



### **Dream, Believe, Achieve**

Inspired by Christian values, we nurture children to reach their boundless potential, empowering them to become loving, confident and curious learners, so that they can create their own pathway towards flourishing as responsible citizens and create a brighter future for all.  
– **A vision rooted in Ephesians 3:20**  
"Now all glory to God, who is able, through his mighty power at work within us, to accomplish infinitely more than we might ask or dream."

## **BEHAVIOUR AND ANTI-BULLYING POLICY** (Including exclusion arrangements)

**Last reviewed on:** September 2024

**Next review due by:** September 2025

"The behaviour we walk past is the behaviour we accept"

### **Introduction**

This policy is referred to on our website and is available on request from the school offices. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full on an annual basis. This policy was last reviewed in September 2024. It is due for review in September 2025.

This policy is written in keeping with the Education Act (2011) and consideration of the School's aims and values.

### **Aims of the Behaviour Policy**

The aim of this behaviour policy is to provide clear guidance to staff, pupils and parents about the expectations the Federation has for pupil's behaviour, the way in which positive behaviours will be supported and celebrated as well as the way in which inappropriate behaviours, which impact upon the learning and safety of others, will be dealt with.

We believe that children usually behave well if:

- They feel secure in their learning environment
- They are well motivated
- They have high self-esteem
- They can cope with failure
- They have some ownership of their learning
- Their learning is planned to meet their needs
- They know they will be treated fairly
- They understand what is expected of them in their learning and behaviour
- They are able to articulate their feelings and needs

It is our belief that disruptive behaviour can be minimised in school through a consistent, shared approach which:

- Uses positive praise as a first approach for managing behaviour;
- Has the highest expectations of behaviour from all pupils from when they enter school;
- Ensures that adults in school set a good example in the way they treat children and other adults;

- Involves pupils in creating class rules and codes of conduct annually;
- Provides a learning environment which encourages on task behaviour;
- Involves parents by clearly communicating policy and expectations;
- Positively recognises and rewards those pupils or groups who demonstrate good or improved behaviour;
- Makes use of PSHE lessons and RSHE to support behaviour management;
- Creates a positive partnership with parents to encourage their support when dealing with the issue of unacceptable behaviour;
- Expects prompt intervention where there is poor behaviour so it is clear it will not be tolerated;
- Attempts to identify and address any underlying causes of poor behaviour;
- Avoids humiliation and focuses on the behaviour and not the child;
- Where possible deals discretely with poor behaviour;
- Ensures that pupils are given the opportunity to put things right when appropriate.

## Objectives

Children are entitled to be taught and be able to learn in a respectful and comfortable environment. To this end all members of the school community will show respect for one another and will model positive behaviour and promote the development of children's social and emotional development and behaviour.

## Golden rules

- We are ready
- We are respectful
- We are safe

Through consistent application of these golden rules and our behaviour curriculum we believe and intend that children should develop self confidence and self control, understanding and consideration towards others, pride in themselves and their school, an enduring interest in learning, independence and responsibility for their own learning, a sense of fairness and equality, respect and tolerance, a feeling of responsibility for their environment and a determination to succeed.

## Implementation

It is the responsibility of the **Governors** of the Federation to ensure that the behaviour policy is followed in the school. The Governors must make and review a written statement of general principles to which the Headteacher must have regard in determining any measures to promote good behaviour and discipline. Before making this statement, the Governors must consult the Headteacher, other paid and unpaid members of the school workforce (as deemed appropriate by the Governors), pupils of the school, parents of pupils at the school and school partners. The statement of General Principles will include respect, fairness, social inclusion, tolerance, equality, improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, promote welfare of all pupils and good relations across the school community. Vulnerable pupils, including looked after children (Children in Care), children with SEN, physical or mental health needs, will receive behavioural support according to their need.

The **Headteacher** must determine measures to be taken with a view to promoting, among pupils, self-discipline and proper regard for authority, good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils. The Headteacher must make sure that the standard of behaviour of pupils is acceptable and that pupils complete any tasks reasonably assigned to them in connection with their education.

**Staff** will treat all pupils equally, irrespective of gender, race, religion or disability. They will play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently. They have a responsibility to model the type of behaviour felt to be acceptable and will endeavour to label the behaviour and not the child, e.g. 'that was unkind', not 'you were unkind'.

