere where all members of the school community care for and respect each other and the school environment. We aim to develop this through a positive approach, taking time and thought to praise and encourage each other.

Our Objectives:

1. To build individual self-esteem so all members of the school community feel valued.
2. To involve children, parents and members of the school community in the development, monitoring and evaluation of the school behaviour and relationships policy.
3. To encourage on-task learning.
4. To encourage children to exercise self-control.
5. To encourage co-operation in work and play.
6. To encourage honesty and trust.
7. To encourage respect for people, property and possessions.

How will we achieve this?

We will work to **build a positive climate** in the classes and throughout the school. This will mean encouraging and rewarding good behaviour and good work whenever possible.

A range of rewards will be used including occasionally contacting a parent(s) if a child has achieved or conducted themselves particularly well.

Where children are not giving their best efforts or there are some behavioural problems **a range of sanctions may be used**. There may be times when we will wish to involve parents in any strategies we plan for a child and we hope that after discussion with the class teacher and/or Headteacher parents will fully support the strategies agreed. As part of the whole school behaviour and relationships policy, we have specific guidelines on dealing with bullying. Reward and punishments will be fairly and consistently applied.

We hope this statement gives you some idea of the approach we are using in school and that you will feel able to support us in putting the policy into practice. If you would like to see a full copy of the school policy you can request your own copy.

The Governing Body of Abbot's Hall School

Appendix A

What might this look like?		Possible consequences to be decided (Taking each case into consideration)
Consistent achievements in learning and/or behaviour of the highest order Achieving 'Silver' 5 times within an academic year An outstanding contribution in helping others over time Consistent positive attitude to learning with high achievement for the individual Outstanding piece of extended home learning	Gold	Sent to the Headteacher or Deputy Headteacher HT / DHT Sticker School reward (pencil/ruler/similar etc.) Headteacher Certificate to go home
An outstanding piece of work or lesson for the individual Extra home learning completed on own initiative Additional effort to help or show care for others Exceptional contribution in a particular lesson or over a day Taking responsibility for improving their own work	Silver	Nominated for Class 'special chair' House point Sent to another teacher to share what they have done Silver sticker (EYFS and KS1)
Safe & Responsible Respectful Kind Helpful Good listening Good manners & Politeness Sharing Contributing in class Trying to improve & make progress Home Learning is completed Always trying their best by BTBYCB	Green	Nominated for the class Hall of Fame certificate Nominated for Headteacher's Hall of Fame certificate Nominated for termly BTBYCB Award Class job / responsibility Line up first Go out to play first Verbal praise from staff Green pen comments/highlighting of good learning in books
An appropriate verbal warning given as a reminder to stay GREEN		
Not following the school rules Not listening Interrupting, talking and shouting out Name calling Not following instructions Off task in lessons Not completing work Distracting others from their learning Showing unnecessary anger/frustration	Yellow	Yellow behaviour incidents will be dealt with by the class teacher or staff member on duty. Missing 1 session of an age-appropriate amount of playtime
Continued refusal to complete learning tasks Repeated disruption to others in the classroom Repeatedly not following instructions Destruction of own learning Leaving the classroom / Running away Damaging property (with intent) under £100 Disrespect to staff, pupils or visitors Threatening aggression Dishonesty and bad language Unsafe choices Repetition of YELLOW behaviours	Orange	Orange behaviour incidents will be dealt with by Phase Leaders, Pastoral Support Officer (PSO) or Class Teacher. Time out with the Phase Leader, Deputy Headteacher or Pupil Support Officer whichever is most appropriate Missing 1 day of playtime Completion of Behaviour Purple form Phone call home by Deputy Headteacher or Pupil Support Officer
Dangerously threatening behaviour Serious assault to staff (hitting, biting, kicking) Serious assault on a pupil Persistent threatening behaviour to staff and pupils Persistent bullying Stealing Damaging property (with intent) over £100 Touching or grabbing inappropriate areas of the body Leaving school grounds without permission Extreme, unsafe behaviours Persistent disruption to the education of other pupils Persistently refusing to follow the instructions of a member of the Senior Leadership Team Repetition of ORANGE behaviours	Red	Red behaviours will be dealt with by the Headteacher, Deputy Headteachers or Pastoral Support Officer Phone call home by Headteacher, Deputy or PSO Missing 3-5 days of playtime Follow up weekly report to SLT Home/School communication book as required Suspension will be dealt with by the Headteacher or Deputy Headteacher in their absence



Abbot's Hall C Primary School

Inclusion Support Plan



Name: SEN:
 Year group:
 Class Teacher:
 Date: Review Date:

<p>What is the aim of the plan?</p> <p>What specific area of need is the plan supporting?</p>

<p>What am I good at? What are my strengths?</p>	<p>What do I need more support with?</p>
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<p>How I might communicate I need further support:</p> <ul style="list-style-type: none"> • 	<p>Interventions that will not support me:</p> <ul style="list-style-type: none"> •
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<p>Early Interventions to support regulation:</p> <ul style="list-style-type: none"> • 	<p>Active Interventions when dysregulated:</p> <ul style="list-style-type: none"> •
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<p>Soothing interventions following dysregulation</p> <ul style="list-style-type: none"> •
<p>Restorative Interventions and practise</p> <ul style="list-style-type: none"> •
<p>How will successes be communicated and celebrated?</p> <ul style="list-style-type: none"> •

<p>Key Staff:</p>

Signature of responsible person (class teacher/phase leader):

Signature of The Headteacher:

Signature of parent/s:

Appendix D

Action	
Child: What action do they take? What have they done in the past?	Staff: How will we keep the situation safe?
Aggression	
Child: Where does their aggression focus?	Staff: How will we de-escalate the behaviour? How will we keep people safe?
Anger	
Child: What are the behaviours/signs we see when the child becomes angry?	Staff: How do we support them in self managing?
Anxiety	
Child: What are the physical signs we see when the child becomes anxious?	Staff: What can we do to try and reduce anxiety?
Known triggers	
Child: What are the known triggers for this child?	Staff: What are we going to do as a team to avoid the triggers?