# AYLSHAM LEARNING FEDERATION

## ALF PRIMARY PHASE BEHAVIOUR FOR LEARNING POLICY

## BURE VALLEY AND JOHN OF GAUNT INFANT AND NURSERY SCHOOL

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Signed: .....

Chair

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**ALF Primary Phase Relational Behaviour Policy**

Core Aim: To create a "culture of belonging" where high expectations are commonly understood and applied consistently to ensure a calm, safe, and supportive environment
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**Vision, Ethos, and Co-operative Values**

Philosophy: The Federation believes all behaviour is a communication of an unmet need; we prioritise "connection over correction" to understand the root cause of dysregulation.
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The **"ALF Way"**: All members of the community must follow three umbrella rules:

- Be Kind
- Be Involved
- Be Responsible

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Character Development: We aim to develop "positive good behaviour," fostering habits of study, self-restraint, and resilience that prepare pupils for adulthood
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**The Behaviour Curriculum**

Explicit Teaching: Positive behaviour is not assumed but is explicitly taught as a core part of the curriculum
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Social Norms: We establish high-status "social norms" and routines—such as classroom entry and corridor movement—to reduce anxiety and automate positive conduct
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Attendance and Punctuality: High standards of behaviour include a commitment to 100% attendance and punctuality as vital components of school success
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3. Regulatory and Safeguarding Framework

Statutory Compliance: This policy adheres to DfE "Behaviour in Schools" (2024), "Keeping Children Safe in Education" (KCSIE), and the Equality Act 2010
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SEND and Inclusion: We make "reasonable adjustments" for pupils with Special Educational Needs and Disabilities (SEND), using a graduated approach to ensure all pupils can meet high standards
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Child-on-Child Abuse: Sexual violence and harassment are never tolerated or dismissed as "banter"; all incidents are dealt with assertively under KCSIE principles
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Online Conduct: Standards of behaviour apply online as they do offline; the school reserves the right to sanction misbehaviour that occurs outside school premises if it affects school culture
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**Roles and Responsibilities**

Headteacher and SLT: Must be "highly visible" leaders who model the school’s values and support staff wellbeing to maintain a regulated environment
.

Staff: Responsible for building "Behaviour for Learning" relationships (Self, Others, and Curriculum) and maintaining consistent boundaries
.

Parent/Carers: We believe that children achieve their best when families and school work closely together, we have a Home School Agreement that sets out how we will support each other to ensure every child is happy, safe and successful. We encourage parents and carers to work in close partnership with us to reinforce school expectations and rules.

## 1. Vision and Ethos

Our Aylsham Learning Federation (ALF) vision is to create a school and working environment where all children can realise their full potential in an undisruptive, stimulating, and safe environment.

We believe that all behaviour is communicating an unmet need or feeling. We work collectively as a community to understand the root of behaviour and prioritise connection over correction.

This policy is designed to support the way in which all members of John of Gaunt Infant, John Bears Nursery, and Bure Valley Junior School can live and work together in a supportive way.

As schools we follow the same co-operative and ethical values. These are:

- Self-help;
- Self-responsibility;
- Democracy;
- Equality;
- Equity;
- Solidarity;
- Honesty;
- Openness;
- Social Responsibility;
- Caring for Others.

As a community we have agreed on the following shared rules:

1. Be kind
2. Be involved
3. Be responsible

These act as umbrella terms that capture all forms of behaviour.

For pupils: These three rules are our compass. No matter where you are—in the playground, the classroom, or travelling to school — if you ask yourself 'Am I being kind, involved, and responsible?' and the answer is 'yes,' you’re doing exactly what you should be.

For parents and carers: We’ve distilled our expectations into three pillars. This creates a shared language between home and school. Instead of a list of a hundred 'don’ts’, we focus on three powerful 'dos' that cover every situation your child will encounter.

| Rule | What it Looks Like |
|---|---|
| **Be Kind** | Using "please" and "thank you"; helping a peer who is struggling; celebrating others' success; resolving conflict through words; respecting personal space and diverse backgrounds etc. |
| **Be Involved** | Putting your hand up; joining a lunchtime club; listening actively to teachers; collaborating in group work; trying something new even if it's difficult; contributing to the school community etc. |
| **Be Responsible** | Arriving on time; having the right equipment; cleaning up after lunch; owning up to mistakes; staying on task; keeping phones/devices away when required etc. |

## 2. Aims

This policy aims to:

- Provide a consistent, relational approach to behaviour that focuses on emotional literacy and self-regulation.
- Teach learning behaviours explicitly, ensuring pupils can access the curriculum, engage with lesson content, and participate in their learning.
- Summarise roles and responsibilities with a focus on modelling appropriate relational language.
- Define social norms and routines to create a predictable and calm environment.
- Outline a system of restorative support rather than purely punitive sanctions.

## 3. Legislation and Guidance

This policy is based on advice from the Department for Education (DfE) on "Behaviour in Schools" (2024), "Suspension and Permanent Exclusion" (2026), Restrictive Intervention - Use of Reasonable Force in Schools (2026) and "Keeping Children Safe in Education".

