DISS PRIMARY ACADEMY PARTNERSHIP

DISS CHURCH OF ENGLAND JUNIOR ACADEMY
&
DISS INFANT ACADEMY AND NURSERY

Behaviour Policy

Policy Type:	**Academy Policy**
Approved By:	**Staff, LGC**
Approval Date:	**Sept 2025**
Date Adopted by LGC:	
Review Date:	**Sept 2026**
Person Responsible:	**Executive Headteacher**

Colossians 3 : 12 & 14

12 You are the people of God; he loved you and chose you for his own. So then, you must clothe yourselves with compassion, kindness, humility, gentleness and patience. 14 And to all these qualities add love, which binds all things together in perfect unity.

At Diss Primary Academy Partnership all staff work to promote and sustain an orderly well-disciplined, caring environment. We model high standards of behaviour and attitudes and have equally high expectations of the children. Managing behaviour and discipline is a shared responsibility, underpinned by fairness and consistency. We use restorative approaches to encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. Impact on learning of poor behaviour is not acceptable.

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Aims and Objectives

The central purpose of our Behaviour Policy is to support children to identify, develop and maintain a consistent approach to behaviour and discipline, and to:-

- Encourage positive behaviour by all members of the school community
- Encourage pupils to have good relationships with each other; nurture an understanding within the children of how their behaviour affects others
- Foster mutual respect
- Promote self-discipline and acceptance of others
- Encourage the children to take responsibility for themselves and their environment
- Build a sense of community and create a positive, encouraging atmosphere based on praise and rewards
- Provide education of the “whole” pupil
- Actively encourage parental involvement, including develop, maintain and value effective home-school liaison

We will achieve this by

- Positive expectation of good behaviour and high standards at all times
- Not tolerating any form of sexualised harassment
- Use of restorative conversations to help children identify for themselves appropriate behaviours
- Consistent use of appropriate reward systems, consequences and reflections.

- Team work, e.g. pupils in class and at play, staff, staff /pupils, staff /parents /Governors /the wider community
- Consistency of expectations for behaviour and how it is managed
- Efficient communications systems, internal and within the wider community
- Rules are kept to a minimum and the reasons for each rule made clear to all
- Use of an agreed policy to deal firmly with reported incidents of bullying (See Bullying Policy)
- Involvement of outside agencies where appropriate, e.g. School and Communities Team, Family Support Practitioners, Early Help, Social Services, Parent Support Adviser, Attendance Office
- Ensure that the Special Educational Needs of pupils with emotional and behavioural difficulties are assessed, considered and supported
- To liaise and work cooperatively with parents and, where necessary, on an individual basis

GOLDEN RULES

Everyone will act with courtesy and consideration to others at all times.

This means that:

In Our School

- We are safe
- We are responsible
- We are respectful
- We are good listeners
- We are truthful, kind and forgiving
- We try our best

Class Rules

Children are taught to be aware of what comprises acceptable and unacceptable behaviour and to know that certain rules must be followed for the mutual good of all. Class rules are purposely kept to a minimum and their necessity is fully explained to the children. These are to be written with the children at the beginning of each year and include expected class behaviours. For example: Hands up.

Behaviour Management:-

- Good behaviour is rewarded, e.g. individual classroom strategies /rewards, use of Circle Time, group applause and so on
- Use of Class Dojo points, each day children start again.
- PATHS and PSHE curriculum
- Focus on assets and strengths
- Acknowledge effort
- Take time to explore feelings and reasons; group and individual, use phrases such as ‘can I help?’
- Offer time away to reflect and calm down, e.g.
    - sitting quietly with, or within sight of, an adult
    - use of quiet spaces
    - use of language of choice (per Norfolk Steps training)
    - at lunchtime, having supervised time with a member of staff
    - during outdoor play, sitting on a bench
    - standing with an adult in the playground
- Use options and choices – not opened ended
- Effective use of teaching assistants
- Use of voice tone and signals (change of adult voice – supporting another

colleague)
- Make immediate use of consequences, reprimands and/or reflections
- All children who are assessed as likely to display violent behaviour will have a risk management plan, which is agreed with parents and reviewed regularly (SENDCo policy)
- Where appropriate Positive handling strategies may be used when the risks involved in doing so are outweighed by the risks of not doing so. (Please see Positive Handling Policy)

Out of School

Everyone is an ambassador for our school and there is an expectation of appropriate behaviour at all times. When children are wearing uniform (or identifiable as a pupil of the school), on a school trip or travelling to and from school all aspects of the behaviour policy applies.

