



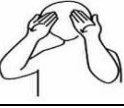
Attitudes to learning and Relationships Policy

Learning with love and Laughter

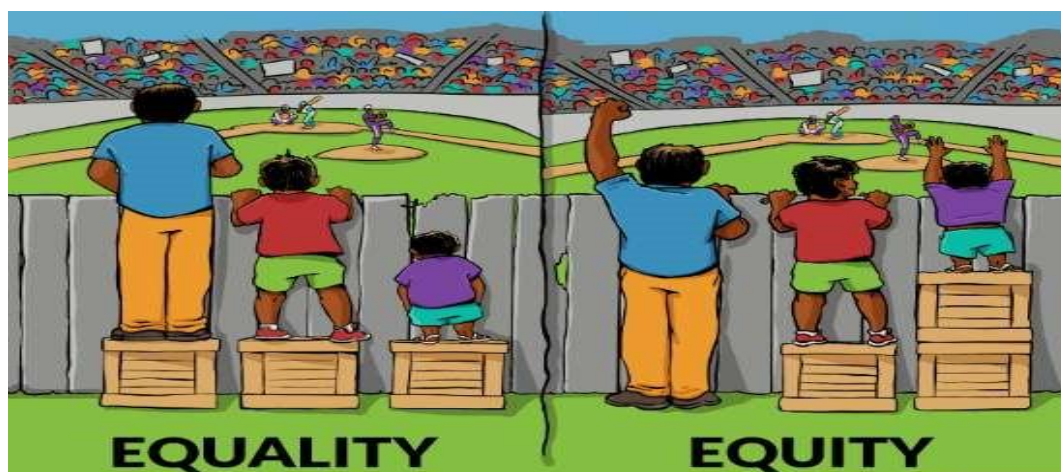
Policy written by:	Headteacher
Approved by Headteacher on:	March 2026
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Policy owner:	Headteacher
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1. Introduction and Aims

All Saints Infants School, is a caring community, and our Christian values of Love, Respect and Forgiveness permeate all that we do. We believe that all behaviour is a form of communication and helping children to develop self-discipline, a respect for themselves, others and our world is at the heart of our policy.

	Be Loving – Make the right choice
	Be Respectful – Your actions and words should be respectful
	Be Forgiving – Allow people to turn it around

We have high expectations of children's work and behaviour and we believe that children learn best in a calm, secure and nurturing environment. We endeavour to create a culture that inspires a love of learning, where praise and encouragement are given, whilst respecting that children are individuals with different needs and life experiences. Consequently, we seek to address the underlying causes of unacceptable behaviour and provide children with a restorative approach that allows them to make amends and learn from their mistakes. We aim to provide equality by providing the same prosocial experiences for all children and equity by differentiating the support and resourcing given to remove any barriers, so that all children can feel happy, safe and cherished in our school and achieve their full potential.



2. Roles and Responsibilities

Everyone is responsible for:

- Ensuring that they are fully aware of the school's approach to behaviour and applying it to meet the needs of individual children.
- Being positive role models and consistently promoting prosocial behaviour: "treat others as you would like to be treated".
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and giving positive praise when expectations have been met or exceeded.
- Creating an atmosphere whereby all members of the school community are treated as individuals whose rights, values, beliefs and cultures are respected.
- Recognising bullying and unkindness when they occur and immediately taking the necessary steps to deal with unacceptable conduct in a constructive manner (also see the school's Anti Bullying Policy).

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1).
- Reviewing and approving this Attitudes to Learning and Relationships Policy in conjunction with the Headteacher and monitoring the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher is responsible for:

- Creating a positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Ensuring that no child will be discriminated against because of their race, religion, culture or other individual need and ensuring the safety of all.
- Monitoring how staff implement this policy to ensure rewards, interventions and sanctions are applied to ensure equity for all children.
- Providing new staff with a clear induction into the school's culture to ensure they understand its values and routines, and how best to support all children to participate fully.
- Ensuring that the data from the behaviour log and CPOMs is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regularly and clearly communicating with families about the role they are expected to play in the development of their child's behaviour at school.
- Providing regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.
- Reviewing this policy.

Staff are responsible for:

- Creating a calm and safe environment for children by using positive behaviour techniques to encourage socially responsible behaviour.
- Establishing and maintaining consistent routines and clear boundaries of acceptable behaviour.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and the playground.
- Ensuring there is effective supervision of all children at all times (i.e. 'walking' the playground and ensuring children are not left anywhere without supervision).
- Recognising and valuing the needs of individual children and responding to them with compassion and integrity by personalising the approach to the specific behavioural needs of the child whilst challenging the child to meet the school's expectations.
- Promptly recording unsocial behaviour incidents in the inclusion file and recording more difficult and dangerous behaviours on CPOMs.
- To help children to reflect on their behaviour and to learn how to regulate and talk about their emotions including using the 'No Stop, I don't like that' strategy.
- To promptly liaise with families about matters which affect their child's happiness, progress and behaviour by keeping them well informed and attending meetings when requested.
- Planning lessons that engage, challenge and meet the needs of all learners.
- Teaching children how to be respectful and safe online and monitor children's usage in school.

