



Have Faith, FLOURISH, Fly High!

BEHAVIOUR POLICY 2025 - 26

Introduction

Successful schools are vibrant communities where there is a shared understanding of values, and a strong commitment to work together to achieve common aims. Good behaviour and discipline are essential if our school is to provide a high-quality education for all pupils.

At each school in The Unity Federation of Church of England and Community Primary Academies we aim to:

- Create a welcoming and co-operative school community in which relationships are based on mutual support, respect and trust and where everybody feels valued.
- Foster the children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners.
- Provide a secure and enriching environment where learning can take place with enjoyment.
- Provide opportunities that encourage the children to work co-operatively together.
- Develop the children's awareness and sensitivity towards living things and the world that we live in.

We believe that everyone involved in The Unity Federation has the rights and responsibilities to ensure teaching and learning takes place in a supportive and co-operative environment.

- The children have the right to feel safe and happy.
- The children have the right to learn and be treated with respect.
- The children have the right to know their property is safe and that the school environment is clean and tidy.
- The staff have the right to feel safe, respected and supported.
- The staff have the right to teach without disruption in a clean, tidy, orderly school environment.
- The staff have the right to continuing professional development.
- The parents have the right to effective communication with the school.
- The parents have the right to see useful information about their children's progress and achievements.
- The parents have the right to be treated with respect and have their opinions valued.
- The parents have the right to expect their children to work in a clean, orderly and tidy environment.

Our Code of Conduct as set out in each academies Behaviour Blueprint (see each academies website page) in addition to DNEAT's policy on staff conduct states everyone within the school environment has the right to:

- Equality of regard and opportunity.
- Mutual respect.
- Be safe at school.
- Learn and teach in an atmosphere which is supportive and secure. Everyone in the school has the responsibility to:
- Ensure the school is a welcoming and happy place to be.

- Move quietly and thoughtfully around the school and show an awareness of others.
- Be sensitive to the needs and feelings of others and to behave in ways that reflect this.
- Ensure the school environment is kept tidy and that resources and materials are respected and handled appropriately.

To help protect the rights and encourage personal responsibility, we have basic rules for our classroom and school community.

1. We keep everyone safe at our school.
2. We use a quiet voice inside school.
3. We talk kindly to each other
4. We walk inside.
5. We keep our school clean and tidy.
6. We always do our best work.

We believe it is the responsibility of all staff, governors, parents and children to keep these rules.

Reward Systems

We believe strongly in promoting and praising good behaviour. This is done in a number of ways:

1. Informal comments throughout the day – for example “Thank you for walking inside, that helps to keep us all safe”.
2. Celebrating children’s work – for example “This is a great piece of writing- I can see you have tried hard to use capital letters”.
3. Extra opportunities for responsibility.
4. Verbal praise and certificates in assembly.
5. Individual merits/team points
6. Write ups in newsletters and reports.
7. Good Behaviour and Conduct recognised as outlined in each academy Behaviour Blueprint.

Sanctions

We believe that when our school rules are broken there should be consequences. Each teacher maintains a diary of events/incidents which occur, concerning children in their class. This evidence can be used to identify patterns of behaviour and facilitate planning future behaviour management strategies/ risk reduction plans.

When rules are broken adults will:

1. Give a verbal warning – for example “NAME, we need to remember to walk inside so that we all stay safe”. Provide a second warning (this may be name on the board). Provide a final warning then (go to number 2 or 3)
2. Ensure the child has a loss of privileges – for example being a Buddy, playtime or treat time.
3. Send the child to an alternative classroom for ‘Thinking Time’.
4. Send the child to the Head of School to talk about an incident.
5. Use ‘positive handling’ or de-escalation techniques for the safety of the child and others (in extreme cases).

6. Every child will be provided with thinking time after a sanction to reflect on what they have done.

Suspensions

In some cases the child's parents may be informed, when appropriate about incidents which have occurred particularly if this is persistent. Sometimes it is appropriate at the end of a lesson if the adult leading the session feels a child has not contributed their best then they can remove time at playtimes to ensure a child completes work to the high expectations they have been set. In severe cases the Head of School or Executive Head Teacher may need to investigate the incident more closely leading to daily verbal reports being shared with parents, the child going home at lunchtimes, and/or short/long term suspensions and finally permanent exclusion (Governor/DNEAT/LA involvement).

We aim to involve parents at an early stage with any concerns we might have about a pupil's behaviour in school, and to work with them in trying to resolve the difficulty accessing as much in school support as is available with the local offer in Norfolk. However, in serious cases it may be appropriate to exclude a child from school, either on a temporary or permanent basis for a serious breach of discipline. In such situations the school will follow the Local Authorities stated procedures and that of our academy trust DNEAT.

In those cases the Head of School or Executive Head Teacher may need to investigate the incident more closely leading to daily verbal reports being shared with parents, the child going home at lunchtimes, and/or short/long term exclusions and finally permanent exclusion (Governor/DNEAT/LA involvement).

Suspensions criteria are determined by national guidelines and are stated as:

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

Any of the above criteria may result in a serious breach of this policy or the safety of the pupil in question or other pupils around them and can determine the type and length of exclusion as a result. If permanent exclusion is necessary the Local Authority Exclusions Team as well as Short Stay School for Norfolk would be involved.

Bullying

At Unity Federation we encourage all children to care for each other and this forms some of our core values. We treat all cases of bullying with the utmost seriousness, and will do everything we can to identify and resolve any incident that occurs. Please refer to the Trust-wide Anti-Bullying Policy.

Additional Support

If a child's behaviour is giving cause for concern, parents would be contacted by the class teacher or the Head of School / Executive Head at any early stage, with a view to discussing and implementing a strategy which has the support of the pupil, parents and school. We would hope that a co-operative effort from everyone would be sufficient to resolve the difficulty over time. However, if the problem persists, or if it is a particularly serious concern, we would, with the permission of parents, seek the help of other professionals within Children's Services and other agencies. These may include:

- o Behaviour Support from specialist Single Resource Bases – to lead on behaviour plans, pastoral support plans and in school support.
- o Managed move co-ordinated by Norfolk Children's Services to another setting that may be better equipped to support a child with severe behavioural needs.
- o Norfolk Steps Programme – this is a two level programme, one is a whole school training around de-escalation techniques and the second level is bespoke to individual children's needs – it include specific restraint techniques for that child.
- o If a child has an identified additional need then support may also be sought from the ASD Team (Autistic Spectrum Disorder), CAMHs (Child and Adolescent Mental Health Team) or other specialist teams including Health (e.g. GP or paediatrician).
- o Verbatim Psychology Support – working with therapists and behaviour experts to introduce child and family strategies to deal with behaviour of a child.

The child's programme of action and progress may be noted on a Behaviour Support Plan, and parents would be invited to school on a regular basis to discuss progress with the Special Needs Co-ordinator / Head of School / Class Teacher.

Reporting and monitoring Behaviour

This is a critical element of behaviour management in school. Incidents are always recorded in line with DNEAT procedures using Arbor. The incidents are seen by the Heads of School (HoS) and the Executive Headteacher.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies that support some of the processes mentioned:

- o Teaching and Learning Policy
- o Special Educational Needs Policy
- o Health and Safety Policy
- o Anti-Bullying Policy

This Policy will be reviewed annually and updated as needed to meet current needs of pupils and parents/carers in Unity Federation.