Diocese of Norwich
St Benet's
Multi Academy Trust

Acorn
PARTNERSHIP

Little Plumstead C of E Primary Academy

Behaviour Policy

Policy Type:	**Academy Policy**
Approved By:	**Local Governance Committee**
Approval Date:	**17/07/2025**
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Person Responsible:	**Executive Headteacher**

At the Acorn Partnership, it is our belief that every member of the school community should feel valued and respected, and that each person should be treated fairly and considerately. We are a caring community, whose values are structured around trust, respect, compassion and hope. The school's behaviour policy is therefore designed to promote the way in which all members of the school can work together in this way. It aims to promote an environment in which everyone feels happy, safe and secure.

Aims of the policy:
Our behaviour policy ensures behaviour management is consistently and fairly applied which underpins effective education.

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure a consistent approach which empowers all members of staff
- To ensure that all learners are treated fairly and shown respect.
- To promote good relationships based around mutual respect.
- To avoid giving learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values compassion and empathy for others.
- To promote community cohesion through positive relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- Promoting a culture where effort and endeavour are the focus of celebration.

Consistent approach:
The following points underpin everything we do to support positive behaviour:

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Consistent and relentless routines
4. Scripted interventions
5. Restorative follow up

1. Consistent, calm adult behaviour
All staff around school will consistently be…

- Calm and patient
- Respectful
- Welcoming
- Praising

- Empathetic

All staff will seek to build positive, trusting relationships by getting to know each child. This rapport will be built through greeting each child each morning, listening and seeking understanding.

2. First attention to best conduct (recognition and reward)
In order for there to be exceptional behaviour in the school, the community must promote, recognise and celebrate positive behaviour rather than to give attention for poor conduct. Recognition boards are used in every classroom and rewards will be whole class, not individual, unless agreed as part of an individual plan with the SENCo.

Other forms of recognition include:
- Celebration Collective Worship including Rainbow certificate, merit certificates and progress cups
- Positive peer notes
- Above and beyond class recognition
- Wow moment notes
- Visitor note wall for all to see (visitors nominate above and beyond behaviour)
- Newsletters
- Website

3. Consistent rules and routines:
For a school to run effectively, rules are important. However, we believe at Acle St Edmund C of E Primary Academy that less is more. We have THREE school rules:

1. Be respectful
2. Be responsible
3. Be ready

These three rules underpin our school ethos and are used to both praise and remind each other of what we stand for.

Routines are key to a thriving school. At Acle St Edmund C of E Primary C of E Primary Academy we have core routines, which are consistently applied across the school. These routines are learnt through positive reinforcement and positive correction. The school routines are expected and applied by all.

Whole school routines include:
- Greeting in the morning and sending children home
- The way we walk around the school
- Break-time and Lunchtime routines
- Classroom transitions

Classroom routines are consistent across the school.

Routines in school are broken down, modelled, reminded, praised and reinforced.

Behaviour for learning
All adults supporting learning will model and encourage positive learning behaviours and teach lessons worth behaving for. The focus of praise will be on behaviour for learning not academic outcomes.

Teachers deliver lessons on these values across the academic year and regularly model and encourage through:

- Effective questioning
- Cooperative learning
- Confidence to have a go
- Initiative and determination
- Self-help and resilience skills
- Active participation and ownership of learning

When behaviour falls below expectations:

Behaviour that falls below expectations will be addressed with consistently suitable and proportionate consequences, following these steps:

	Steps	**Action**
1	Reminder	A reminder of the rules delivered privately whenever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
3	Last chance	Speak to the child privately and give them the final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention (see point 4 – scripted conversations).
4	Time out	Time out might be a short time outside the classroom in another room or in a thinking/reflection space. It is time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Reconnect, Repair, Restore	Restorative conversation with the same adult, at an appropriate time. This may happen once the child has de-escalated and is therefore ready to discuss the incident. This should not be during learning time e.g. break, lunchtime or the next day during break).

For a small number of pupils, the SLT may decide the above approach does not meet their individual needs. In those circumstances an individual behaviour plan, agreed by the Teacher, SLT and parent will replace the consequences laid out above.

Behaviour which reaches step 4 is recorded on CPOMS by the class teacher, a TA or Midday Supervisor (whichever adult has delivered the conversation).

