



# Behaviour Policy



Version & Oversight:	2026.1 Greg Sadler
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# **Raleigh Infant and Admirals Academies Behaviour Policy**

## ***(Reviewed January 2026 – Next Review January 2027)***

### **1. Policy Statement and Purpose**

Raleigh Infant and Admirals Academies are committed to creating a calm, orderly and nurturing environment in which all children feel safe, respected and ready to learn.

We believe that consistent expectations, positive relationships and restorative approaches underpin good behaviour and emotional wellbeing.

This policy sets out how we promote positive behaviour, prevent incidents of disruption or harm, and respond proportionately when behaviour causes concern. It ensures compliance with:

DfE Behaviour in Schools (2022)

Keeping Children Safe in Education (2025)

Searching, Screening and Confiscation (2022)

Use of Reasonable Force (2013, reviewed 2015)

Suspension and Permanent Exclusion Guidance (2023)

SEND Code of Practice (2015)

It also aligns with the Eastern Multi-Academy Trust Positive Management of Aggressive and Violent Behaviour Policy (Mar 2024) and the Suspension and Permanent Exclusion Policy (Nov 2023).

This policy applies to all pupils, staff, parents and visitors, and to all aspects of Academy life including lessons, transitions, trips, and online behaviour.

### **2. Aims**

We aim to:

Promote a positive, inclusive culture where good behaviour is recognised and celebrated.

Encourage pupils to develop self-regulation, empathy and resilience.

Support children to make safe and respectful choices.

Address behaviour that disrupts learning or threatens safety quickly, fairly and consistently.

Ensure a restorative and educational response to behaviour rather than a purely punitive one.

### **3. Principles**

Behaviour is a form of communication and must be understood in context.

All pupils can learn to manage their behaviour with appropriate teaching, support and boundaries.

Staff model the behaviours they expect from pupils at all times.

Positive reinforcement and relationships are the foundation of our approach.

Responses to behaviour are proportionate, predictable and consistent.

Every child deserves dignity, understanding and the opportunity to put things right.

#### 4. Rights and Responsibilities

Group	Rights	Responsibilities
Pupils	To learn safely, to be heard, to feel respected and supported.	To follow rules, treat others with kindness and respect, and take responsibility for actions.
Staff	To work in a calm, respectful environment.	To model high expectations, build positive relationships, and apply the policy consistently.
Parents/Carers	To be informed, involved and treated fairly.	To support the Academy's approach to behaviour and reinforce expectations at home.

#### 5. Promoting Positive Behaviour

Positive behaviour is actively taught and reinforced by all staff at all levels. Expectations are made explicit through classroom discussion, assemblies, PSHE, and consistent routines. Our Core Values are very clear.

We follow our 'ARK' values:

- Aspirational: always trying our best and challenging ourselves.
- Respectful: treating others, property and the environment kindly.
- Kindness: using kind words, kind hands and kind actions.



These values underpin our Five Star Expectations for behaviour, listening and learning which are displayed in all areas of the Academies and are referred to daily.



Positive Reinforcement:

Staff use praise and rewards to recognise effort, improvement and contribution, including: Verbal praise or public recognition.

Stickers, Class Dojo, House points, Celebration certificates, Bronze/Silver/Gold awards

Visits to the Principal/SLT for outstanding effort, Assistant Principal - Tuesday @ 11.15am or Principal - Friday 11.15am

Class and whole-school rewards (Additional breaktime, free non-uniform days, special events i.e. discos).

It is recognised that recognition is most powerful when immediate, specific and genuine.

## 6. Prevention and Early Intervention

All staff are responsible for creating a calm, structured environment within classrooms and around the Academy. Preventive strategies include:

Consistent routines at the start and end of lessons.

Visual timetables and clear transitions.

Seating arrangements that support engagement.

Teaching and modelling expected behaviours explicitly.

Scaffolding social and emotional learning (Zones of Regulation, PSHE).

Adjustments for SEND pupils in line with their Individual Education Plans (IEPs).