**Children** can expect their achievement academic or otherwise, to be recognised and celebrated. Rewards will be accessible to all pupils (these are never taken away). Celebration Collective Worship will be used to acknowledge achievements and foster a sense of community.

**Parents** will be expected to work in partnership with the school to ensure high standards of behaviour. They should help the children to understand the School's golden rules and the need for rules in society. They will support the School's systems of rewards and sanctions.

## Strategies and Rewards

We encourage and support good behaviour in a wide variety of ways, depending on the age of the child, for example:

- Headteacher stickers
- Whole class awards e.g. class dojo, marble in the jar, ping pong ball etc
- Special celebration assemblies
- Comments at parent consultations which focus on behaviour and attitude to learning
- Records of achievement/end of year report comments which reflect on behaviour and attitude to learning
- All teachers are given autonomy over how they gain the children attention before delivering instructions. This may be clapping a pattern, ringing a bell or similar. Once staff have gained their attention then strategies like the Hi 5 or SHINE can be used. These strategies will no longer be used to engage a group of pupils in the first instance.

## Unacceptable behaviour and sanctions

Examples of unacceptable behaviour:

- Refusal to follow reasonable instructions
- Answering back, rudeness or verbal or physical aggression e.g. shoving
- Foul language and swearing; including rude and offensive hand gestures
- Unkind remarks, to and about, other children
- Hiding or stealing other children's or school property
- Deliberate and targeted name calling, teasing or racist comments
- Damaging property
- Biting, spitting, hitting and kicking
- ANY form of bullying behaviour

Staff should draw on their experience and consider all the skills they have when dealing with poor behaviour. Use of the 'de-escalation script' (see appendix 1 for a suggested model) can ensure emotional and social aspects of learning are taken into account during de-escalation. Staff should also appreciate that pupils may sometimes require 'space' or reset time. This should be identified in behaviour plans for children who regularly struggle.

- Use of non-verbal cues to redirect the children towards their work, board, book, activity etc.
- Use a calm tone of voice to state "... is not appropriate. In our school we ..."
- Move the child to a table/space/carpet tile to continue their work alone.
- Calmly re-state the instruction, such as "You need to sit on this chair, ready to learn, thank you" (Be clear that this is not a request, it is an instruction.)
- Tactically ignore behaviour (It is vital that tactical ignoring is used for some attention seeking behaviours. Adults must be ready to provide suitable praise when the child decides to comply). – Note – We cannot ignore behaviours which are dangerous to others or themselves.
- Give the child reset time so that they can re-focus before re-joining the lesson.

Reset time- this should be limited to a few minutes only and is to be used for the child to take a short break away from the activity. It could be to calm, to go for a drink, to do an errand supporting the reset.

Withdrawal- i.e., reset time in another class for no longer than 5 minutes. This is always under supervision and could be used to help a child reset, but the time away from a task may need to be made up later.

In the playground, the first time a rule is broken, a verbal warning will be given to the child. The second time a rule is broken, the child will be asked to walk with the adult on duty for five minutes. On the third occasion the child will be sent to a member of the SLT.

**The beginning of every day indicates a fresh start for the pupils; we do not refer back to inappropriate behaviour from an earlier in the week.**

In exceptionally serious cases suspension or permanent exclusions would have to be considered. The procedures followed will be those recommended by the LA and are outlined below. Exclusion will only be

considered for disciplinary reasons, in response to serious or persistent breaches of this policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school.

### **Positive Handling and Absconding**

The School recognises that in a very few cases of poor behaviour, appropriate force, positive handling, may have to be used to ensure that children remain safe.

If a child leaves the School premises without permission, staff will monitor the child's location and safety, wherever possible, usually from a distance and quietly to allow reset time. If the child does not return then the parents are informed. If parents cannot be contacted the police are informed. (Leaving the school premises without permission is known as absconding.)

Staff may search a child for any item which the staff deem inappropriate, dangerous or which may adversely affect the welfare of themselves or another. The headteacher may authorise staff to search children or their possessions, without consent. School staff can seize such items found as a result of the search and will take appropriate action.

