North Wootton Academy
Priory Lane
North Wootton
Kings Lynn
Norfolk PE30 3PT

Name of policy:	Positive Behaviour
Lead member of staff with responsibility for this policy:	Mr J Grimsby
Date of governors meeting when policy agreed:	AC March 2026
Type of governors meeting:	School Council
Date of implementation:	September 1st 2026
Details of dissemination:	Staff: SMT Meeting Staff Meeting Parents/Carers: This policy is available on our school website and is available on request from the school office.
Frequency for review:	Annually
Next due for review:	January 1st 2027
Amendments	Introduction on proactive approaches A section discussing Zones of Regulation A few items added to the rules around the school A section of proactive and preventative interventions

At our academy, we recognise that all behaviour is communicative and serves a purpose, often reflecting an unmet need. We are committed to understanding the underlying reasons for behaviours that challenge or behaviours that may cause harm, rather than viewing them in isolation. Our approach prioritises proactive, preventative strategies that create supportive environments, reduce triggers, and limit opportunities for difficulties to arise. By responding with empathy, consistency, and informed practice, we aim to meet students' needs early and effectively, fostering a calm, safe, and inclusive community where positive behaviour can thrive.

North Wootton Academy Values

North Wootton Academy aims to establish a clear vision of the type of learners and future citizens that we develop to support our community. In addition to the teaching and learning approach of the school, we believe that establishing a culture in which positive behaviour is key, will fundamentally TRANSFORM our pupils into young Norfolk citizens. We aim to 'habitualise positive behaviour' and believe that the concept of TEAMWORK provides a set of core values that will successfully underpin the expectations that we have of others and ourselves:

- T ransform
- E mpowerment
- A chieve
- M otivation
- W onder
- O pen-Mindedness
- R espect
- K indness

Wider Role of Expectations

Our school is a community in which many individuals (children, staff, parents, governors and friends) are actively involved. It is our hope that our vision will underpin the actions of all community members as this policy will only be successful in the development of our pupils, if supported and modelled by all involved.

Displaying school values around the school

It is our aim to develop our school values consistently across the school linked to fundamental British Values and therefore, have agreed a basic set of rules and expectations to encourage amongst pupils:

In the Classroom and Cloakroom

With TEAMWORK as the school over-arching aim, it is key that each class has a shared understanding of what is expected from their members on a daily basis.

Therefore, it is essential that each school year empowers its pupils by agreeing age-appropriate rules. They should be precise and positive, displayed in the classroom and be based upon the school's values, particularly respect and kindness towards our school, its members and the learning that takes place within it.

Where age appropriate, these should be decided as a class to ensure all have ownership. Therefore, we should encourage our pupils to wonder and question why specific rules should exist, be open-minded to the ideas of others and respectfully challenge those that they feel are not suitable. We also look for opportunities to link these areas of learning with fundamental British Values.

Increasingly, the school aims to develop debating skills within the students to ensure that they can challenge the rules that are set or the views of others in a respectful and productive manner.

Beyond the classroom

A sense of TEAMWORK should also extend across the school as we are all members of the same community. All children are asked to consider how they contribute to our school environment and the learning within it. The concepts of 'service to others' and 'volunteering' across the school underpin a wider idea of collective responsibility that we try to instil. Moreover, we would also expect this to be shown through a sense of pride in their work and appearance, and the school as a whole.

However, the school has also articulated and agreed a shared set of expectations in all areas which we may share with others including:

- Assembly Time
- When Moving Around the School
- In the Dinner Hall
- On the Playground

These are outlined in full in Appendix 1 and are reviewed each September with the pupils.

Beyond the school gates

The sense of TEAMWORK and the individual values that it represents should also extend beyond the school itself and into the community that we belong. Therefore, the school's expectations remain consistent whilst the children are on the school's premises, its immediate locality wearing our uniform or whilst in the care of school staff. This includes during pick-up/drop-off, attending after-school clubs, extended-care provision or whilst being educated off-site. For this reason, senior staff are on duty before and after-school to reinforce the school rules whilst on school property and will follow-up on any external matters that are reported to the school where the pupils are in school uniform or using online platforms to cause harm to a peer.

In establishing a sense of belonging to the TEAM, uniform plays an understated role in school conduct and therefore, is taken seriously. Pupils must wherever possible come to school every day in the correct uniform and we would ask parents to support this. Teachers have a responsibility to remind pupils to wear the correct uniform throughout the day. However, we understand that there are a number of reasons why a child may not be wearing the correct uniform and we would ask families to contact the school in such circumstances.

Extra-curricular Learning

Where a child is unable to show the expected TEAMWORK values in school, this may provide a challenge to them after-school or during off-site activities. The Principal may decide, following consultation with the parents/carers, not to allow the child to attend after-school provision or a subsequent external visit if staffing levels cannot ensure this takes place safely. This would include swimming sessions, where learning near water creates an additional urgency for TEAMWORK values.

Any decision and action regarding a child potentially not going on a trip, will be planned before the trip takes place, therefore giving the child every opportunity to modify their behaviour. A suggested timeline of at least 4 weeks is recommended. Children with a SEND can be exempt from this as appropriate risk assessments will be in place and staffing levels will be adjusted accordingly, unless in agreeance with the parents.

How is positive behaviour taught?

We believe that positive behaviour is achieved through developing an understanding of what is expected of a North Wootton Pupil. Through the consistent teaching of routines, it is believed we can achieve a set of boundaries in which our pupils can feel secure and safe in knowing they and those around them are acting positively. These routines are outlined in Appendix 1.

How school values are encouraged and rewarded

We believe that positive feedback/praise is very important for behaviour issues as well as academic ones. In linking all behaviours to a core set of values, we believe we can provide a moral framework in which to model and encourage a core set of positive behaviours. Primarily this is achieved through:

- Verbal praise linked to school values
- Class Dojo points linked to school values
- Certificates for assembly highlighting key values
- House points linked to outstanding examples of work
- Being given extra responsibilities such as through pupil committees and school leadership positions
- Actively promoting exemplary pupils as role models within the school
- Recognise children as wellbeing team representatives and well-being champions
- Teaching pupils how to use a restorative approach to highlight the harm that may have been caused and find a positive way to solve this.