4. Scripted conversations:

At Acle, where appropriate, we use short (30 second) scripted conversations to support behaviour which falls below expectation. These are delivered quietly and privately with the child.
Examples include:

- 'I noticed you are (having trouble getting started/wandering around the classroom/struggling to focus).
- 'It was the rule about (being ready/respectful/responsible) that you broke.'
- 'You have chosen to (get started with your work/remain focused)'.
- 'Do you remember last week (when you completed all your work/received a positive note).
- 'That's who I need to see today, thank you'.

If behaviour continues to fall below expectations, the child will be asked to stay behind at the end of the lesson and carry out a restorative conversation.

5. Restorative Conversations/ follow up

Restorative conversations form the bedrock of our consequences with opportunities to make up for lost learning time. Lost learning time can be made up in a child's social time within school or during self-selecting activities. The adult dealing with the negative behaviours will generally lead the restorative conversation, sometimes supported by another colleague. All restorative conversations will take place in the child's time rather than learning time (e.g. break, lunchtime or the next day during break). Our restorative approach will look to identify the triggers of the behaviour, which need to be managed rather than focus on the results of the triggers.

Restorative conversations include some/all of the following questions (need dependent):

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Our final question is always 'Do you think this has been resolved now?'

See appendix A for guidance on a restorative conversation between two pupils.

The adult will answer the questions to be proactively involved in the conversation but they will not tell the children what to say eg they won't say 'you must say sorry'. The expectation is that through the discussion a child will consider the actions to put things right themselves and take ownership of this.

If behaviours persist or when serious incidents occur Acle St Edmund C of E Primary C of E Primary Academy may seek further support by:

- Teachers communicating with parents. It is hugely important for the child to see both home and school working together.
  - Parents may be called in to talk to the child if a child is unwilling/uncooperative with the previous approach. Parents may be asked to join a restorative conversation to support their child. This should ideally happen on the same day as the incident.
  - At an appropriate time (de-escalated), gather pupils voice related to the incident/s.
  - Regular dialogue being shared between school (teacher) and home. (This could be through a home/school behaviour book, weekly telephone conversations or emails).
  - Individual behaviour plans are written by the class teacher and parents, supported by the Inclusion Lead, with guidance from the Steps approach. Goal setting, agreeing and implementing specific strategies will be agreed by home and school to help improve the child's behaviour.
- The child may have an internal inclusion where they will work in another classroom away from their class for a fixed period of time. This will always end with a restorative conversation with the class teacher. Parents will be notified of this.

- The Inclusion Lead will make a referral and seek advice from external agencies, including the SEND and Inclusion Team, EPSS etc, to further assess and support the child. Guidance and advice will be put in place immediately (or as soon as reasonably possible).
- Individual (or small group) wellbeing work for a directed period with the Wellbeing Lead or a Teaching Assistant will take place to support social, emotional and mental health. This includes Thrive assessments and group/1:1 interventions.
- An external fixed term or permanent suspension will be given for a very serious incident (eg violence, safety of the individual or others, extreme damage to property, persistent and continuous defiance - the list is not exhaustive) or following a number of internal suspensions where behaviour has not been modified. Only the Head Teacher can make the decision on when to exclude a child.

The above behaviour is recorded on CPOMS, by the person responsible, with the appropriate category.

Steps approach
Acle has adopted the Norfolk STEPS approach to support positive behaviour. This recognises all behaviour as a form of communication – where positive behaviour shows all is generally well, and negative behaviour indicative of an unmet need. STEPS has an emphasis on consistency. Staff are trained in techniques to de-escalate a situation and to reduce the risk of harm.

- An important aim is to provide opportunities to support and debrief both children and staff after an incident, enabling all to learn from what happened and begin to repair.
- Staff are trained in STEPS and any new staff joining the school receive this training as soon as practicably possible. Annual refresher training is provided for all staff.
- Use of Reasonable Force- Where reasonable, proportionate and necessary, STEP ON trained staff will use safe handling techniques in order to ensure safety.

What is Steps?
STEPS is a Norfolk County Council Service which provides training and consultancy to schools and services to support a therapeutic ethos, early intervention and professional responses to complex, challenging or high-risk behaviours. The Norfolk Steps team has extensive SEN and Inclusion experience.