### **Bullying**

Bullying in any form will not be tolerated in this school. All bullying incidents will be dealt with promptly by staff according to our guidelines. All children have a right to learn in a safe, caring, supportive environment without any fear of bullying. We define bullying as 'a deliberately hurtful behaviour, often repeated over a period of time, with intent to cause pain or distress to another or others. Prejudice-based bullying is unacceptable and will always be challenged.

The four main types of bullying are:

- Verbal (names, personal remarks, threats, malicious notes, graffiti)
- Indirect (rumours, ignoring, isolating, excluding)
- Physical (pushing, poking, hitting, kicking, damage, theft)
- Cyberbullying/emails, texts

To prevent bullying teachers will raise the issue with children in PSHE and RHSE lessons. Children will be taught to say 'I don't like it', and tell a member of staff, when they feel intimidated, bothered or threatened. Children will be made aware that any bullying is taken very seriously and that their worries will be listened to and dealt with.

All staff will be made aware of any bullying going on as soon as it starts. If they notice any bullying behaviour they will intervene immediately at the first sign of intimidation, and report to the Headteacher straight away thereafter.

A log of all bullying activity will be kept on MyConcern and followed up by the Senior Leadership Team, parents will be involved in resolving the problem and offered support if appropriate.

Proven incidents will always be communicated to the Governing Body as a confidential item at their full meeting and an annual report to Governors will be produced.

### **Behaviour management**

It is the policy of the Pathfinders Federation to try to deal with all behavioural issues in an active and positive way, employing a wide range of strategies.

(Appendix 3 – Behaviour flow chart and preformed letters.)

Note: Depending on the severity of the incident levels may be surpassed and the process expedited. This will be the decision of the Headteacher or the Deputy Headteacher in their absence.

Letters will be sent home for actions which are considered to be physical assault. This will be logged on the relevant system and the behaviour levels will be followed.

Parents should have been spoken to before the preliminary steps are taken to ensure good communication.

- As part of our processes the child's views will be sought and 'Wishes and Feelings' work will be started if it hasn't already been used.

If the child has a behaviour plan, EHCP or similar, we must ensure that we are meeting the set requirements for the pupils.

### **Preliminary Step**

The class teacher sends the child to the Headteacher, or the most senior SLT member on site, to receive a verbal warning. This would only happen after reset time and withdrawal to another class. The child is placed on a behaviour chart appropriate to him or her three weeks. Parent are informed that their child is on behaviour report.

- In the first week the child will report to a member of the SLT three times over the day. This then reduces each week, to two times in the second week and then once in the third week. At the end of this period the matter will be reviewed and it is hoped that improvements will have begun to emerge and the behaviour chart can be stopped.

Systems, routines and reward charts, for example, will be tailor made to the specific needs of the child and designed to support them in making progress in small, manageable steps. All factors will be taken into consideration and every effort made to solve the problem.

### **Level 1**

The Headteacher gives a formal warning. A member of the SLT informs parent by letter that the school has continuing concerns about their child's behaviour. A copy of this policy will be sent at the same time and a request made for the child's parents to arrange to meet the class teacher. This should come as no surprise if the preliminary step is followed properly.

At the meeting parents will be informed that their child's behaviour will be monitored closely and that their name will be put on the Behaviour Register.

A member of the SLT will monitor the situation and review on a regular basis to determine the progress made. If improvements are seen a decision will be made to remove the child's name from the behaviour register or to keep it there subject to further improvement. The child will be praised and given every encouragement to keep improving.

### **Level 2**

A member of the SLT will write to the parents informing them of the decision to move the child to Level 2 and the reasons for it.

A meeting with the parents involving the Headteacher and class teacher will be arranged.

The SENCO, will place the child on the School's SEN register at School and a behaviour plan will be written

During this stage external agencies may be asked to support, for example, the Parent Support Advisor, School to School support, Short Stay School for Norfolk.

If after review the child has continued to show signs of improvement they will be stepped back to Level 1 for a further monitoring period then removed from the Register altogether. At all stages the parents will be kept fully informed and involved.

### **Level 3**

At this stage the approach towards supporting and modifying the behaviour should still remain positive. The class teacher must make sure that the child's behaviour plan is realistic and that all support provided is well documented.

The documentation should show all the strategies being implemented by the school and specify the reasonable adjustments that are being made to support the child.