How do we encourage our pupils to display our values?

Consistent Classroom Experience

All classes are asked to maintain a certain level of consistent practice to ensure that pupils know what is expected of them in regard to meeting behaviour expectations. These include:

- Set seating plans that dictate partner work in class and other lessons
- Set line orders for transitioning and sitting in assembly/dinner in a respectful manner
- Moving around the school in staged, orderly lines
- Consistent instructions '123 Eyes on me' (or clapping in assembly) to gain attention and never talking over the pupils
- Books closed and no water bottles when the teacher is delivering instruction
- Time indicators given during tasks, transitions etc.
- Consistent three level warning system (see below under minor mistakes) that looks to highlight, move within the class and then move to a parallel class in order to minimise any low-level impact.

How do we equip our pupils to deal with those not displaying our values?

As with all areas of children's learning, some things take longer than others to develop and making mistakes is a key part of this process no matter how well we teach them. It is completely normal that our pupils will make choices that lack the values that we desire in our school. It is our job to use these as learning opportunities in which we can help the child understand the impact that their choice, discuss alternative ways in which they could have dealt with the situation and hopefully, ensure that this is a one-off event – mistakes are fine, as long as we learn from them.

Zones of Self-Regulation

We believe that no child or adult chooses to act against our school values; difficulties arise when someone becomes dysregulated due to their emotional state. To support this, we use the internationally recognised 'Zones of Regulation,' which helps children understand and manage their emotions to achieve better self-

regulation. Self-regulation describes having the right level of alertness for the situation—such as being more energised for sports and calmer for learning. Everyone sometimes struggles with strong feelings like worry, anger, restlessness, fear, or tiredness, and this can make it hard to focus and learn. The Zones of Regulation teaches children practical strategies to recognise these states and return to feeling calm, focused, and ready to learn.

We are incorporating this effective intervention into our whole school approach to help them:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them and add to our behaviour toolkit.

This approach is included in our daily teaching but has a specific focus during:

- Check in assembly on Monday morning
- Daily emotion chart
- Within restorative conversations

We teach the children strategies to enable them to successfully transition from a zone, which is less appropriate for their current situation, to a more appropriate one. Below are some suggested activities:

Blue	Yellow	Red
➢ Talk to someone ➢ Sensory Circuit ➢ Sensory Pathway ➢ Brain break ➢ Stand up ➢ Go for a walk ➢ Close your eyes ➢ Side hug	➢ Talk to someone ➢ Count to 20 ➢ Breathing exercises ➢ Body scanner ➢ Squeeze something ➢ Draw a picture ➢ Brain break ➢ Go for a walk	➢ Movement break ➢ Breathing exercises ➢ Drawing activities ➢ Express frustration in a controlled manner (play) ➢ Quiet time ➢ Malleable activities

Restorative Approach

The school believes that the most effective way to help a child understand the impact of a negative choice is through a restorative approach, a conversation that attempts to help the child understand the emotional reaction that others have had to their action, take responsibility for this and look to find a way of restoring this. Such a conversation would follow a set script:

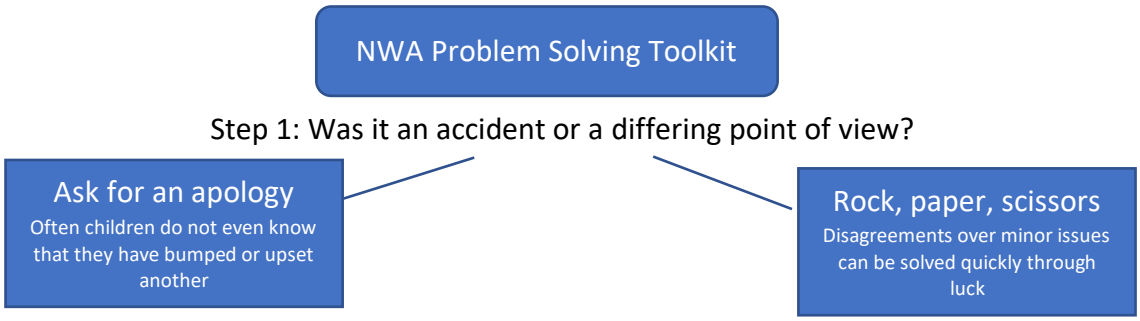
Teacher:
What happened? Did you check if it was an accident? Did you ask for an apology? Could it be solved with rock, paper, scissors?
Can you solve it by yourself or would you like a restorative conversation?
(If both parties agree to a restorative conversation)
To child 1:
What happened?
How did that make you feel at the time?
How do you feel now?
To child 2:
Is this what happened? (You may need witnesses)
How do you think you have made them feel?
What could you do to make this right?
To child 1:
Would this make this feel right? If not, what would you need?

Pupil and Peer Problem-Solving Toolkit

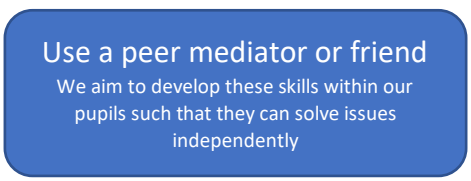
Our Well-being and Anti-Bullying Ambassadors, who represents pupils across the school, are also trained within this scripted problem-solving approach as the final step of the NWA Problem Solving Toolkit.

The school believes in the restorative approach as it feels that this script can be learnt by our pupils as a way of dealing with any problem now and in their future lives. Moreover, once learnt can become a process that can be led by peers rather than adults and thus provide a life-long skill for solving conflict.

