

ATTAIN ACADEMY PARTNERSHIP



Behaviour & Relationships policy

for

Bocking Primary School



September 2025

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BEHAVIOUR POLICY

Our aim at Bocking Primary School is to provide a welcoming, safe and supportive environment, where pupils are eager to work hard and achieve their potential. In order to achieve this, we must work together as a community, where all pupils, members of staff, families and volunteers feel respected, valued, safe and supported.

This policy is designed to guide and support parents, staff, governors and the wider school community to understand the systems and processes used to regulate behaviour at Bocking Primary School. Our hope is that by creating a positive environment within our school community, our pupils will develop the values needed to behave consistently well in school and when representing the school. We are a listening school, and as such, we will always encourage your child to speak to their class teacher or an adult they have a familiar relationship with if they feel they are being affected by the behaviour of others. We treat all pupils fairly and this policy aims to ensure consistency for all pupils, with parental support when following procedures, however, in addition to this, we also recognise the need to be flexible with procedures where we deem it necessary recognising the link between social, emotional and mental health difficulties which can all have an impact on behaviour seen in school. We provide pastoral support and regular use of 'Zones of Regulation' to support the emotional development of all children in school.

1. The aims of this policy

- To provide a consistent approach to behaviour management.
- To promote and maintain positive behaviour.
- To foster good relationships between all staff, pupils, parents and the wider community.
- To actively welcome parental involvement and encourage open dialogue at all times.
- To have clearly defined expectations regarding children's behaviour; discussed with the children.
- To create a purposeful, attractive environment and atmosphere in which children can develop self-esteem, self-discipline and an awareness of their responsibilities in the community.
- To recognise and praise good behaviour as well as dealing with inappropriate behaviour.
- To ensure that children are aware of the rewards and sanctions in place within school.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: Guidance for headteachers and staff](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and permanent exclusion guidance september 23.pdf](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Expectations

3.1 As a staff we do our best:

- To provide good role models.
- To have high expectations of ourselves and the children.
- To emphasise and reward positive behaviour.
- To respond to and deal with unacceptable behaviour in a firm and consistent manner in accordance with this policy.
- To involve and inform parents of all aspects of this policy.
- To have a consistent approach towards learning and behaviour.
- To provide support for one another through discussion and implementation of a common approach.
- To make explicit to the children expectations with regard to behaviour and the procedures for rewarding and promoting good behaviour and for dealing with problems.
- To implement age-appropriate expectations

3.2 We will encourage children:

- To understand that they are a valued part of the community.
- To discuss and share what constitutes acceptable behaviour e.g. at circle time.
- To understand and know what is acceptable behaviour.
- To be responsible for behaving in an appropriate manner.

3.3 Pupils will be taught:

- To learn respect for others, belongings and school property.

- To establish orderly patterns of learning and behaviour through self-discipline and self-regulation.
- To recognise the advantages of co-operation and friendship.

4. Behaviour Support and Classroom Management

‘Talking for a Purpose’ and Moving on Up

At Bocking Primary School, we embrace the Change Behaviour approach to support and empower behaviours of all children and educators. We have implemented two concurrent behaviour support systems, designed by Ms Morrish, the founder of Change Behaviour and an Independent Behaviour Consultant.

“Talking for a Purpose” **Language to Support Regulation**

This regulation-based support system coaches teaching staff how to regulate their own behaviour first, before supporting children’s behaviour. Educators receive on-going training in behavioural language that helps co-regulate, allowing children to manage their emotions and behaviour independently. Additionally, educators are trained in the Model of Regulatory Support and the Managing State Model to further enhance their capability to support children effectively, with the focus being psychological safety before strategy.

Moving on Up

This whole school, evidence based approach, is designed to reinforce positive behaviour through a growth mindset lens, incorporating trauma-informed practices. It is based on principles of attachment theory and neuroscience, emphasising the importance of secure relationships and understanding brain development in supporting behaviour. Implemented in every classroom, Moving on Up empowers children to take responsibility for their own behaviour and learning.