A multi-agency meeting such as an Early Help Assessment Plan will be offered.

Support will continue to be sought from external agencies as detailed in the School's SEN offer. If no improvement is seen after a further half term a formal referral may be made to a specialist support service, such as a Specialist Resource Base.

Parents will be kept informed at all times either by the class teacher or Headteacher or SENCO.

## **Exclusion**

### [School exclusions - Norfolk County Council](#)

#### **Level 4**

A child who is already placed at level 3 is receiving a great deal of support; however this should not interfere with the school's decision to exclude a child if their behaviour is unacceptable.

A child is placed at level 4 when the Headteacher implements exclusion.

Parents and children are made aware at the start of the process that failure to modify and control anti-social behaviour in school will result in suspension from school.

As the child progresses through the stages the likelihood of the exclusion rises.

Parents of children at Level 3 of the policy, who are not complying with school rules, will be sent one warning letter stating that the behaviour changes needed are not in evidence. Part of this letter will explain that one further unacceptable incident will result in an exclusion of between one and three days.

Exclusion from school is a serious step to take, but it is sometimes the only course of action available to the school. Actions for exclusion from the school day may be implemented when a child is responsible for any of the following actions, however, each case will be taken into consideration by the Headteacher.

- physical assault on another child or member of staff which occurs when the child is not in crisis or overload.
- constant disruption to the education of other children.
- regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- deliberate and wilful damage to school property.

It is likely that a combination of the above may contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

#### **Exclusion procedure**

If a decision to exclude is made the following procedure will be followed.

- The child will be excluded, initially for a period of 1 - 3 days.
- Parents, guardian or carers will be notified immediately by telephone (by the end of the school day at the latest) and told that exclusion will take effect from the following morning.
- A formal letter will be sent outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Governing Body, via the Chair of Governors, will be notified at the time exclusion is decided, as will the local authority.
- The school will also work to put in place a support plan for the pupil for his or her return.
- Staff at the school, parents, other agencies, the attendance service and, if deemed appropriate, the child, will all be consulted and involved in drawing up the support plan.

If the incident leads to the discovery that there is a Child Protection issue, the school will put the matter into the hands of the appropriate agency, continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following exclusion, the child will be able to return to school with a more positive attitude and a subsequent improvement in behaviour.

#### **Protected pupils**

Some groups of children are protected by law from unfair treatment in terms of exclusion.

Pupils with special educational needs: Guidance is that schools should avoid permanently excluding children who have a statement or EHCP, other than in the most exceptional circumstances. This includes those undergoing assessment for an EHCP. The school does, however, have a duty of care towards the health and safety of other pupils and staff. The Headteacher must take all evidence into consideration when deciding to suspend or exclude a pupil with protected characteristics.

Disabled pupils: Schools have a duty under the Disability Discrimination Act 1995 not to discriminate against pupils by excluding them from school because of behaviour caused by their disability. Discrimination is seen as occurring where a disabled pupil is treated less favourably than other pupils for a reason relating to their disability, without justification.

Discrimination: This can also occur where a school fails to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

Pupils from racial minorities: The law places specific duties on schools to ensure they do not discriminate against pupils on racial grounds. Schools should monitor and analyse exclusions by ethnicity to ensure they do not treat some groups of pupils more harshly than others. Schools are required to assess whether policies that lead to sanctions, including exclusion, have a disproportionately adverse impact on pupils from particular racial groups. If an adverse impact is identified that cannot be justified, then the policy and practice should be reviewed.

Children in care: Exclusion of children in care should be an absolute last resort. Before exclusion schools, in conjunction with the LA, should first consider alternative options for supporting the child. No child in care should be excluded without discussion with the LA.

### **Excluding a child not on the behaviour register**

If a child who is NOT already on the Behaviour Register seriously breaches the School's Behaviour Policy there will be a thorough investigation by the Headteacher and consideration will be given to the use of a one to three-day fixed term exclusion in order to show the child that the school will not tolerate such actions. Similarly the parents of any other parties involved will be made aware, by letter of the course of events and action taken by the school.

The Headteacher may consider that the behaviour of a child poses a serious threat to the safety and welfare of others. If this is the case a longer period of exclusion will be implemented and a meeting of the Senior Leadership Team will be convened to consider the possibility of a permanent exclusion. The school will provide work for the child to complete at home.