However, this is only one aspect of this toolkit that we would hope to use to empower our pupils:



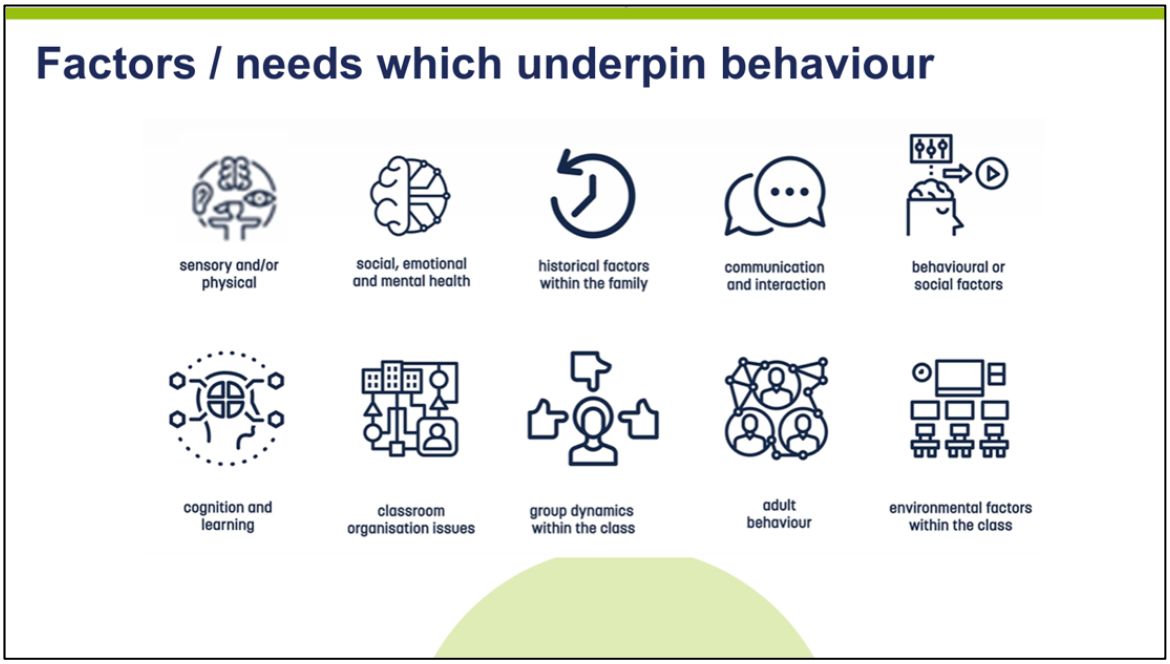
Step 2: A restorative conversation is needed to help a child understand the upset they have caused – this could initially be with the wellbeing team before adult intervention is needed.



Step 3: Understand that this is a problem that requires an adult to help restore.

Proactive and Preventative Regulation Strategies

There are some children who struggle to self-regulate their behaviour for a number of reasons, these are outlined below:



(Norfolk Steps, 2025)

Therefore, a number of proactive steps will be taken to help ensure that all children are able to maximise their focus during their learning time, including:

- Sensory Circuits and Pathways
- Movement Breaks
- Movement cushions
- Brain gym
- Concentration tool
- Additional Physical Education sessions
- Teaching breathing techniques
- Stress bucket activity

As part of our proactive approach, observation grids and behaviour trackers (appendix 4) are in place for those children with behavioural needs. This allows members of staff to monitor trigger points within a child's day; thus, allowing staff to pre-empt situations where behaviour may not be in-line with the school's positive behaviour policy.