TOPS TIME: Time and Opportunity to Practice Skills

At Bocking Primary School, we understand that developing essential life skills is critical to the holistic growth of our children. Therefore, every child has the opportunity to participate 15 minutes of TOPS Time each day.

What is TOPS Time?

TOPS Time is a structured, focused session where children engage in activities designed to increase accountability of behaviour and foster a growth mindset. Through strategic adult modelling, children are guided to develop key attributes that will serve them throughout their academic journey and beyond.

TOPS TIME and Schools Attitudes and Ethos:

At Bocking Primary School, all TOPS Times are directly linked to our schools ethos and values of: I am: **Ambitious, Respectful, Responsible, Engaged** and **I Persevere**.

Ambitious: Supporting children to stay committed and determined to succeed.

Respectful: Encouraging consideration and regard for someone or something.

Responsible: Instilling honesty and strong moral principles for all.

Engaged: Demonstrating positive learning behaviours, teamwork and effective communication.

Persevere: Learning to persevere through challenges, cultivating a 'never give up' attitude.

All TOPS Time sessions align with our school ethos by promoting the concept of **independent** learners and thinkers and ensuring growth mindset attributes extend beyond the classroom.

Reference: Ms Morrish (MSc), "*Talking for a Purpose*," First edition published 2022.

You can view a short video from our staff and pupils demonstrating a peg move and explaining their thoughts on Talking for a Purpose and Moving on Up on the schools website.

5. Restorative Justice and Conflict Resolution

We also implement restorative justice and conflict resolution within our school community. If any child is involved in a dispute an adult leads the restorative justice and conflict resolution where the children give their side of the dispute during reflection time. Then the children discuss how they can resolve the issue. The children are made aware of what part they played in the dispute. We ask them what they could do next time to avoid conflict. The children are encouraged to take responsibility for their own safety and well-being and are constantly reminded to make the right choices. Emphasis on behavioural education rather than control goes a long way to achieving behavioural regulation. The aim is to take a child and their community of support, through a process by which they can understand the consequences of their actions and behaviour for themselves and others; to develop relational thinking and to bring understanding to a collective level.

6. Teaching and Learning

The PHSE and Life Skills curriculum at Bocking Primary School support and influences the school's behaviour policy. We offer opportunities for pupils to reflect on their experiences and understand how they are developing personally and socially. All subjects and experiences within the curriculum contribute to the process of promoting personal and social development. The needs of individual children will be planned for as and when needed. PHSE learning sessions will incorporate discussions on making the right choices and smart thinking enables the children to discuss problem scenarios and how to deal with problems that arise. Circle Time may be used to discuss whole class and school issues.

7. Unacceptable Behaviour

We take a positive approach to consistently manage any challenges that may arise

at Bocking Primary School however we believe some behaviours to be unacceptable.
See appendix 1 for some examples of these behaviours and the associated consequences.

8. Bullying and Child on Child abuse

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
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, sexually explicit gestures, sexual remarks, homophobic comments, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Sexual	unwanted physical contact or sexually abusive comments
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

Opportunities are provided through the Life Skills/PSHE curriculum to understand what bullying is and highlight the detrimental effects. Children also learn how to build emotional resilience, empathy, self-esteem and the strategies to deal with bullying. Bocking Primary School is a caring community and children are encouraged to share concerns with any of the staff about how they are being treated, or experiences of their friends or peers. During annual safeguarding and behaviour training, staff members are reminded to be aware of any changes in children's behaviour which may indicate the child is being bullied.

9. Classroom consequences

Low Levels of classroom disruption

For low level classroom disruption, such as when a child is off task or disrupting lessons. The adult managing the disruption will state an 'Exact Moment Behaviour' so that the student has a clear understanding of the behaviour that is expected. If the behaviour continues, a reminder will be delivered. This gives the child another opportunity to change the current behaviour to more positive choice.