Early identification and intervention prevent escalation.

All staff log repeated low-level behaviours and concerns using CPOMs, with the option to discuss specific detail with SLT, SENCo or FSW for early support.

## 7. Managing Behaviour Concerns

Within a learning environment when a child is becoming dysregulated and unable to manage their behaviour, the following sequence of events will begin:

**Step 1** - The class teacher will give a first warning/indication of pupil needing to get on task/change their behaviour, by way of either a verbal or visual prompt. Child will be told '**First Warning**'. A consistent approach will be employed by the adult when managing incidents, and if necessary the behaviour can be logged on CPOMs; actions can be recorded as 'to continue monitor'.

**Step 2** - The class teacher will give a second warning, with further verbal discussion and support if required and request the pupil to take their learning to the time out table/area, where they will be given a set time to refocus and continue with learning tasks. In EYFS pupils will be asked to take their learning with an adult to support them to manage their feelings and behaviour. Child will be told '**Second Warning**'. A consistent approach will be employed by the adult when managing incidents, and if necessary the behaviour can be logged on CPOMs; actions can be recorded as 'to continue monitor'.

**Step 3** - If the behaviour continues, the pupil will be requested to leave the classroom and spend some time in the Safe port to reflect and amend behaviour (which is a breakout quiet space for pupils). After the set time scale in the Safe Port, class teacher, or classroom adult, will invite young person back into class, however a following restorative action will occur. In EYFS and KS1 pupils will be requested to move to the calm space where they will be given time, as decided by the class teacher, to reflect on their behaviour. Other spaces can be used for those classrooms with no direct access to a Safe Port. After the set time in the calm space, the class teacher, or classroom adult, will invite the young person to have a reflective and restorative conversation at an appropriate or suitable time. If behaviour continues, at this point, or afterwards, the FSW, or a member of SLT may be contacted/informed of the pupil's behaviour. If they are available, they will attend to offer support to the class teacher.

### Use of the Purple Card

The Purple Card is used as a last resort. As with Safeguarding there will be times when a classroom adult needs to call for assistance. It is used when behaviours are extreme and are at or beyond step 3, where behaviours are dangerous or unsafe, or a child may have absconded. The Purple Card can be brought to the Academy office by an adult or a child, whereupon office staff will notify an appropriate available adult to offer

assistance. The classroom adult will use their professional judgement, and have utilised a number of strategies available to them, before deciding to utilise the Purple Card.

There are number of strategies that will be used to support children’s behaviour. These may include:

planned ignoring	change of task	listening
deflection/distraction	talking to chosen adult	awareness of possibilities
de-escalating	adult naming and reflecting the behaviour	firm assertive instructions
humour	change of adult	controlled raising of voice
roles and responsibilities	Choices	warning of transition
challenges	Calmness	use of visual aids, timetable etc

Children that have had to be asked to go to the safe port or are given continual warnings after the safe port/calm area will result in loss of whole of morning playtime initially, and/or whole of lunchtime play will occur. It is the **classroom adult’s responsibility** to ensure any children ‘kept in’ their classroom are adequately supervised by an adult and work/task can be completed during that time. Children kept in for the entire lunch break should go to the Ark, where they will eat their lunch.

**Class teachers** need to ensure that all parents/guardians are made aware of the behaviour if step 3 has been reached, especially in cases where social time has been lost as a consequence for children’s behaviour. If this cannot be completed at the end of the day ‘face to face’, then a phone call home must occur. Teachers will ensure that if parents are separated, and there are no reasons or safeguarding as to why you should not be contacting the other parent, **both** should be informed of the behaviour incident.

**All** behaviours that are at step 3 should be logged on CPOMS, complete with **all actions** taken after the incident occurred, including what consequence has occurred, discussion with parents, and any further follow up with children.