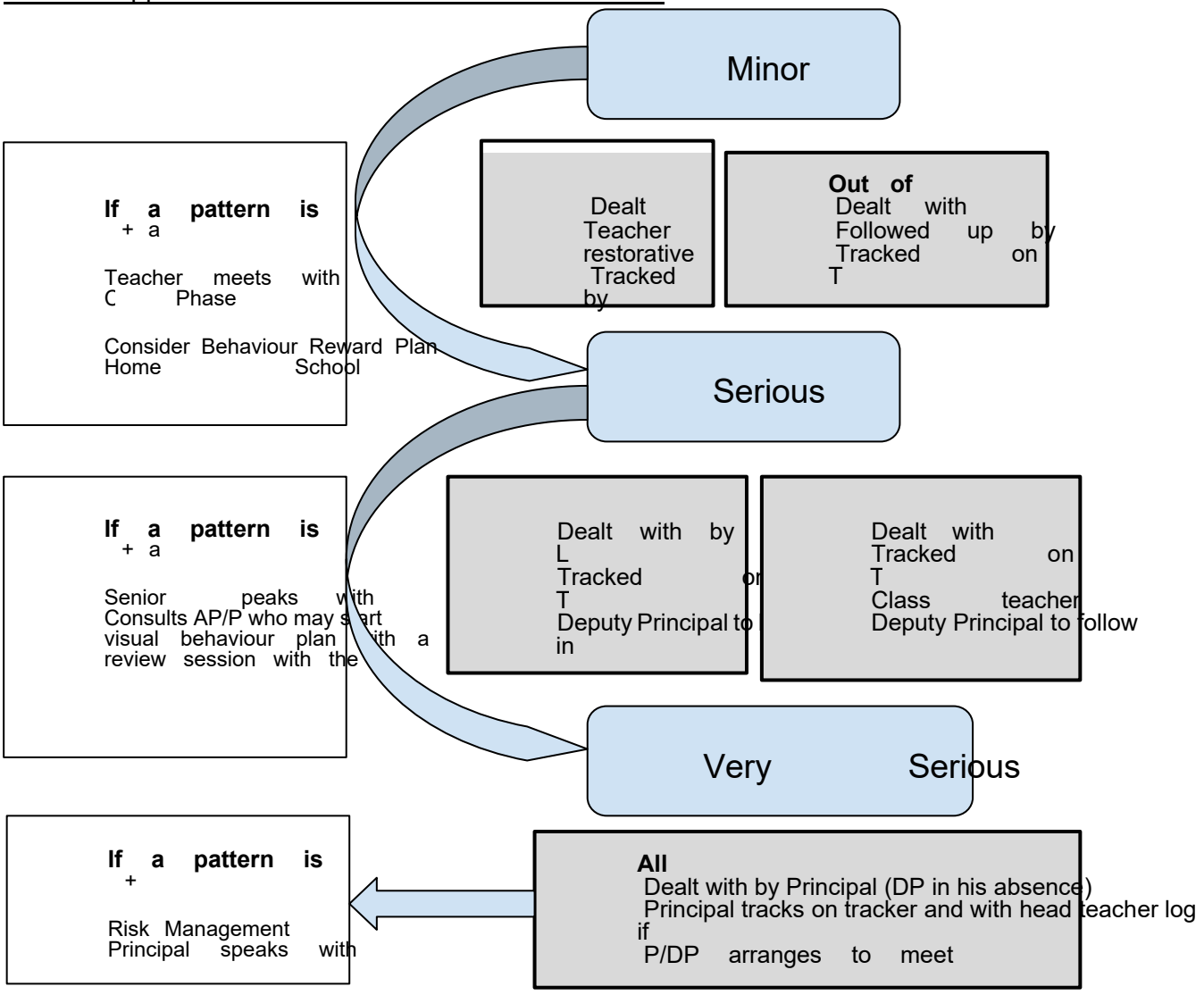
Escalating the response

Whilst our aim is to address most problems instantly and informally, an important aspect of solving any problem is understanding when additional help is needed. Therefore, although a restorative approach will continue to underpin behaviour conversation, a graduated level of support may be needed through more team members working with the pupil, including parents, to ensure that mistakes do not continue to be repeated and any harm that has been caused is addressed. Therefore, we categorise our behaviours into three levels in order to tailor an appropriate level of support:

- Minor incidents
- Serious incidents
- Very serious incident

This is not an exhaustive list and it does not cover every example of a poor choice but provides a guide for staff to understand the level of support needed. In addition, these categorisations are used within the school's behaviour tracker. This ensures the school can understand whether these incidents are one-off or part of a bigger issue. It also ensures a level of connectivity amongst all staff members in the school. This is reviewed monthly by members of the Senior Leadership Team in order to identify patterns and ensure we are taking proactive steps to address issues.

<u>How we support the three levels of behaviours in school:</u>



Types of Incidents	Responsibility and Recording
<u>Minor Incidents</u> ● Talking inappropriately during learning time ● Damaging work books ● Leaving litter ● Leaving cloakroom untidy ● Being inattentive and distracting others ● Not sharing or taking turns ● Not tidying equipment ● Not standing still and being quiet after the whistle ● Running in the dinner hall/corridor etc. ● Aggression towards others without touching them. ● Refusal to comply with instructions	Class Teachers are responsible for such incidents and keeping a record of this if they believe a pattern is forming and a conversation may be needed with parents. TAs, MSAs and other support staff should report these behaviours to Class Teachers. Class teachers should decide whether to add these to the behaviour tracker. Much of this will be dealt with by highlighting behaviour and discussion. The class teacher should arrange a meeting with parents to discuss the situation if a pattern is forming to try to identify any cause.
<u>Serious Incidents</u> ● Constant Minor Incidents ● Gender based comments ● Malicious lying about others ● Inappropriate language and insults causing distress ● Physical harm that causes distress ● Throwing food or other items at someone ● Answering back after being challenged ● Leaving room without permission ● Swearing ● Spitting ● Damaging other people's property including the school's	For pupils who constantly (daily) display minor behaviours, Class teachers should seek the support of a Senior Leader if such behaviours are ongoing (Weekly) and decide whether a behaviour plan is necessary. TAs, MSAs and other support staff should report these behaviours to Class Teachers and complete a CPOMS referral to the phase leader. Phase Leaders may wish to involve the Behaviour Lead and SENDCO before arranging an additional meeting with the pupil's parents.
<u>Very Serious</u> ● Constant Serious Incidents ● Bullying in any form – racial, physical, verbal, homo/bi/trans phobic ● Vandalism / Graffiti ● Being verbally abusive or physically abusive to staff ● Racist incidents ● Damage to property-vandalism ● Inappropriate sexual behaviour including sexual-based comments ● Stealing ● Physical harm that causes injury ● Inappropriate use of school technology including malicious damage; inappropriate or malicious use of personal social media or school email accounts both at school and at home	For pupils displaying serious behaviour incidents on at least a weekly basis, the pupil should be referred to the Principal. Any serious incidents that would also potentially illustrate a safeguarding concern, should also be tagged as Safeguarding on CPOMS. The Principal will also record the behaviour and any follow up on the appropriate forms for incidents of bullying (Bullying Log), peer on peer abuse (safeguarding), prejudiced related behaviour (Prejudiced Related Behaviour Log) and inappropriate sexual behaviour (Safeguarding File)

How do we support pupils with behaviours that challenge?

The vast majority of behaviour issues occur outside of the classroom during unstructured periods such as breaktime and lunchtime. In part, we believe this is due to the way in which the pupil's behaviour is proactively managed through our routines and expectations (See appendix 1). The school is proud that the learning behaviour that we see within the classroom is consistently in line with the school values. However, just with all other aspects of learning, our pupils do need reminders as to how to be part of the class 'TEAM' and therefore the following set of actions are taken to promote this learning:

Verbal Warning 1	Highlight undesired behaviour through the use of a name e.g. "Craig, 1st warning".
Verbal Warning 2	Repeat the pupil's name again, highlight the undesired behaviour and add pupil's name to the whiteboard as a reminder that this may need to be discussed at the end of the lesson. "Craig, you are still talking whilst I am, that's your second warning".
In-class movement	Asking the child to move to the floor, or another table within the class (or group if during a lesson such as PE). Alternatively, you can offer the opportunity to take a minute outside the class to get back in the green zone.
Learning elsewhere	If poor behaviour continues, it may be necessary to ask a Teaching Assistant or responsible peer to take the pupil to parallel class/phase leader for the remainder of the lesson where they can continue with their learning. Parents should be informed on the same day if their child has been removed from the classroom via a TEAMS message for the office. In PE, this may involve sending the child back to the phase leader for them to continue their learning.

Such actions last for the section of the day: Morning session and afternoon session.