In the event of an incident reported to the school or witnessed by a member of school staff that occurred off school premises which could:

- have repercussions for the orderly running of the school
- pose a threat to a pupil or member of public
- adversely affect the reputation of the school

The school will investigate and follow the guidelines as laid out in the policy. The school will ensure that there is communication with all relevant parties, and will involve the police in the event of any criminal behaviour.

When addressing a behavioural incident:-

- Ensure it is dealt with at an appropriate time (not during learning time) use pastoral support team if needed
- Use restorative questions (Appendix A) and listen to all sides and establish ALL the facts
- Follow any agreed script in Risk Management Plans for individuals
- Speak quietly and deal calmly with misbehaviour
- Use 'What happened….' rather than 'Why did you..'
- Ask children involved to consider appropriate reflection, ensuring that they are appropriate to the misdemeanour
- Maintain confidentiality in and out of school
- Be consistent
- Use humour and be positive where appropriate
- Once dealt with, record and move on. Remind children of this and the importance of learning from their mistakes
- Where appropriate use ABC forms to support analysis of behaviour

Avoid:-

- Confrontation
- Blanket punishment of groups for individual misbehaviour
- Reflections which may humiliate pupils
- Shouting
- Sarcasm
- Overreacting
- Finger wagging

Remember to be aware of your own feelings and if you are not feeling objective or calm ask another adult for support.

Reward for Positive Behaviour

- Class dojo points
- Consistently reinforce and model school values and principles throughout the day
- Praise - specifically mentioning positive behaviour seen
- Thanking children for holding doors open, etc
- Recognition is given to success of differing kinds
- Certificates may be awarded weekly for effort, good work and neatness
- Positive comments are recorded in reading record books
- When Pupils' work is mounted and displayed ensure it is attractive and valued
- Pupils who have worked hard or been successful in different ways may visit other classes, or any member of the leadership team for further praise and encouragement
- Praise and encouragement are used in lessons as much as possible

Remember children need to hear more positive comments than negative ones to not have a negative impact on their self esteem.

Unacceptable Behaviour

- Every effort is made to deal firmly with unacceptable behaviour in a manner which provides minimal attention for negative options: ensure use of language of choice to emphasise child's responsibility for their own behaviour
- Praise other children for doing the right thing
- Staff are responsible for discipline within their own classrooms and generally around the school where unacceptable behaviour is witnessed
- The child is referred to SLT only in extreme circumstances where the safety of individuals cannot be ensured or the behaviour policy needs to be escalated further.

Lunchtime

- Praise given to children in the form of counters which are converted to DOJO points on return to class
- Staff model positive behaviour and interactions with children at all times.
- Poor behaviour must be addressed immediately:-
    - Step 0: Be present on the playground, ensuring you are visible and children know that you are there to support good behaviour.
    - Step 1: Polite reminder: 'listen, thank you', reinforce: give choice
    - Step 2: Reminder of which rule has been broken. 5 minute timeout. **Restorative conversation before returning to the playground.**
    - Step 3: Persistent misbehaviour or serious incident. Removed from the playground. Lead MSA to complete a reflection slip (appendix B) with details of the key events and hand it to the class teacher at the end of lunch time
- Children may be kept in at lunchtimes if there are repeated incidents of poor behaviour.

- If children are displaying unwanted behaviours, follow the steps below. Remember each session is a fresh start:-
    - Step 0: General disturbance: look - proximity, periphery praise
    - Step 1: Polite reminder: 'listen, thank you', reinforce: give choice
    - Step 2: Remind of which rule broken then record name (discreetly)
    - Step 3: Move a pupil to the designated thinking area in their classroom, explain why. Pupil

to have a restorative conversation with classroom adult before returning to seat
    - Step 4: Persistent misbehaviour. EXIT child to Cloud with an appropriate Exit pack. They will work independently with the member of staff for ½ hr and then have complete a pupil ABC form before returning to class
    - Step 4: Serious incident. EXIT child to SLT

- Parents to be informed with response on CPOMS every time a child reaches step 3, conversation with parents if child regularly racing step 2 (Behaviour form to be completed for school log)
- When appropriate use a 5 minute timer when a child is moved in step 3.
- When a reflection is given for a serious incident, the pupil should be brought, with the reflection slip, to the allocated teacher's classroom. The teacher will have a restorative conversation and record the reflection on behaviour tracking form
- In situations where behaviour is causing significant disruption to learning the child may be removed from the classroom (see Positive Handling Policy). When a child is removed from the class, they will complete classwork elsewhere (EXIT), have a restorative conversation about behaviours and alternative choices. They are then supported to return to class and clear guidance of expected behaviours.
- In situations where there is a serious incident and there is risk of harm the child may be removed from the classroom (see Positive Handling Policy). Parents will be called and careful consideration to appropriate sanctions will be given

Reflection / Exit Timetable

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Reflection	Mrs Cerullo	Mrs Peters	Miss Burch	Miss Caley	Mrs Nicholas
Exit	Mrs Cerullo	Mrs Peters	Miss Caley	Miss Soong	Mrs Nichols/Miss Eakers

Where there are repeated incidents of children receiving reflections or reaching step 4, further sanctions may be used such as internal exclusion or possibly suspension.
Children may be given a report card (appendix) to support them to make good decisions about their behaviour.
For children who require additional support to regulate their behaviour, time may be allocated within our Cherry provision.