Suspension
Suspensions can be for a fixed term or permanent. This is an extreme sanction and is only administered by the Executive Head Teacher (or delegated to the Head of School in the Executive Headteacher's absence). In most cases, suspension from school will only occur after a range of measures have been tried to re-engage a child in improved behaviour.

A fixed-term suspension may be used as a first stage, followed by a permanent suspension if there is no change in behaviour. However, a permanent suspension can be made in the first instance depending on the severity of the behaviour.

Persistent and unmodified behaviour that will result in fixed term/permanent suspension are as follows:

- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting).
- Abusive swearing towards adults and children (including racial intolerance)
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk.
- Damage to school property (broken windows, classrooms)

- Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment).
- Persistently preventing the learning of other children in the classroom.

In the event of a child being suspended, the school will inform the parent or carer of the child concerned about the suspension as soon as possible by telephone or face to face. They will receive a letter outlining the suspension, including what arrangements will be made for continuing their child's education when not at school.

After a fixed term suspension, a reintegration meeting should be held before the child can come back to school.

During the first five days of any suspension, the parents or carers are responsible for their child's education. The school will take reasonable steps to set work for pupils during this period. If the suspension is six days or longer and fixed term, then the school needs to make arrangements to provide education from Day 6 onwards. If the suspension is permanent, the local authority will arrange education from Day 6. Parents always have the right to appeal against suspension.

SEND and pupils requiring targeted approaches to meet the needs of the individual
To meet the needs of all learners, there may be occasions when a more personalised approach is recommended. This may involve more targeted support and interventions being provided by staff in school and/or external professionals. A personalized behaviour plan and risk assessment will be written by the class teacher with the parents, supported by the Inclusion lead, to identify goals, triggers and strategies to support the individual. External support will be sought by the Wellbeing Lead and Inclusion lead where needed.

Managing allegations against members of staff
Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy and procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct

Monitoring
To ensure fidelity to the policy, behaviour will be monitored by the SLT.

Incidents of poor behaviour are recorded on CPOMS. Where persistent or serious incidents occur these must be reported to a member of the SLT as soon as possible. The information from CPOMs is collated to identify triggers and patterns and to plan support and intervention where necessary.

Policies related
- Anti-bulling and Anti-Prejudice
- Online Safety
- Restrictive Physical Intervention policy

Legislation and statutory requirements
This policy has due regard to statutory legislation, including, but not limited to, the following:
• The Children's Act 1989
• The Education Act 1996

• The Education Act 2002
• The Education Act 2011
• The Equality Act 2010
• The Education and Inspections Act 2006
• The Health Act 2009
• The School Information (England) Regulations 2008
• DfE SEND Code of Practice 2015
• Keeping Children Safe in Education 2025

This policy also has regard to DfE guidance, including, but not limited to, the following:
• DfE 'Behaviour and discipline in schools' 2016
• DFE 'Use of reasonable force in schools' 2013
• DFE 'Supporting pupils with medical conditions at school' 2015.
• DFE 'Mental health and behaviour in schools' 2018
• Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies 2022

Research is based on The EEF Improving Behaviour in Schools Guidance Report.

Appendix A – Restorative conversation between two pupils

Restorative conversations take place when there has been an incident in class or on the playground (Y1-6). These are facilitated by an independent member of staff (or child) who was not involved in the incident.

All staff are required to use the 'Restorative Questions' when facilitating a conference:

Restorative Questions 1 – To respond to challenging behaviour	Restorative Questions 2 – To help those harmed by others' actions
What happened? • What were you thinking about at the time? • What have your thoughts been since? • Who was affected by what you did? • In what way have they been affected? • What do you think needs to happen to make things right?	• What do you think when you realised what had happened? • What have your thoughts been since? • How has this affected you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

A resolution is expected to take place as a result of the conference. Children often need support in achieving their desired outcome and this happens through adults in school sharing outcomes and resolutions that the children have decided. Any on-going conflict is automatically shared with the class teacher. Restorative Practices is about encouraging children to be accountable for their actions and to take responsibility for repairing the harm caused.

Appendix 2:
Pupils' conduct outside the school gates – teachers' powers

What the law allows:
Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Academies behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
    - taking part in any school-organised or school-related activity or
    - travelling to or from school or
    - wearing school uniform or
    - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school or
    - poses a threat to another pupil or member of the public or
    - 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

Appendix 3:

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff (all paid staff) may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools can also identify additional items in their school rules which may be searched for without consent. Force