If the behaviour continues, the child's peg will not move up.

Moderate Levels of classroom disruption

For moderate level classroom disruption such as refusal to complete work, being rude or answering back the child will be moved to another class. During this time, the child will be expected to complete work set and return to their class at the end of the learning session. The child's peg will not move up for that session. In some cases, due to some children's special educational needs, and where it has been deemed appropriate by the SLT, children may be removed to other areas of the school like the 'The Den'.

High Levels of classroom disruption

For high levels of classroom disruption such as aggression, extreme language or damaging property, the child will either be internally suspended, externally suspended or permanently excluded. This will be decided by the SLT after a full investigation.

10. Play time consequences

Children who are not making positive choices and managing their own behaviour during playtimes, will be kept in the following play session to complete a Behaviour Reflection Form. These are designed to support children to reflect upon their behaviour so that playtimes are a positive experience for all. If lunchtime problems continue, parents will be asked to attend a meeting with a member of the SLT. Please note that although the above procedure is in place in every classroom at Bocking Primary School, the SLT has the final decision in terms of consequences delivered.

11. Suspensions and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

The suspension of a pupil is always the last resort and usually follows an attempt to remediate the inappropriate behaviour over a period of time. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called <https://www.gov.uk/government/publications/school-exclusion> We refer to this guidance in any decision to exclude a child from school.

Only the headteacher (or the assistant headteacher in their absence) has the power to exclude or suspend a child from school. The headteacher may suspend a

child for one or more fixed periods, for up to 45 days in any school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently.

If the headteacher excludes a child, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, make an appeal to the governing body. When a Governor appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. For any permanent exclusions and suspensions beyond 5 days in any one term, the headteacher will inform the local authority and governing body.

12. Partnership and Collaboration

School and carers will initially work together to create a positive partnership. Carers will be informed if their child has behaved consistently unacceptably or if they have hurt another child. Carers will be informed if their child has been a victim of unacceptable behaviour without the perpetrator being named. Where behaviour is causing concern, school will inform carers at an early stage and support will be sought in devising and implementing any plan of action. Bocking Primary School will seek advice from and work with inclusion partners and the educational psychology team as and when necessary.

13. Health and Safety

Staff and children will be kept safe according to DFE guidance and legislation.

14. Physical Intervention

In some circumstances, staff may need to use reasonable force to control and restrain pupils. These are:

- Where a pupil's behaviour is causing major disorder.
- Where a pupil's behaviour is at risk of causing injury to themselves.
- Where a pupil's behaviour is likely to cause injury to others (adults or children).
- Where a pupil's behaviour is likely to cause serious risk of damage to property.

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

15. Screening, searching and confiscation

What the law allows:

Section 89 of the Education and Inspections Act 2006 for all maintained schools. Section 3 of the Health and Safety at Work etc. Act 1974

Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Headteacher's and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, and any article specified in the [Schools \(Specification and Disposal of Articles\) Regulations 2012](#). There must always be two adults present. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil must comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

16. Schools' Common Law Powers to search

School staff can search pupils with their consent for any item which is banned by the school rules. There must always be two adults present. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the staff member to ask the pupil to turn out their pockets or if the staff member can look in the pupil's bag or drawer with the pupil's agreement.

If a member of staff suspects a pupil has a dangerous item in their possession, they can instruct the pupil to turn out their pockets or bag. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty. Parents will be called to give consent and come into school to support the member of staff. A child can be sent home if necessary for the safety of others. School staff in this context means a teacher or someone who has lawful control or charge of the child. The ability to give consent may be influenced by the child's age or other factors

What the law allows: Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

17. Parental Behaviour

17.1 At Bocking Primary School we are very fortunate to have a parental body which is supportive and friendly. We recognise that the success of the school is dependent on a strong partnership between all members of the school community: pupils, parents, staff and proprietors. This partnership must be based on a polite, positive and respectful relationship. For this reason, we continue to welcome and encourage parents/carers to participate fully in the life of our school. Any reference in this policy to a "parent", includes any parent, guardian, carer or other individual with "parental responsibility" (as defined in the Children Act 1989) for a pupil of Bocking Primary Primary School. Within the behaviour policy we want to provide a reminder about the expected conduct from our parents and visitors.