**8. Persistent or Serious Incidents (For behaviours which include physical aggression, verbal abuse, bullying\*\*, vandalism, or leaving the premises).**

Actions may include:

- SLT investigation and restorative meeting.
- Parental meeting and behaviour contract.
- Short-term pastoral or nurture provision.
- Involvement of SENCo, LA Inclusion Team or other external agencies.
- Fixed-term suspension in line with the Trust and DfE guidance (2023).
- All serious incidents are recorded, reviewed, and monitored by SLT and governors.

\*\*For clarity, bullying is persistently, deliberately hurtful or threatening and targeted behaviour. It is not a one-off isolated incident. It can consist of the following actions:

- Physical – hitting, kicking, taking belongings.
- Verbal – name-calling, insults and discriminatory remarks.
- Indirect – spreading nasty stories, excluding from social group.
- Cyber/Online – using electronic devices to send messages / digital content or post derogatory comments or remarks about an individual.

## 9. Restorative Practice

Restorative conversations are central to repairing relationships and supporting emotional growth. Staff are able to use questions such as:

- What happened?
- What were you thinking at the time?
- Who has been affected and how?
- What needs to happen now to put things right?

Restorative dialogue can occur in the following instances:

- One-to-one conversations with staff and pupil.
- Between pupils after a disagreement.
- In group or class meetings.
- Where needed class/year group assemblies led by the Executive Principal.

Restorative practice is not a substitute for consequences; it complements them by teaching empathy and accountability following our ARK values.

## 10. Playtimes and Lunchtimes

Our behaviour expectations apply at all times.

Lunchtime supervisors/staff are trained in positive behaviour management and restorative language. Step 3 incidents should be logged on CPOMS and therefore shared with class teachers. Serious issues can be referred to the FSW who will be located in the in the ARK or immediately to SLT. A space in the ARK is available for pupils needing structured support at lunchtime.

**Step 1** - The Lunchtime supervisors/staff will give a first warning/indication of pupil needing to change their behaviour, by way of either a verbal or visual prompt. Child will be told '**First Warning**'.

**Step 2** - The Lunchtime supervisors/staff will give a second warning, with further verbal discussion and support if required. Child will be told '**Second Warning**'.

**Step 3** - If the behaviour continues, the pupil will be requested to attend the Ark to reflect and amend behaviour. They will be taken to the Ark to ensure that staff are on duty. After the set time scale in the Ark, the duty adult will allow the young person back out to break/lunchtime, or if at the end of lunch, back to class. Class teachers should inform parents if Step 3 is reached.

In EYFS and KS1 pupils will be requested to move to the calm bench where they will be given time, as decided by Lunchtime supervisors/staff, to reflect on their behaviour. After the set time on the bench the adult, will invite the young person to have a reflective and restorative conversation at an appropriate or suitable time. If behaviour continues, at this point, or afterwards, the FSW, or a member of SLT may be contacted/informed of the pupil's behaviour. If they are needed and available, they will attend to offer support to the Lunchtime supervisors/staff. Class teachers should inform parents if Step 3 is reached.

## **11. Leaving the Academy Site**

We acknowledge that when some children emotionally hi-jack they can go into fight or flight mode. For children who choose to leave the area, run, and more specifically off site, there is a procedure in place:

One member of staff with a mobile phone stand on the front pavement outside of the Academies.

This is likely to be a member of the office staff. Another member of staff goes to the gate at the back of the Academy with a mobile phone.

This ensures that the exits off the site are secure. A third member of staff manages the situation and then 999 is called. After the Police are informed, parents should be called immediately.

## **12. Physical Intervention and Safe Handling**

We consider Physical intervention as a last resort, and is used only to prevent:

Injury to self or others.

Serious damage to property.

Behaviour that significantly disrupts good order or safety.

We follow the EMAT Trust Positive Management of Aggressive and Violent Behaviour Policy (2024).

Only staff trained in Norfolk Steps techniques may restrain a pupil.

When restraint occurs:

Use the minimum reasonable force for the shortest necessary time.

Ensure at least two adults are present if possible.

Reassure and debrief the pupil afterwards.