Families are responsible for:

- Demonstrating positive support for the school's Attitudes to Learning and Relationships Policy and reinforcing it at home where appropriate.
- Modelling appropriate behaviour at all times within the school grounds.
- Keeping us informed of behaviour difficulties that their child may be exhibiting at home or if their child does not want to come to school.
- Informing the school of any changes in circumstances that may affect their child's behaviour e.g. death or serious illness in the family, parental separation, moving house.
- Reporting to the school any concerns regarding children involved in bullying.
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

Children are responsible for:

- Encapsulating our core values of love, respect and forgiveness.
- Taking responsibility for their own actions and accepting and engaging with interventions and sanctions when given.
- Behaving in an orderly and self-controlled way to ensure that all children feel safe and ready to learn.

3. Types of Behaviour, Rewards, Interventions and Consequences

Prosocial behaviour

Prosocial relates to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. This behaviour benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour. When giving rewards, teachers will need to consider the needs of individual children for example, public praise can make some children feel very uncomfortable. No strategies will be used in class or otherwise that can lead to feelings of shame, embarrassment or comparison between children (e.g. traffic light systems).

Rewards	How do they work?
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• Verbal praise and positive comments	• Verbal and non-verbal praise is used to reinforce our high expectations by acknowledging the children's hard work and prosocial behaviour.
• Non-verbal recognition (e.g. thumbs up) • Stickers and stamps in children's books • Achievement certificates e.g. for the most improved handwriting • Postcards home • Star Powers • •	• These are discreetly given when a teacher believes that a child has worked hard and achieved or exceeded the learning objective. • To acknowledge significant steps in academic or personal progress. • Postcards are sent home to families to praise the children and inform the children's families of their achievements both academically and socially. • The whole class or individual children are awarded stars for using their 'star power'. They are used to praise children and thank them for going above and beyond. Once they have been awarded, they cannot be taken away. • The silver star is given for persistence • The pink star is awarded for effort • The red star is given for kindness and helping others • The green star is given for being brave or trying something new • The blue star is given for exceptional achievements in and out of school • Stars are collected in a jar in each class, with all children working together for a class treat when the jar is full. This could be an extra playtime, a trip to the park or an appropriate reward decided by the class.

Unsocial and antisocial behaviour

We understand that children may not always demonstrate prosocial behaviours. In lessons, low level disruption should be dealt with quickly and efficiently to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. When consequences are being put in place, staff members will need to seek to understand the root cause of the difficult behaviour. The aim of any intervention is to de-escalate and help all parties regulate their emotions and to return to more prosocial feelings.

If we are made aware that children are behaving inappropriately out of school we will discuss the allegation with the family.

Unsocial behaviour

Unsocial behaviour can be described as not enjoying or making an effort to behave sociably in the company of others, but not to the detriment to self or others.

Example Behaviours	Possible Interventions	Possible Scripts
- Unacceptable classroom conduct: off task, occasionally talking, rocking on chairs, fiddling with equipment - Leaving the carpet during input / story without permission - Choosing to do another activity than the one the class are doing - Not listening to instructions - Refusing to get changed for PE	- Spotting and praising prosocial behaviour - Using non-verbal cues and privately understood signals - A verbal reminder of the expectations of behaviour - Explore 'why' they are refusing with the child • Giving children limited choice and take up time - Provide a now and next board - Disempowerment of antisocial behaviours - Learning conversation outside the classroom or at playtime. - Expecting work to be completed at break or lunchtime - Adapting the curriculum or timetable to ensure it meets the needs of all learners - Family informed of behaviour by the class teacher	If the behaviour stops, acknowledge positive choices – smile, thumbs up, “Who else can I see sitting well at their table?” “We are taking it in turns to listen. Who else can I see listening carefully?” “Fantastic listening from...” “I like the way you are....” “Would you like to sit in your carpet space, at your desk or next to me?” “You can listen to the story from there.” “I know you want to do.... First, I need you to..., then you can....” “We will check you understand how to... before you go out to break. “You can choose to finish later in your free time / when the others are”

Antisocial behaviours

Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury to themselves or others, harassment, alarm or distress.

Behaviour that violates the rights of another person. Antisocial behaviour can be sub-categorised into 'difficult' and 'dangerous' behaviour.