### **Staged returns to school**

Following a fixed term exclusion consideration should be given to the staged return of a child into school. If this is considered to be a suitable course of action it should be noted in the IEP. However the school recognises that this type of arrangement is one which can only be entered into voluntarily with the child's parents. If agreement is given the re-integration plan will be carefully staged and monitored by the Headteacher. At all times work will be provided for the child to complete when not in school and lunchtime meals provided in the form of a packed lunch.

### **Exclusion at lunchtime**

All parents and children should be made aware that inclusion in lunchtime is dependent on the school's ability to reasonably supervise children. If a child regularly presents behaviour difficulties which cannot be regulated by normal school sanctions the Headteacher must consider implementing lunchtime exclusion. Prior to implementing exclusion the Headteacher will warn the child and will write to the parents expressing the School's concerns. Children will still be provided with lunch as usual.

### **Dealing with allegations of abuse against staff**

In response to an allegation, staff suspension is only justifiable if there is no reasonable alternative. Allegations that are found to be malicious are not recorded on personnel records. In the case of an allegation, the Headteacher must be informed immediately (or the Chair of Governors or other senior staff). They will inform the LADO and provide support for the staff member facing the allegation.

### **Equality impact statement**

We have considered the positive or negative impact this policy may have and its potential to cause unlawful direct or indirect discrimination, or whether any opportunities to promote equality have been missed. During the consultations for this policy we have considered the duty to promote equality of opportunity and good relations.

## **Complaints Procedure**

Complaints to the school about behaviour are dealt with in line with the School Complaints Policy and follows Norfolk County Council Guidance

### **APPENDIX 1**

Agreed de-escalation script:

#### Before a crisis -

'Tell me what's wrong and I will listen.'

Make the right choice, you know it makes you feel better inside.

#### During a crisis -

'This behaviour is not acceptable'

'Make the right choice, I know it makes you feel better inside'

'Come with me to your space and I will listen'

'I've noticed you are hot/you have tears/a sad face... are you feeling upset / angry?'

#### After a crisis -

I know you are disappointed / cross / angry. I sometimes feel like this too. We need to learn how to deal with this.

### **APPENDIX 2**

Two reminders

"This is a reminder that I have just asked you to...".

"This is your 2nd reminder and the xxx behaviour needs to stop now or I will have to...".



## Exclusions

School's Behaviour Policy should be robust and readily available to all pupils, parents and carers.

Exclusions should only be for disciplinary reasons  
In response to serious or persistent breaches of school's behaviour policy  
and  
where allowing the pupil to remain in school would seriously harm the education or  
welfare of the pupil or others within the school.

Schools should make every effort to ensure everything has been done possible to support the pupil prior to permanent exclusion.