Complete a Record of Physical Intervention Form and report to the Principal the same day.

Inform parents as soon as possible.

Offer post-incident support for staff involved.

All such incidents are monitored termly by the Principal and reviewed annually in line with the Trust's E07 policy.

## **13. Searching, Screening and Confiscation**

Staff follow DfE guidance (2022) and the Trust's Positive Management policy.

Authorised staff may search without consent for prohibited items such as weapons, alcohol, drugs, stolen items, tobacco/vapes, or pornographic material.

All searches must be:

Conducted by two staff members, preferably of the same gender as the pupil.

Reported to the Principal and parents informed.

Intimate searches are never permitted.

The adult records the incident on CPOMs

## **14. Suspensions and Permanent Exclusions**

These are used only for serious or persistent breaches of this policy and follow the Trust's Suspension and Permanent Exclusion Policy (2023) and DfE guidance (2023)

The Executive Principal may suspend or exclude a pupil when:

Behaviour threatens safety or seriously disrupts learning.

Repeated interventions have not succeeded.

If a child swears at adults in the Academy or in-class, it may lead to an immediate suspension. Each case or incident will be dealt with on an individual basis. Depending on the severity of the foul language and related incidents, the Executive Principal or in their absence, a member of the senior leadership team will make the final decision to suspend or not. Following any suspension:

Parents are notified immediately, and work is set for completion at home.

A reintegration meeting is held on return and where necessary a *Reintegration Plan* is agreed to prevent recurrence. Permanent exclusion is a last resort and involves Trust and Governing Body oversight.

### **15. Bullying and Child-on-Child Abuse**

Bullying and harassment are unacceptable in all forms. We follow the definitions set out in KCSIE (2025) and address incidents through:

Immediate investigation and recording on CPOMs.

Support for the victim and perpetrator and restorative meetings where appropriate.

Parent communication and follow-up monitoring.

Escalation to the DSL where safeguarding is identified.

### **16. Pupils with SEND or Additional Needs**

We recognise that behaviour can be linked to unmet needs. In such cases Staff consider:

Whether the behaviour may indicate communication or emotional difficulties.

Whether reasonable adjustments have been made.

The use of Individual Behaviour Plans, sensory breaks, or visual supports.

Liaison with parents, SENCo, and external professionals.

No pupil will be sanctioned for behaviour arising directly from a disability without due consideration of support measures.

### **17. Recording, Monitoring and Data Analysis**

All significant behaviour incidents are recorded electronically via CPOMs.

SLT monitors data frequently reporting termly to the Academy Council (Governing Body) considering the following for transparency and improvement:

Frequency and type of incident.

Pupil groups (SEND, gender, vulnerable).

Patterns by location or time of day.

### **18. Consultation, Training and Support for Staff**

All staff are consulted on the detail contained within this policy; they receive training on this policy and annual updates.

Designated staff complete Norfolk Steps or equivalent de-escalation training.

Additional training is offered for staff managing complex or extreme behaviour.  
Post-incident debriefs ensure wellbeing and professional reflection.

## **19. Monitoring and Review**

This policy is reviewed every two years or sooner if required by the Academy itself, statutory changes or Trust review. Feedback from staff, pupils and parents informs revisions.

### **Appendices**

Appendix 1	Record of Positive Handling/Restraint
Appendix 2	Search Record Form
Appendix 3	Pupil Specific Risk Assessment & NCC Behaviour Support Plan