Adaptations and reasonable adjustments

Consistency amongst staff is key to providing a secure understanding of what is expected of a North Wootton pupil; however our aims need to take into account the individual child, especially those with additional needs and those who have recently entered the school such as in Reception. Adjustments can be made to routines, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. We will be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

We believe that repeated misbehaviour may be underlined by a Social, Emotional and Mental Health and that a child who is unable to conform to our reasonable expectations may then be referred to the SENDCO to determine if additional support is needed such as 'Thrive' or 'ELSA'.

In extreme cases, input may also be sought from outside agencies e.g. Medical, behaviour support, social services etc. in order to fully understand a pupil's needs and give the greatest support. As a school, we recognise all children are different and aim to support them as individuals. It is recognised that for some

children, especially with SEN or a Disability that our behaviour management provision will need to be modified in respect of their individual needs.

Some children may display challenging behaviours as a result of Adverse Childhood Experiences (ACEs), such as trauma, neglect, or family difficulties. These experiences can affect how a child feels, thinks, and behaves, often leading to emotional outbursts, difficulty concentrating, withdrawal, or struggles with social interaction. We recognise that behaviour is a form of communication and that children who have faced adversity may need additional support and understanding. Our approach is rooted in empathy and trauma-informed practice, ensuring that staff respond with patience, consistency, and care to help every child feel safe, valued, and ready to learn.

Limiting Disruption

The aim of all class teachers is maximising all class time on teaching and therefore, in most cases, moving a pupil to a different area of the room is sufficient to cause a positive change within behaviour as they are removed from their immediate group or TEAM causing them to reflect upon their actions. Moving the pupil to another classroom should be seen as last resort as this will have some disruption on learning despite having parallel classes. Unless the behaviour is considered so extreme as to warrant immediate removal.

However, at times, a full removal from their 'TEAM' and having them continue to learn in a parallel class is needed to ensure maximum learning is achieved for all. Generally, this would be just for a lesson and should be recorded on CPOMS and parents informed. On occasion, where a more serious divergence from the school values takes place particularly where this may have resulted in harm to a member of the class, this may be for up to a day (parents would always be consulted in this case). During PE sessions, this may involve the pupil being asked to return to their phase leader and complete a written session to ensure the safe running of the lesson for the remaining pupils.

Removal should be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
c) to allow the pupil to regulate in a safe space.

Where any learning loss has taken place already through not showing the school values, a pupil will be asked to use some of their break time to address this. In both cases, any time owed should be limited to 5 minutes at break and 10 minutes at lunch and not impact the time needed to eat or use the toilet.

A moment of reflection

At times, pupils may be asked to take up to 5 minutes outside of the class in view of the class teacher, giving them space to calm down, reflect and prevent any reinforcing of an undesirable behaviour by giving the child extra attention etc. In such cases, a child is often able to then return to the class to reengage with their learning with minimal disruption and parents would not be informed of this unless a frequent occurrence.

How do we support pupils with serious mistakes?

It is the belief that the majority of incidents can be managed within each phase setting by teaching staff who are familiar to the pupils; however, when necessary, the Behaviour Lead and Principal will be involved in the management of ongoing or serious incidents. In both cases, intervention should involve the following:

- Use a restorative approach to discuss the incidents with the pupil in order to gain their perspective. This will most likely occur during a break time away from the class to avoid an audience.
- Such conversations should be recorded on the school CPOMS system and tagged as behaviour. If two serious incidents are recorded in a relatively short period of time (approximately one month) he/she will consult their Phase Leader and parents should be invited in to gain their perspective of the child's behaviour. Each phase leader is responsible for tracking their phase's behaviour on a weekly basis and be proactive in beginning a behaviour plan where needed.
- Children placed on a Behaviour Plan - see appendix 2 - should be constructed with the pupil and their parents and reviewed half-termly.
- Time out at break or lunchtime – this will normally be for a maximum of one day and parents will be notified of this. Pupils will be asked to complete work outside of the principal's office instead. Alternatively, they may be asked to complete a task or support pupils on a different playground if appropriate.
- Parent meeting with phase leader, class teacher and if needed the Principal. Normally, this will outline any behaviour plan moving forward. The school will always aim to ensure such actions are by mutual agreement in the best interest of the child.

Dealing with behaviours that harm

It is our aim to ensure that all conflict is dealt with verbally and instil that violence towards each other is totally unacceptable. Therefore, any such acts will result in the child, who initiated this, and any child, who retaliated, in missing their next breaktime completing reading outside the Principal's office as we believe that they have temporarily lost their right to play with their TEAM.

In order to maintain a consistent approach throughout the school to de-escalate behaviours that challenge/harm and regulate pupils, this policy outlines a script that all staff are required to use.

There are two versions of this script: a simplified version suitable for all children, and a more detailed version designed to support pupils with higher levels of need.

"I can see you are not in the green zone. Let's take a moment together. I'm here to help."

Identify the trigger – What happened to put you in this zone?

Regulate with a strategy – Let's choose a tool to get you back in the green zone.

Reflection - "What could we try next time if a similar problem happens?"

Check In: Noticing Feelings

"First, let's figure out how you're feeling.
Which Zone do you think you are in right now?"
Blue Zone – "Are you feeling tired, sad, sick, or bored?"
Green Zone – "Are you feeling calm, happy, ready to learn?"
Orange Zone – "Are you feeling worried, silly, excited, or frustrated?"

Red Zone – "Are you feeling very angry, scared, or out of control?"

Identify the Trigger
"Can you tell me what happened that put you into this Zone?"
"Was it something someone said or did?"
"It's okay if you're not sure — we can think about it together."

Name the Feeling
"So, it sounds like you're feeling (emotion) because (reason)."

Regulate with a Strategy
"Now let's choose a tool to help you get back toward the **Green Zone**, or at least feel more in control."