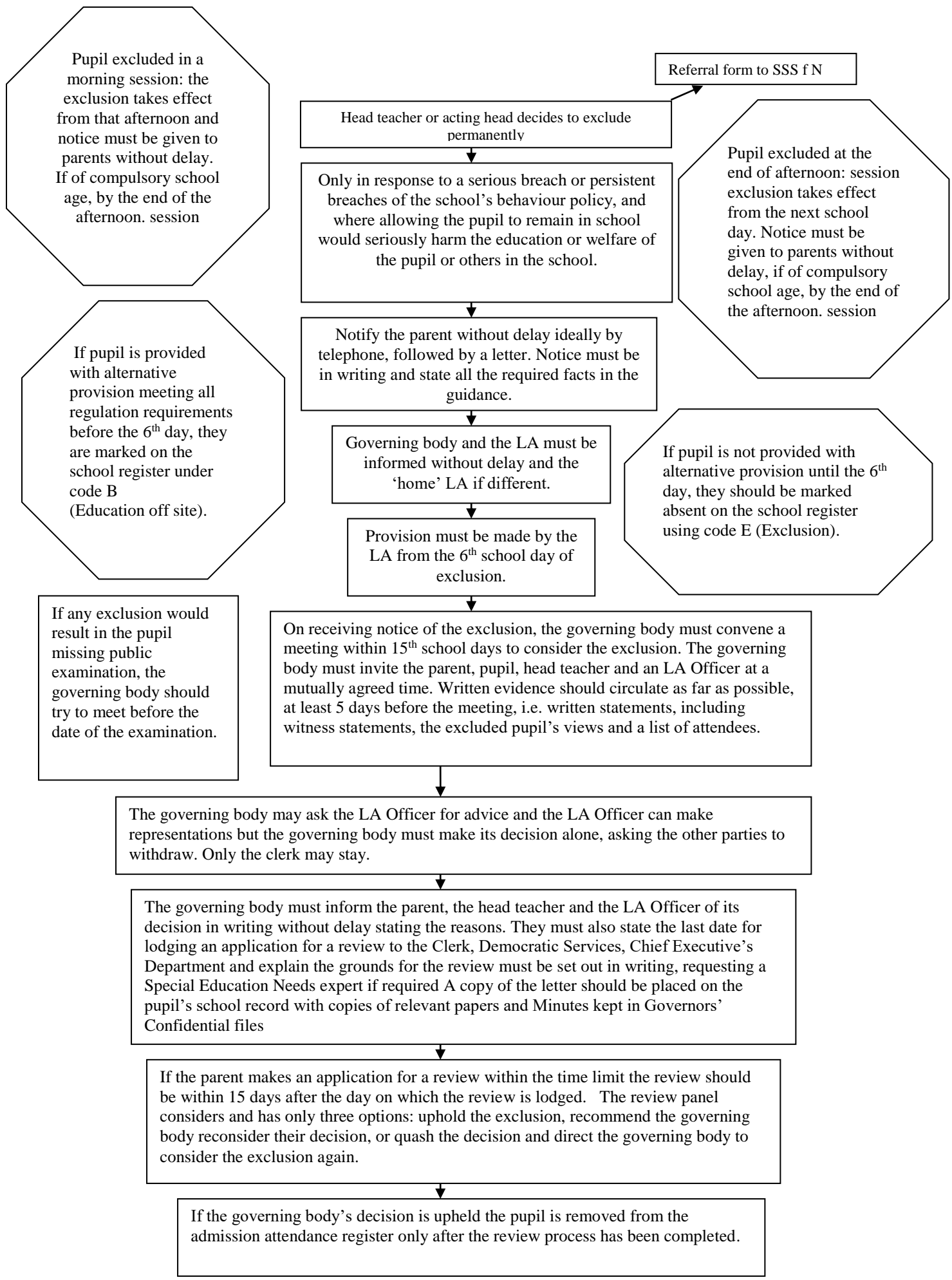
It is unlawful to increase the severity of an exclusion for a non disciplinary reason, because a pupil has additional needs, a disability, reasons such as attainment, ability, action of the parents. If a fixed period is extended or made permanent the head teacher must write to the parent again giving reasons.

When excluding the wider principles of the schools legal duties should be considered and any contributing factors, maybe the pupil has suffered a bereavement, has mental health issues, or a subject of bullying.

Suggested action that can be taken prior to permanent exclusions  
If the pupil has a Statement of Special Needs ensure a review of the Statement has taken place recently  
Reasonable adjustments have been made to support the pupil  
A Pastoral Support Programme  
A Risk Assessment  
Application made for a place at a Special Resource Base  
Individual Educational Plan  
Behaviour Plan  
A multi-agency meeting such as a FSP

The pupil's views should be captured all through the exclusion process





## APPENDIX 3

### Management of difficult and potentially dangerous scenarios

If a child refuses to comply

1. Send to a nearby classroom or radio for support. This will signal that another adult should come in and see the child, distracting them and removing them as unobtrusively as possible. If they then comply, give them reset time in an appropriate area and tell them gently they are expected to return after 5 minutes and talk to their teacher. **Remember, 'reset time' is one of the best de-escalation techniques we can use.**
2. If this doesn't work, remove the child's audience by taking the class and quietly leave for the hall, another classroom, wherever is free. At the same time, place a different TA/teacher in the room, for **safety**. They should then 'fib', ('fibbing', is another great technique,) wait for things to quieten down and then offer choices. Make HT aware this is going on and he will decide how best to proceed. It might be a phone call home, a surprise visit, even an offer to play. Although we often feel this isn't fair there WILL be consequences and the child will NOT have got away with it their poor behaviour choices.