**Appendix 1****Record of Positive Handling/Restraint**

RECORD OF POSITIVE HANDLING/RESTRAINT		
Child's name:		
Date of Incident: Time of Incident:	Location of Incident:	Report completed by:  Role in school:
ANTECEDENTS (events leading up to the incident):		
BEHAVIOUR (How did the pupil respond, describe what actually happened):		
ACTIONS (How did the staff intervene, how did the pupil respond, how was the situation resolved?):		
NAMES OF THOSE INVOLVED (Staff and pupils):		
NAMES OF WITNESSES (Staff and pupils):		
WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO THE PHYSICAL CONTROLS? (Tick below):		
Verbal advice and support	Choices/limits/cause and effect	Humour
Reassurance	Distraction	Success reminder
Calm talking/body language	Planned ignoring	Time out directed
Time out offered	Negotiation	Change of adult
Deflection	Guide away from area	Other (please specify):
WHY WAS THE DECISION MADE TO RESTRAIN THE PUPIL?		
DESCRIPTION OF PHYSICAL RESTRAINT HOLDS USED (Please include approximate time span of any holds):		

<p><b>VIEWS OF THE PUPIL:</b>  Report read and discussed with pupil? Yes/No  Pupil agrees with content. Yes/No  If 'no', what are the views of the pupil/If 'yes' does the child have any comments?</p>
<p><b>DID THE CHILD SUFFER ANY INJURIES AS A RESULT OF THIS INCIDENT? Yes/No</b>  Injury location and description:</p>
<p><b>DID STAFF OR OTHERS SUFFER ANY INJURIES AS A RESULT OF THIS INCIDENT? Yes/No</b>  Injury location and description:</p>
<p><b>HAS THIS REPORT BEEN SHARED WITH THE EXECUTIVE PRINCIPAL? Yes/No</b>  Any comments:</p> <p>Executive Principal Signature:</p>
<p><b>HAS THIS REPORT BEEN SHARED WITH PARENTS/CARERS? Yes/No</b>  <b>DATE AND TIME OF SHARING WITH PARENTS/CARERS:</b>  Any comments of parents/carers:</p>
<p><b>REPORT RECORDED BY:</b>  <b>NAME:</b>  <b>ROLE IN SCHOOL:</b>  <b>DATE REPORT COMPLETED:</b></p>

**Appendix 2**  
**Search Record Form**

Name of Pupil:	
Date of search:	Time of search:
Location of search:	
Name of staff who conducted search:	
Name of any other staff/pupils present during search or involved in the incident:	
What was being searched for:	
Why was the decision made to search for the above item/s?	
What item/s were found:	
Were parent/carers informed? If yes, what was their response? If no, why not?	
What follow up actions will occur as a result of the search:	

Parents responses/views:
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### Appendix 3

#### Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

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
Harm to Self			2	2	4
Harm to Peers					
Harm to Staff					
Damage to property					
Harm from Disruption					
Criminal Offence					
Harm from Absconding					
Other Harm					

<b>Seriousness</b>	
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>1</b>	Foreseeable outcome is upset or disruption
<b>Probability</b>	
<b>4</b>	The Risk of Harm is persistent and constant
<b>3</b>	The 'Risk of Harm' is more likely than not to occur again
<b>2</b>	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

**Now complete the Behaviour Support Plan overleaf**



<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Version of plan: Review Date:</b>
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<i>Insert picture of child</i>	<b>Areas of strengths:</b>	<b>SEN stage:</b>	<b>Pupil voice:</b>
	<b>Motivators:</b>	<b>Areas of Need:</b>	
<b>Presenting behaviours that challenge or cause harm:</b>	<b>Possible triggers:</b>		<b>Positive behaviours we are supporting:</b>
	<b>Possible functions</b>		



<b>Behaviours that challenge:</b>	<b>What we will say and do to de-escalate/divert:</b>
<b>Behaviours that harm:</b>	<b>What we will say and do to best ensure safety:</b>
<b>De-escalation and Reflect / Repair / Restore</b>	

Signature of plan writer.....Date .....

Signature of parent / carer.....Date .....

Signature of young person (if appropriate) .....Date.....

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....		Signature of parent / carer.....
Signature of young person (if appropriate) .....		

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....		Signature of parent / carer.....
Signature of young person (if appropriate) .....		

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....		Signature of parent / carer.....
Signature of young person (if appropriate) .....		

***Ensure support and strategies outlined on this plan are regularly reviewed in line with a cycle of 'assess, plan, do, review'.***