Blue	Yellow	Red
➢ Talk to someone ➢ Sensory Circuit ➢ Sensory Pathway ➢ Brain break ➢ Stand up ➢ Go for a walk ➢ Close your eyes ➢ Side hug	➢ Talk to someone ➢ Count to 20 ➢ Breathing exercises ➢ Body scanner ➢ Squeeze something ➢ Draw a picture ➢ Brain break ➢ Go for a walk	➢ Movement break ➢ Breathing exercises ➢ Drawing activities ➢ Express frustration in a controlled manner (play) ➢ Quiet time ➢ Malleable activities

Reflection
(When the child is back in the green zone)

"You worked hard to return to the green zone."
"What helped you the most?"
"What could we try next time if a similar problem happens?"

Return to Activity

"When you feel ready, we can go back class."
"Remember, you can always ask for help if your zone changes again."

Within certain situations, this script may not be appropriate however, staff will still be required to carry out a reflective conversation with the child, preferably on the same day.

How do we support pupils with very serious mistakes?
Pupils should be referred directly to the Principal and record the event on CPOMS with the following actions taken:

- Parents will be asked to attend a meeting that day or as soon as possible to gain their perspective and discuss strategies to be used.
- A social story or circles of harm will be started and most likely a behaviour plan agreed to ensure that this mistake is not repeated.

- Removal of break and lunchtimes for a set period in which the child will be asked to read or complete some additional learning.
- Removal from the classroom for a set period normally moving to another class for a period of time, particularly where there has been harm to other pupils.
- Time limited ban for inappropriate use of school technology – please see below.

If part of an ongoing problem, the school would normally follow a Pastoral Support Plan linked to a Risk Management Plan - see appendix 3 - to ensure a consistent and transparent process is being followed. Fixed Term exclusion and Permanent exclusions are only seen as an option in extreme cases and as a last resort, when all other options have been exhausted.

Exclusions

The school is extremely proud of its record of preventing this as much as possible as any such case would be seen as a failure of this policy and a last resort to address behaviour that falls outside of its remit.

Therefore, before an exclusion is instigated the Principal will consider the following points:

1. The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
2. Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
3. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.
4. The Principal and governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.
5. Whilst an exclusion may still be an appropriate sanction, the Principal 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 a pupil has suffered bereavement has mental health issues or has been subject to bullying.
6. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.
7. The Principal should also consider what extra support might be need to identity and address the needs of pupils from these groups in order to reduce their risk of exclusion – through the risk management plan.

It is the responsibility of the Principal (or the DP in his absence) to decide whether to exclude a pupil. Before implementing an exclusion the school needs to ensure the following processes have been implemented where appropriate*:

1. Has the Behaviour Policy been adhered to?
2. Is a Behaviour Plan in place?
3. Is a Pastoral Support Plan, Early Help Plan or Risk Assessment in place?
4. Are outside agencies involved i.e. Inclusion Team?

5. Have all reasonable steps been taken to prevent a significant incident occurring?
6. Has the school exhausted all other sanctions before implementing an exclusion such as seeking managed moves and SRB placements?
7. Have the individual pupil's needs been taken into consideration (SEND/Vulnerable groups)?
8. Has the impact of an exclusion been considered in terms of safety towards others, the individual pupil, family/home situation and whether it will address any underlying behavioural issues?

**At times the Principal may deem it appropriate to exclude a pupil due to a significant and serious incident without necessarily implementing the above. However, this will be in extreme circumstances and not normal practice.*

Physical Intervention – Norfolk STEPs

Within our academy, the Principal and another Senior leader are Norfolk STEPs Lead Professionals and have trained all members of teaching and support staff on strategies to deal with very serious behavioural incidents and how to de-escalate them without involving physical contact.
However, at times for some children, staff may have to use appropriate physical contact to ensure either the safety of the individual child, other children, staff and property.

To safely intervene with a child, we follow the Norfolk STEPs guidance. There are a number of ways members of staff may have to provide physical intervention, always with the understanding that it should be appropriate, necessary and proportional. There are two handshapes used to help prevent or minimise the likelihood of any gripping or grabbing by adults when they use STEP on physical intervention techniques, see below:

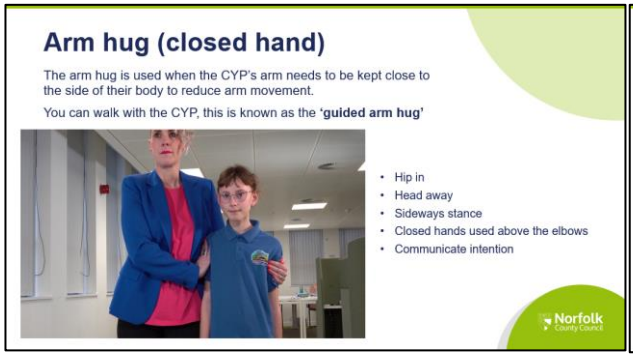


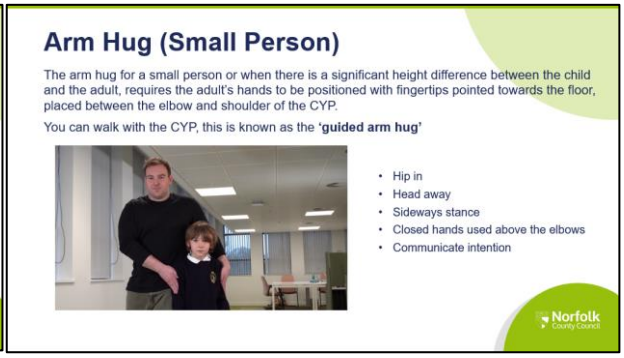


(Norfolk Steps, 2025)









Should a pupil's behaviour warrant the need for staff to use physical intervention on a planned basis, the approach decided will be agreed with the child's parents and recorded on their Risk Management plan (see appendix 3) and therefore, should only involve the Principal or designated senior leaders, unless in the case of immediate danger. External advice will also be sought on this matter through the Norfolk STEPs programme.

The use of touching within the school is outlined within the school's Intimate Care and Touching Policy. This policy highlights that the school may need to intervene physically to stop someone putting themselves or others in danger as a last resort this will involve using Norfolk STEPS physical interventions. Examples of scenarios could be:

- An angry child about to hurt someone through contact or the throwing of objects
- A serious fight
- A child seriously damaging school property

Any such incidents must be reported to the Principal once the situation is safe and calm; the details of which are then recorded in the school's log book as well as on CPOMS which parents are required to view and sign. Please see Intimate Care and Touching Policy for further information.