We ask that all members of the school community follow these principles:

- We all respect the caring ethos of our school.
- Both parents and staff need to work together for the benefit of the pupils.
- All members of the school community should be treated with respect and, therefore, we must all set a good example in our own speech and behaviour.

In this context, threatening, violent or abusive behaviour, against any members of our school community, is unacceptable and will not be tolerated. All members of our community have a right to expect the school to be a safe place in which to work and learn. Where the behaviour of parents or visitors falls below expected standards, the school will take appropriate action.

17.2 Parental conduct

Parents are asked to communicate with each other and with other children, as well as all members of staff in a respectful and courteous manner; a manner in which they themselves would wish to be addressed.

17.3 Parental access

Normal permitted times on the premises are at drop-off in the morning (8:35 am to 8:50 am) and at pick up (3:10 and 3.15 pm). Access onto the school property at any other time is by appointment only.

17.4 Behavioural Incidents

In order to support a peaceful and safe school environment at Bocking Primary School, the school cannot accept parents or visitors exhibiting the following:

- Conduct which undermines the safe and calm environment in school, either in the school office, classroom, around the school site, immediately outside the school or anywhere the school is being represented (sports and educational fixtures/school journey/day trips etc.)
- Using loud or offensive language, such as swearing.
- Displaying an unacceptable amount of anger and aggression.
- Threatening physical violence to a member of the school community.
- Damaging school or personal property.
- Abusive telephone calls, emails, letters or other forms of written communication.
- Defamatory comments about school staff, proprietors or other parents on social media sites.
- Sexual abuse
- Racial abuse

The use of physical aggression towards another adult or child. This includes physical punishment of one's own child.

- Approaching someone else's child in order to chastise them.
- Entering the school premises without authorisation.

Any example of such behaviour shall, for the purposes of this policy, constitute a "Behavioural Incident". If any such incidents are reported by a parent to the school, but haven't been witnessed by a member of staff, evidence will be required to substantiate these claims.

17.5 Inappropriate Use of Social Media Sites

The Trust and the Senior Leadership Team at Bocking Primary School consider the use of social media websites being used to fuel campaigns or complaints against the school, the Trust, staff, trustees, governors and other parents and pupils as unacceptable and not in the best interests of the children or the whole school community.

In the event that any pupil or parent is found to be posting libelous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites

have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent or pupil removes such comments immediately.

Any concerns parents / carers may have must be made through the appropriate channels by speaking to the class teacher or member of the SLT, so they can be dealt with fairly, appropriately and effectively for all concerned.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

17.6 Procedures

The school has processes in place for dealing with Behavioural Incidents involving parents. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse.

Any Behavioural Incident will be reported to the Headteacher, and the appropriate procedures will be followed. This may include verbal warnings, written warnings and/or exclusion from the school premises.

At any stage, the school may report serious incidents of abusive and threatening behaviour to the police. The school has a responsibility to ensure that any act of actual or threatened violence is referred to the police immediately.

In cases of parents becoming abusive at any time on school premises, they will be asked to leave. School premises are private property and parents have been granted permission from the school to be on school premises. However, in cases of abuse or threats to staff,

pupils or other parents, school may and will ban parents from entering school and its grounds. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called to assist in removing the person concerned. School is not responsible for organising arrangements for children in the above circumstances. Parents will need to provide alternative arrangements for bringing children into school.

18. Equality

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, any individual needs of pupils will be taken into consideration and reasonable adjustments made where appropriate in the management of challenging behaviour or the application of sanctions where a pupil has a special educational need or disability.