It also reflects the Education Endowment Foundation (EEF) "Improving Behaviour in Schools" guidance report and is also based on the special educational needs and disability (SEND code of practice).

- Behaviour and discipline in schools
- Behaviour in Schools Advice for headteachers and school staff
- Suspension and permanent exclusion

- DfE Suspensions Blog Post
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Restrictive Interventions - Guidance for Schools
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Working together to improve school attendance
- Supporting School Attendance
- RISE - Support for improving Attendance
- Preventing and tackling bullying
- SEND Code of Practice
- Norfolk - Behaviour Support Plans
- Norfolk - Positive Behaviour Support
- Norfolk STEPs - Behaviour Toolkit
- NASEN - Whole School SEND
- Norfolk - Guidance for Schools - Off-site Direction

It is important to note that we are not a no-contact school and we follow the principles and guidance set out in Norfolk Steps. Parents/carers will be informed whenever an official restrictive physical intervention has been used with their child. On every occasion that a guide, hold or restrictive physical intervention is used, staff will ensure that it is reasonable, proportionate, necessary and in the best interests of the child and those around them. Any intervention will be the least restrictive option available and will be used for the shortest time necessary to maintain safety. All incidents will be recorded in accordance with school procedures.

## 4. Relational Definitions and Language

Across the ALF primary phase, we move away from labeling children and instead use Agreed Language to identify needs.

ALF Relational Terminology:

- Challenging behaviour - presenting big feelings
- Low level disruption - unsettled/disengaged
- Attention seeking - connection seeking
- Out of control - dysregulated
- Unacceptable - undesirable
- Laziness - barriers to engagement
- Touching everything - sensory seeking

Undesirable behaviour is defined as actions that disrupt learning, such as shouting out or non-completion of tasks, but is viewed as a manifestation of unresolved needs.

Serious misbehaviour includes persistent breaches of school rules, this can include: violence towards a person or object, inappropriate sexualised behaviour, bullying, deliberate vandalism, theft, deliberately taunting other people with known SEN needs, and racist, sexist, homophobic or discriminatory language/behaviour. .

## 5. Bullying

5.1 Bullying is defined as deliberately hurtful, repeated behavior characterised by an imbalance of power over time and is difficult to defend against.

5.2 Bullying can include (but is not limited to):

| **Type of Bullying** | **Definition** |
|---|---|
| **Emotional** | Being unfriendly or exclusionary, tormenting. Demanding money, material goods or favours by means of threat. |
| **Physical** | Hitting, kicking, pushing, taking another's belongings, any use of violence. |
| **Prejudice-based and discriminatory, including:**<br>● **Racial**<br>● **Faith-based**<br>● **Gendered (sexist)**<br>● **Homophobia/biphobia**<br>● **Transphobia**<br>● **Disability-based** | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality). |
| **Sexual** | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. |
| **Direct or indirect verbal** | Name-calling, sarcasm, spreading rumours, teasing. |
| **Cyber-bullying** | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. |

ALF staff are vigilant for signs of bullying, such as a child being withdrawn, anxious, or unwilling to attend school.

We expect staff to investigate all threats of bullying, inform parents, and attempt to help the perpetrator change their behaviour through restorative methods.

5.3 Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied.

These include if the pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5.4 Procedures

- Incidents of bullying should be reported to a teacher or SLT and recorded where appropriate
- In certain cases parents will be informed and asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the bully/bullies change their behaviour

5.5 Outcomes

- The schools behaviour policy will be applied
- Involvement of external agencies where applicable
- Monitoring by appropriate adult(s)
- Formal recording
- Liaison with parent/carer

## 6. Roles and Responsibilities

6.1 Governing Board: Responsible for monitoring policy implementation and ensuring it does not discriminate against any protected characteristics.

6.2 Headteacher and SLT: Responsible for creating a culture of belonging, being highly visible, and supporting staff wellbeing so they remain regulated.

6.3 Behaviour/Pastoral Leads and SENDCO: Audit classrooms to ensure they are neuroaffirming, deliver staff training on emotional literacy, and lead "Connect the Dots" interventions.

6.4 Staff: Responsible for modelling emotional and social skills, using agreed scripts, and following the 5:1 ratio of positive to negative interactions.

6.5 Parents/Carers: Expected to collaborate with the school to provide a holistic approach and inform the school of changes affecting their child's wellbeing.

## 7. The Behaviour Curriculum and Social Norms

We explicitly teach a Behaviour Curriculum (routines) because positive behaviour must be taught, not just expected.

- Social Norms: We establish relentless routines for transitions, corridor movement (e.g., "Team Stop"), entering the classroom, lunch hall, assemblies etc. to reduce anxiety.
- Calm Classrooms: All classrooms are committed to being clutter-free, using consistent visual timetables and visuals, and providing access to a "Calm Space" or sensory tools (e.g., wobble cushions, noise-cancelling headphones). As required, specific pupils are given movement and brain brakes.
- You Belong Here: Every child is greeted by name at the start of the day to build a positive relationship.