Difficult antisocial behaviours

Example Behaviours	Possible Interventions and Consequences	Possible Scripts
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• Repeated examples of unsocial behaviours despite intervention • Aggressive shouting or calling out disruptively • Distracting and/or disrupting others' learning • Name calling • Insolence/rudeness towards staff	• See unsocial behaviour consequences • Removal from an activity • Moving the child within the class • Working with an adult to fix something that is broken (if it can be fixed)	• See above • "I can see you know the answer but at the moment it's ...'s turn to share their thoughts." • "We can talk when you are ready – who would you like to talk to me or ...?" • "I can see you are not choosing to listen at the moment, would you
• Refusal to carry out an adult's request or to complete work set • Physical incident (pushing, shoving) • Leaving the classroom without permission • Throwing small equipment • Damage to property / pushing over furniture • Stealing • Bullying	• Working with an adult to tidy up any mess they have caused. • Writing a sorry note or card • Child to work in another class for a short period of time. • Completing learning at playtimes • Restorative justice conversation with a teacher • Referring the child to a senior member of staff • Class teacher to meet with the family to discuss behaviour • ELSA • Healthy Minds • Liaise with DSL if any safeguarding concerns, including low level concerns • Assessment for SEND – graduated response • Behaviour plan put in place	like me to explain again after the lesson / at playtime?" • "Thank you for telling me / showing me how you are feeling – if you tell me more, I can listen / help." • "I can see you are not happy at the moment. When you are ready to speak to me properly, I will listen." • "It's OK to feel [emotion] but it's not OK to [action]" • "Come back into the room when you are ready and we can talk." • "I can see you that you have taken something that does not belong to you. When you are ready to return it, you can give it to me or put it in the box."

Dangerous antisocial behaviours

Example Behaviours	Possible Interventions and Consequences	Possible Scripts
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• Repeated examples of antisocial behaviours despite intervention • Pushing aggressively • Spitting directly at others • Scratching • Pinching • Biting • Hitting / punching • Hair pulling • Kicking • Fighting • Throwing furniture • Malicious accusations • Leaving the school building	• See difficult antisocial behaviour consequences • Personalised timetable • Daily behaviour report • Supervision during social situations / breaktimes • Child support group • HT may agree for a child to work in another class for up to five days. • Possible limit to outside space • Restricted off-site activities • Risk assessment put in place • Use of reasonable force • Formal conversation with family and a member of SLT • Engage with local partners and agencies to address specific	• See scripts for difficult antisocial behaviours • “Your actions have hurt me / child’s name. Use your words and I will listen.” • I can see that something is wrong. Do you want to come inside and talk to ... or ...?” • “When you come in, would you like to go to the carpet or the library?” • “Name of child, I can see something has happened. I am here to help. Talk and I will listen.” • “I am not chasing you. I’ll be standing here to keep you safe. When you go inside, we can solve the problem.”
• Leaving the premises • Physical or verbal bullying • Possession of a prohibited item (see appendix 2) • Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others • Behaviour that would be considered criminal if the person was the age of criminal responsibility (e.g. racist abuse, showing private parts and touching other children’s private parts)	challenges such as poor anger management • Consider multi-agency assessment (incl. early help or statutory) • Liaise with Virtual School Head or social worker where applicable • Consider referral to social services • Off-site direction • Managed move • Suspension • Permanent exclusion • Report to police	• “Name of child, you have left the school premises, so I am calling the police.”

Reflect, Repair and Restore

We believe that restorative justice helps us to build a loving community that is based on respect and forgiveness, where children are encouraged to take responsibility for their own behaviour. When there has been an incident, children will be given the opportunity to calm down. They are then encouraged to reflect on the causes and consequences of their behaviour with the support of the teacher and the key questions below.

- What happened?
- What were you thinking and feeling at the time?
- Who or has been affected and in what way?
- What do you think needs to happen to make things right?
- How could things have been done differently?
- How do I feel now?

If a child feels that they should make an apology, the adult should consider the points below.

Apologies should:

- be genuine - there is no point in someone offering an apology that they have been coerced into or that they do not really mean
- show accountability - the apology should show that the person accepts full responsibility for the harm their actions have caused rather than: “I’m sorry but...” or “I’m sorry you feel that way.”
- be unconditional - the apology should not have terms attached, such as: “If you’ll be my friend again, I’ll say I am sorry.”

An effective apology could be similar to: “I am sorry that I [describe what you did]. I understand that it made you feel [describe the other person’s feelings]. I will not do it again.”

The child accepting the apology should not feel the need to say: “It’s okay.” This suggests that the person’s actions were acceptable, which should be avoided. Once the apology has been given and received, adults should sensitively encourage the children to let go of the issue and move on.

4. Further Information About Serious Interventions

Reasonable Force

Reasonable force means the degree of force used should be no more than is needed to achieve the desired result. It covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force 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 families.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Off-site Direction

An off-site direction is when the Headteacher requires a child to attend another education setting to improve their behaviour. An off-site direction will only be used:

- As a way to improve future behaviour not as a sanction or punishment for past misconduct.
- As a temporary measure.
- Where in-school interventions, support and/or outreach have been unsuccessful or are deemed inappropriate.