Online Behaviour

As noted, we believe our behaviour expectations should extend beyond the school gates and it is our role to ensure that the pupils learn how to interact online following these same values. This is because any negative interactions outside of the school will inevitably cause harm and distress within the school.

All communications using the school's system is monitored by the Principal. Any inappropriate comments online, via email, or any other platform will be taken very seriously and could result in a referral to the police. However, the school would encourage parents and pupils to share any concerning behaviour with the school that appears on private devices in order for us to follow this up using this policy and the aims of the Online Safety Policy, towards an appropriate resolution.

Bullying, Discrimination and Child-on-Child Abuse

The school does not tolerate any bullying or actions that may be considered Child-on-child abuse whether in the school or online. Both would be seen as very serious incidents and dealt with as such. A full explanation of the steps taken can be found within the Anti-bullying and Safeguarding policy.

Linked to this may be the use of discriminatory or sexual language. There are no circumstances in which this is seen as 'banter' or acceptable and will be dealt with as a serious incident in all situations regardless of whether the child fully understands their words. It is felt that this is the best approach to ensure that pupils do not repeat this mistake.

We are aware that child-on-child abuse [including harmful sexual behaviour] could happen in any school setting, with any age of pupil and at any point in their future education. As such, it is important that the school is clear upon what may constitute this and what actions are taken reactively and proactively to mitigate the threat of this to our pupils including:

- Making sure that all adults understand what child-on-child abuse is and looks like;
- Ensuring regular training and refresher information is made available to all staff;
- Ensuring all staff are capable of picking up and challenging inappropriate behaviours;
- Ensuring that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and being able to offer support;
- Adapting our curriculum to ensure pupils are clear about our expectations in this area, especially around the area of consent, the privacy of parts of the body and appropriateness of how these are spoken about and directly teach the children to be positively assertive
- Have a clear understanding that there is no circumstance in which physical violence is an acceptable response;
- Have policy of dealing with online issues, that occur out of school, as if they have taken place within the school.
- Make links with appropriate external partners who can support when these issues arise;
- Have an established procedure, protocol and guidance, and risk assessment in place should the need arise.

Recording, monitoring and communication

The school asks staff to record all but minor incidents on CPOMS – a secure, online information management system, tagging events as behaviour and assigning this to their phase leader for serious and principal for very serious concerns. Patterns in behaviour are reported to SMT half termly by the behaviour lead. Staff should also verbally inform class teachers and senior leaders of the event to ensure they deal with this in an appropriate time frame.

In most cases, the class teacher will be asked to communicate any concerns or events to parents; however, this is only when concerns become serious such as the accumulation of many minor issues. In part, this is because pupils are in school to learn about self-control as much as reading and writing.

This said, we understand that the success of this policy depends upon the support of parents and therefore, any serious concerns will be followed up by a text, phone call or informal meeting at the gate by a senior leader; any very serious concerns will be followed up by a letter and meeting with the principal. In addition the school may use:

- Formal meetings (sometimes on a weekly basis for a child with a specific needs)
- Home/school communication books
- Home/school behaviour plan (specific children)
- Pastoral Support Plans and Risk Management Plans

How do we monitor the effect of this policy

Senior leaders will review all their assigned behaviours to ensure that they are able to spot patterns. SMT will also review whole school behaviour termly. This is shared with the Senior Leadership Team on a half-termly basis and the Local Governing Body on a termly basis. In addition, our policy is reviewed annually by all stakeholders including pupils who complete pupil voice surveys in relation to safety, bullying etc.

Links with other policies and Outside Agencies

At North Wootton Academy, we are committed to equal opportunities for all with no discriminatory actions etc. This policy should therefore be seen in conjunction with other Eastern Multi-Academy Trust policies and supporting policies of North Wootton Academy:

- Equality Statement
- Safeguarding
- Uniform
- Anti-Bullying Policy
- SEND
- Intimate Care and Touching
- Anti-Discrimination Policy
- Online Safety Policy
- Positive management of aggressive and violent behaviour (EMAT)

Appendix 1:

Showing Our School Values in the Classroom

In class, we show respect by	showing that we are listening with knees to me and books closed never talking when another is talking only drinking after the teacher has finished explaining. only shouting when needing to raise attention.
we show achieve by	maximising the learning time we are given and taking note of time warnings striving to achieve class dojos
we show motivation by	sitting up straight when listening being silent and ready on the count of 1 (from a count of 3 –5)
we show empowerment	through using the behaviour toolkit
we show open-mindedness by	lining up in order, not needing to always be with our friend
we show wonder by	waiting to be asked a question or raising our hand

Around the School

In assembly, we show respect by:	Lining up quietly and smartly in 'Line Order' before coming into assembly Entering silently and neatly presented Giving peers enough room to sit comfortably Listing silently unless asked to speak with a neighbour or answer question Always cheer, never boo.
Around the school, we show respect by:	Walking quietly around the school so not to disturb other classes Letting adults, those younger or those carrying things go first Holding doors open when needed Walking in a single file to on the left of the path
In the dinner hall, we show respect by:	Giving our friends enough space and quiet to enjoy their lunch Eating food sensibly and eating with your mouth closed Using a quiet voice to speak with our friends during our eating time and a table voice talking to those sat near us Using our knife, fork and spoon properly By trying to eat all of our food, wasting as little as we can Removing hats and coats whilst eating
In the dinner hall, we show TEAMWORK by:	Queuing up and waiting patiently Moving around the dining hall slowly and carefully, never running Tidying up our eating area including the floor beneath Checking that we have eaten or tidied enough before we leave Returning our chair, once we have finished