## 8. Proactive Strategies and Reinforcing Pride

We use proactive kernels to prevent escalated behaviours:

- The 5:1 Ratio: Aim for five positive interactions for every one correction.
- WIN Scripts: Used to provide explicit feedback (Witness, Invite, Name) to build intrinsic motivation.
- Proud Postcards/Journaling: Celebrating when children show resilience or kindness to instill self-esteem.
- Secret Learner: A daily focus on positive role models without naming those who have had a "bad day".
- Breakfast Club: Access to ensure pupils are ready for learning.

8.1 Positive Recognition

Our behaviour policy is built on strong relationships, mutual respect, and a shared sense of community. We believe that safe, connected children naturally want to succeed.

To foster genuine community over a culture of compliance, we focus on intrinsic motivation (doing the right thing because it is the right thing to do) rather than traditional reward systems like stickers or raffle tickets.

**How We Celebrate Positive Choices**

- **WIN Scripts:** Staff use a verbal framework (**W**onder, **I**dentify, **N**ame the impact) to help children understand the specific, positive impact of their choices.
- **House Points:** House points are awarded to notice good choices.
- **Stars of the Week:** Two children per class are chosen each week.
- **Behavioural Milestones:** Every half term, we formally recognise pupils with low or no negative behaviour points.

**Communication:** For children who meet our behavioural milestones, staff will reach out to you directly via phone or in person once per half term to share the good news.

## 9. Relational Support and De-escalation

When a pupil is dysregulated, staff separate the behaviour from the child and use the 90-second pause to respond calmly rather than reacting emotionally.

Strategies include:

- Micro-choices: Offering two positive choices to move behaviour forward.
- Sip and Snack: Providing a physiological reset for a dysregulated child.
- EMR Method: Intentionally focusing on Establishing, Maintaining, and Restoring relationships with difficult-to-reach pupils.
- Non-verbal cues: Using hand gestures or eye contact to fix disruptions with minimal shame.

## 10. Sanctions

Being clear on what sanctions are for helps us to use sanctions effectively. Sanctions are used for the following purposes:

- to make our high expectations of behaviour clear to the school community;
- to help students reflect on their behaviour and choose to behave differently;
- to enable us to maintain a safe, calm and orderly environment.

Where a child's behaviour falls below the school's expectations, a proportionate and appropriate sanction may be used. Sanctions are intended to support children in reflecting on their choices, repairing relationships and making positive changes to their behaviour. Examples of sanctions may include restorative conversations, completing unfinished work at another time, temporary removal from an activity, loss of a privilege, supporting the repair or replacement of damaged property, or spending time with a member of staff to reflect on their actions. When determining an appropriate sanction, the school will always consider the individual needs, age and circumstances of the child, including any additional needs or vulnerabilities. The school recognises every child's right to an education and to play and therefore sanctions will not unreasonably restrict access to learning, social interaction, physical activity or play opportunities. Any sanction used will be reasonable, proportionate, and designed to support the child in learning from the incident while maintaining their dignity and wellbeing.

10.1 Suspensions and Permanent Exclusions

The school records suspensions using the Department for Education's nationally agreed categories and codes (e.g. PP, PA, VP, VA, DB), covering behaviours such as physical assault, verbal abuse, persistent disruptive behaviour, bullying, discriminatory abuse, sexual misconduct, and drug or weapon related incidents.

Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the behaviour policy, where allowing a pupil to remain would seriously harm the

education or welfare of others. Decisions will be lawful, reasonable, fair and proportionate, taking account of individual circumstances, including any additional needs or vulnerabilities. The school will ensure that pupils, parents/carers and relevant professionals are informed of decisions, and that reintegration, alternative provision and safeguarding arrangements are appropriately planned. The governing board and local authority will fulfill their statutory duties to review exclusions and secure suitable full-time education from the sixth day of exclusion where required.

## 11. Playground Behaviour

The playground is a space for social learning. Pupils are taught play rules and expected to respect adults on duty. Breaking rules results in time in the Lunchtime Reflection Room, where a brief, age-appropriate conversation takes place to address the reason for the sanction (using reflect and reset sheets).

## 12. Pupil Transition

Staff hold detailed transition meetings to handover information relating to a child's behaviour plans and risk assessments. New pupils receive an induction to familiarise them with our social norms and "ALF Way".

## 13. Training

All staff receive Norfolk STEPs training (modules 1-7) as part of their induction and initial phase of training.

Continuous professional development includes training on neurodivergence, mental health, and the Establish-Maintain-Restore method.

## 14. Monitoring Arrangements

Behaviour data is tracked via SIMs (negative behaviour points) and CPOMs not to shame, but to identify trends and needs.

This policy is reviewed annually by the SLT and Governing Board.

## 15. Links with Other Policies

- Safeguarding and Child Protection Policy
- SEND Policy
- Anti-Bullying Policy