<u>Suspensions and permanent exclusions</u>

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.
A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used

to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion.
The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

The decision on whether to exclude/suspend is for the head teacher to take. However, where practical, the head teacher should give the pupil an opportunity to present their case before taking the decision to exclude.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the 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 in the school.

Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Appendix C - Flowchart guidance for procedures of Permanent Exclusions
In the event that a child's behaviour may be linked to bullying we will implement the Anti-bullying Policy.

<u>Monitoring success of the policy</u>

Keeping records – An behaviour log is maintained to record instances of unacceptable behaviour and is monitored by SLT
Performance Indicators

- Unacceptable behaviour in the playground per week
    - - periodic checks will be made and results recorded throughout the year.
- Pupils' views
    - - questions concerning behaviour will be included in the pupils' end of term self-assessment sheet, in class and at school council meetings.
- Comments from adults /visitors in school will be recorded to inform implementation of policy. Success criteria

Children will:-

- have good self-esteem and confidence
- feel secure and safe at school

- be self-disciplined and in control of their behaviour
- demonstrate tolerance and respect
- have a responsible attitude to the school community
- understand the effects of inappropriate behaviour.

Parents will:-

- feel confident that their children are in a caring and safe environment
- demonstrate support for staff and children
- have a clear understanding of procedures

Appendix A - The Restorative Approach

Dealing with inappropriate behaviour. Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidents between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since. How does that make you feel?

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



APPENDIX B:a

REFLECTION SLIP

Full name of pupil	**Class Given by (initials)**
Send to: **Date** I	
Brief Description of incident	
Which of the golden rules was broken? ● We are safe ● We are responsible ● We are respectful ● We are good listeners ● We are truthful, kind and forgiving ● We try our best	
Key points from Reflective discussion including actions. (Please include reference to pupil attitude and dialogue about choices, what happened, what we could do another time etc.) **Signed** **(Class teacher to inform parents)**	

Has the teacher informed parents? Yes / No **Signed**_____ Please ensure this has been recorded on Behaviour tracking form before returning to the class teacher.

APPENDIX B:b

ABC - Adult

Name of child	Date	Time & Lesson

Mitigating Factors (Any issues which may be affecting behaviour?)

What activity/lesson was taking place when behaviour happened

Antecedent (What led up to the behaviour? Triggers?)

Behaviour (What was witnessed and by whom?)

De-escalation techniques utilised (tick)

Distraction		Change of adult		Body language	
Humour		Warning		Calm talk	
Ignoring		Consequence		Proximity control	
Time out		Take up time		Choices	
Guiding away		Norfolk STEPs		Other	

Additional Actions taken by adult

Consequence

Name of staff completing form

APPENDIX B:c

ABC - Pupil Voice

Pupil(s): _____ Date/time: _____ Year group: _____

Antecedent – What happened before the incident?
Behaviour – What was the behaviour?
C – What were the consequences? (Pupil View)
Record of conversation
Next Steps/actions

’s Behaviour Chart

Daily Target - 28

		Adult		Adult		Adult		Adult		Adult		Adult		Adult		Adult	Comment
Monday 5th May																	
Tuesday 6th May	Maths		Break		English		Spellings		Reading		Lunch		RE		Music		
Wednesday 7th May	Maths		Break		English		Spellings		Reading		Lunch		Topic				
Thursday 8th May	Maths		Break		English		Spellings		Reading		Lunch		PE				
Friday 9th May	Maths		Break		English		Spellings		Reading		Lunch		Science				

Each session must score himself with 1 – 5

1. Not listened, refusal to work, repeated calling out and disturbing others — Poor choices, removed from playground
2. Listened sometimes, attempted some work, some calling out and disturbing others — Some poor choices, lots of reminders
3. Okay effort, work satisfactory (2 warnings) — Generally good behaviours, reminded twice
4. Work mostly completed, only 1 Reminder — Mostly good, reminded only once
5. Good engagement in lesson, all work completed — All rules followed, no reminders from staff re behaviour

APPENDIX C

Flowchart Guidance for procedures of Permanent Exclusions