In the dinner hall, we show OPENMINDEDNESS by:	By trying new food

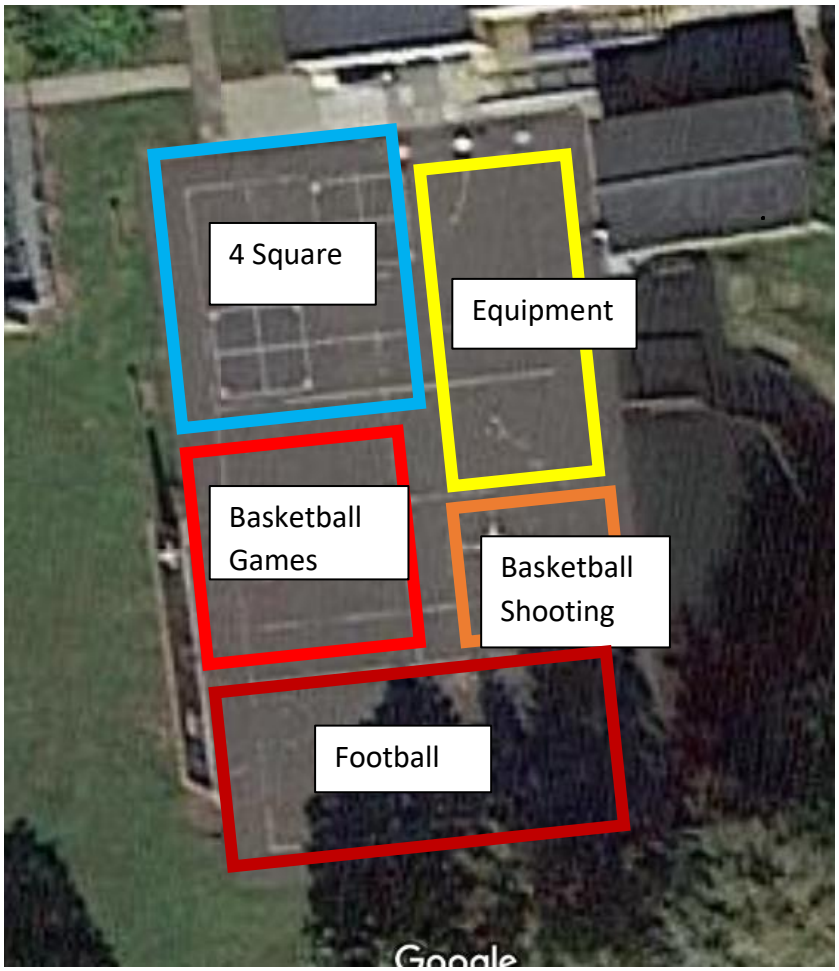
Infant Playground

On the infant playground, we show RESPECT by:	Giving our friends space to play without touching, grabbing or hugging them Only going on the field when told that they can Using the toys properly Keeping the toys in the correct areas and putting things back where they were found.
On the infant playground, we EMPOWERED by:	Using the behaviour toolkit to solve problems: ask for apology; rock paper scissors and then RJ with a playground leader.
On the infant playground, we TRANSFORM by:	Playing games without pretend weapons or play-fighting as the world has enough fighting Tidying up any snack that we drop
On the infant playground, we TEAMWORK by:	Tidying up on the first whistle and lining up on the second Asking an adult when we need to leave the playground Taking 5 minutes with an adult when our actions are upsetting others Letting other children in our game if there is space and they stick to the rules



On the Junior Playground

On the junior playground, we show RESPECT by:	Giving our friends space to play without touching, grabbing or hugging them Keeping friends safe by using the equipment in the correct way, in the correct area Waiting to be told we can go on the field by the adult Listening to the adult's advice, first time, every time
On the junior playground, we EMPOWERED by:	Always using the behaviour toolkit to solve problems: ask for apology; rock paper scissors and then RJ with a Well-Being Champion.
On the junior playground, we TRANSFORM by:	Playing games without pretend weapons or play-fighting Stopping TAG (for now) as friends are getting hurt
On the junior playground, we TEAMWORK by:	Freezing on the first whistle and lining up silently on the second Asking an adult when we need to leave the playground Taking 5 minutes walking with an adult when we are struggling to show the school values. Letting other children in our game if there is space, if they ask and if they stick to the rules



Appendix 2: Behaviour Plan

Norfolk County Council

Positive Behaviour Support Plan

Name:	DOB:	Date:	Version of plan: Review Date:

	Areas of strengths: Motivators:	SEN stage: Areas of Need:	Pupil voice:
Presenting behaviours that challenge or cause harm:		Possible triggers: Possible functions	Positive behaviours we are supporting:

Inclusion & SEND

flourish

NWA Behaviour Plan - Template.docx

Appendix 3: Risk Management Plan

Risk Management Plan Name:_____ _____ Date:_____

Background - What has already been done so far?	Ongoing record of harm Record of Physical Intervention

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption

Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Hazard/Behaviour	Opinion/ Known O/K	Deliberate Accidental Involuntary D/A/I	Seriousness Of Outcome (A) 1/2/3/4	Probability Of Hazard (B) 1/2/3/4	Severity Risk Score A x B	Home school reward chart needed	Individual Behaviour Plan needed 3+	Risk Reduction Plan Needed 6+	Pastoral Support Plan Needed
Harm to Self									
Harm to Peers									
Harm to Staff									
Damage to property									
Harm from Disruption									
Criminal Offence									
Harm from Absconding									
Other Harm 1									

Child: _____ Parents: _____ Supporting Adults

Name:	DoB	Date	Review Date

Photo	Potential Triggers

What we want to see (1)	Strategies to maintain (5)
First sign things are not going well (2)	Strategies to support (6)
Where behaviour leads next (3)	Strategies needed (7)
What we are trying to avoid (4)	Interventions necessary (8)

Reviewed:..... Position:.....Parental signature.....Date:.....

Appendix. 4 – Behaviour Tracking

Observation grid

Pupil:
Date:

Behaviours	**Arrival / Registration**	**8:45 – 9:15**	**9:15 – 9:45**	**9:45 – 10:15**	**10:15 – 10:45**	**10:45 – 11:15**	**11:15 – 11:45**	**11:45 – 12:15**	**12:15 – Home time**

Completed by:

Notes (consider possible reason / need / function behind behaviour):