Parental agreement is not required but the Headteacher will work closely with families to ensure the child is as well supported as possible. The off-site direction may be made to another mainstream school or alternative provision and may be full time or a combination of part-time alternative provision and part time continued mainstream education. Children will be dual registered, and the arrangement will be kept under review for its duration with a reintegration strategy upon its conclusion. The Alternative Provision guidance will be referred to for guidance.

Managed Move

A managed move is a permanent move to another mainstream school, as a preventative measure to permanent exclusion. A managed move will be:

- Voluntary and there must be agreement by families as well as both the current and the new school only suggested when it is in the child's best interests.
- Offered as part of a planned intervention – appropriate initial intervention will already have been carried out including, where relevant, multi-agency assessment and any statutory assessments.

- Preceded by information sharing between the current and new school, including data on prior and current attainment, academic potential, a risk assessment and advice on risk management strategies.
- Supported by an effective integration strategy by the new school.

If the child has an EHC Plan, contact will be made with the local authority to ensure all statutory duties can be met.

Suspension 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. Our priority is to try to prevent children being suspended or excluded from school, however, we will also consider the harm caused to the education and welfare of others. Please refer to the school's Exclusions Policy for further details on suspensions and exclusions, including the school's approach, procedures, and reviews.

5. Anti-Bullying

Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups). Bullying is not simply two children falling out with each other, neither is it an isolated incident or a one-off disagreement.

Bullying in any form, by anyone, will not be tolerated at All Saints Infants School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies. Our Anti-Bullying and Online Safety policies set out clear guidelines for dealing with instances of bullying, including cyber bullying.

6. Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information, available on the school website.

7. Malicious Allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider an appropriate response in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider an appropriate response in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and our Allegations Against Staff Policy for more information on responding to allegations of abuse against staff or other children.

8. Confiscation, Searches and Screening

Any prohibited items (see appendix 2) found in a child's possession will be confiscated, retained, disposed of or handed to the police as appropriate. We will also confiscate any item that is detrimental to school discipline or is considered offensive. These items will be returned to families after discussions with the class teacher or headteacher as appropriate.

Searches of children and their possession will only be carried out by the headteacher or by a member of staff who has been authorised to do so by the headteacher. A search can be carried out if the member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item, or if the child has agreed. All searching and screening of children will be conducted in line with the [DfE's latest guidance on Searching, Screening and Confiscation](#).

Appendices

9. Appendix 1: Written Statement of Behaviour Principles

The Governing Body at All Saints Infant School believe that high standards of behaviour lie at the heart of a successful school that enables all its children to make the best possible progress in all aspects of their school life. And that all staff have the right to be able to teach and promote good learning without undue interruption or harassment.

In addition:

- All children and staff have the right to feel safe at all times in school
- There should be mutual respect between staff and children and between each other
- All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school

ASIS is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end the school must have a clear and comprehensive Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

The school's policies in respect of safeguarding, students with Special Educational Needs and all vulnerable children should be referenced in the Attitudes to Learning and Relationships Policy and made known to all staff.

Families should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

Sanctions for unacceptable / poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Attitudes to learning and Relationships Policy so that children, staff and families can understand how and when they are applied. The Governing Body feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so will be avoided.

The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if she fears that one may take place. Sanctions should be monitored for their proper use and effective impact.

The Governing Body expects the Headteacher to include the following in some detail in the Attitudes to learning and Relationships Policy:

- the power to use reasonable force or make other physical contact
- the situations in which reasonable force may be used (including removing disruptive children from classrooms or preventing them from leaving) should be stated
- A definition of reasonable force should be included, which would also explain how and when children may be restrained

10. Appendix 2: Prohibited Items

Below is the list of objects that all children are banned from taking into or possessing in school:

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).
- Abusive or inflammatory texts containing racist, sexist, homophobic or otherwise offensive language or images.
- Acids or toxins.
- Alcohol.
- Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others.
- Mobile telephones /electronic devices (will be returned to the family unless an offense has been committed)
- Fireworks.
- Imitation/replica/toy knives and weapons such as B.B guns.
- Illegal drugs and associated paraphernalia.
- Knives and weapons.
- Laser pens or similar.
- Legal highs and associated paraphernalia.
- Literature or images considered to be purporting extremist views.
- Pornographic or otherwise offensive images.
- Stolen items.
- Tobacco and cigarette papers and associated paraphernalia.
- Vapes and e-cigarettes and associated equipment including liquid and devices.

11. Appendix 3: Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

12. Appendix 4: Links with Other Policies

This Attitudes to learning and Relationships Policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy and Low-Level Safeguarding Concerns Policy
- Anti-Bullying Policy
- Whole-School Equality Policy