In accordance with the school's equality policy, and its duty under the Equality Act 2010, the policy applies to all members of the school community regardless of race, disability, gender, sexual orientation, gender re-assignment, religion/belief, age, pregnancy/maternity or marital status

19. Monitoring and Review

The Headteacher monitors the effectiveness of the Behaviour Policy on a regular basis. The governing body receives reports on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The policy is reviewed every two years or earlier if the government introduces new regulations, or if the headteacher or governing body receives recommendations on how the policy might be improved.

20. Linked Documents

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Equality Policy
- Home School Agreement
- Online Safety Policy
- Managing Violence in Schools Policy
- Parent Code of Conduct
- Physical Intervention Policy
- SEND Policy
- Whistleblowing Policy

Appendix 1: Behaviour Consequences

Some examples of LOW-LEVEL BEHAVIOURS, which may lead to missing a peg moving up:

- Low level disruption;
- Telling another child to do something inappropriate;
- Excessive noisiness during transitions;
- Using low level inappropriate language;
- Name calling.

Some examples of MEDIUM-LEVEL BEHAVIOURS which may lead to missing a peg moving up, or receiving a class move:

- Leaving the classroom without permission;
- Being rude / answering back;
- Talking / interrupting when an adult/peer is talking;
- Disrupting others;
- Swinging on chairs;
- Taking other people's property without the intention of returning it;
- Lying to an adult;
- Repeated low level behaviours.

Some examples of HIGH-LEVEL BEHAVIOURS which may lead to an internal or external exclusion:

- Deliberate act of physical aggression towards a child / adult;
- Racist comments;
- Homophobic comments;
- Using threatening language;
- Swearing verbally at an adult / child;
- Deliberately damaging school property or someone else's property;
- Spitting on / at an adult / child;
- Leaving school premises without adult permission;
- Refusal to complete a class move;
- Refusal to complete an internal exclusion;
- Repeated medium level behaviours.

This list gives some examples of the behaviours included, but is not exhaustive. When giving consequences, decisions are made on an individual basis, considering the persons involved and the circumstances surrounding the event.

Appendix 2: Home School Agreement

1. The School will:

- Provide a balanced curriculum and try to meet the individual needs of your child
- Encourage children to do their best at all times
- Contact parents if there is a problem with attendance, punctuality or equipment
- Let parents know if there is any concerns about their child's work or behaviour
- Care for your child's safety and well-being by observation and listening to them
- Celebrate your child's academic and personal achievements
- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days
- Set differentiated and achievable homework to extend the curriculum and provide the opportunity for independent learning
- Provide information and helpful training sessions for you that will give you confidence to support your child

2. The Parents/Carers shall:

- See that my child goes to school regularly on time and properly dressed
- Adhere to the holiday dates published on the academy website and only request leave of absence in exceptional circumstances.
- Telephone the school on the first day of absence or provide a note of explanation if my child is unable to attend
- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly
- Ensure that social media is not used to make comments which could have a negative impact on the reputation of the school and staff. We will bring our concerns and/or feedback about our school, our staff or our pupils to the attention of the appropriate member of staff in the order class teacher, deputy/assistant headteacher/head of school/headteacher, chair of governors.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multicultural community
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning
- Support the school's policies (available on the website) and its guidelines for behaviour, cyberbullying, safeguarding, online safety, photography, Parents code of conduct and Management of violence

- Model high standards of behaviour to pupils when on the school site including treating staff, other parents and pupils, and visitors with respect
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with you as it is much healthier to work out solutions and move on
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days
- Support the school by making sure that homework tasks are completed and returned on time

3. The Pupil will:

- Respect other children's culture, race, feelings, beliefs and values
- Take responsibility for myself and my actions
- Abide by our class and school rules
- Try to do my best in all that I do
- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Tell a member of staff if I am worried or unhappy.
- Continue to respect and abide by this agreement during periods of remote learning and in the online forum.

For staff use only

Click [here](#) or scan the QR code to confirm you have read the policy.

