Kingfisher Federation
Behaviour Policy

Policy Type:	**Academy**
Approved By:	**Local Governing Body**
Approval Date:	**March 2026**
Date Adopted by LGB:	**March 2026**
Review Date:	**Autumn 2026**
Person Responsible:	**Executive Head Teacher**

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Head teacher. The Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Policy Statement

This behaviour policy has been written with reference to Department of Education's current guidance; Behaviour and discipline in schools July 2013, Use of reasonable force July 2013. This behaviour policy acknowledges the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

We take pride in the successes and achievements of everyone in our school and we all share a responsibility to make it the best place it can be. We are committed to restorative practice in implementation of this policy.

Academy Commitments to positive learning environment

- We will use kind words or praise <u>not</u> put downs
- We will talk quietly and stay on task
- We will 'have a go' at everything and always try our best
- We will always listen and follow instructions
- We will keep hands feet and objects to ourselves

Consistency

Consistency is key to our behaviour policy. All adults need to be consistent with their approach and the language they use. Children need consistent respect from adults, no

matter how the child is behaving. There also needs to be consistent routines in every class. The routines can be different for every class as long as they are consistent.

All staff will:

Meet and Greet children every day

Model positive relationships and build relationships

Plan lessons that engage, challenge and meet the needs of all

Be calm and give take up time when going through the script

Never ignore or walk past learners who are not behaving in the correct way Never

insist on eye contact

Senior Leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they will stand alongside colleagues to support, guide, model and show unified consistency to the leaders.

They will celebrate staff, leaders and learners whose effort goes above and beyond expectations. They will use behaviour data to target and assess school wide behaviour and regularly review provision.

Rewards and Consequences

There is an appendix that explains what our rewards and consequences could look like. However, incidents will be dealt with on a case by case basis.

Recognition and Rewards for effort

We recognise and reward learners who go over and above our standards.

Steps to managing poor behaviour

These steps are to be followed by all staff and take up time needs to be given for each step, where possible these will be given privately.

When talking to children use a gentle approach, non-threatening, side on and eye level or lower, whilst not insisting on eye contact.

Staff will use the script:

1. **The reminder**

   A reminder is given to the child about what is expected of them, then walk away

2. **Caution**

   Clear caution– make child aware of their behaviour and child reminded of previous good behaviour, then walk away

3. **Last Chance**

   Remind child of good behaviour you have seen from them and that you want to see it again. Tell them what the consequence will be – time out for an amount of minutes. Then walk away.

4. **Time Out**

   Time out of class for an amount of time in another class ideally. Meet child for 2 minutes at next opportunity to discuss behaviour and reset for next lesson. If they refuse to leave for timeout and being disruptive then whole class leaves the room.

5. **Restore/ Restorative meeting**

   At each stage there will be time together at the end of the lesson to reset behaviour for the next lesson. Staff and the child will discuss what they saw and what zones of regulation they were in at different stages. They will also discuss ways to get back to the green zone.

   If behaviour has significantly affected the class a restorative meeting is held between class teacher and child, the format of this is by asking and discussing the questions below – logged onto to be recorded on to school electronic system

   What happened and what were you thinking?
   What are you thinking about it now?
   How did it make others feel? Refer to Zones of Regulation
   What should we do to put things right?
   How can we do things differently in the future?

   Where a child has consistently had behaviour concerns logged on to our electronic recording system. in a half term then there will be a formal restorative meeting arranged with class teacher and Head of School, a behaviour

plan will be drawn up. This will then be reviewed at the end of the next half term.

During the review meeting, all will contribute to ensure the most positive outcome for the pupil. New targets and support strategies may be written and a new review date may be set if the support plan is still deemed to be needed.

At this stage we may consider the need to support the child and family by involving outside agencies who can offer support. This might include the Parent Support Advisor, Early Help Hub, external behaviour support or Educational Psychologist. The strategy is used to prevent any further escalation of incidents and to fulfil the Christian values of the school linked to forgiveness allowing for repairing and restoring relationships.

Progress is reviewed regularly. Where there are concerns that insufficient progress has been made then further meetings will be held with parents, class teacher and Executive Head (SENCO too), to plan the way forward.

This policy will support the majority of our children. In some cases children will need a differentiated behaviour support approach to specifically help and support their needs.

Serious Behaviour incidents

Exclusion – See exclusion policy.

The Executive Head teacher will decide whether to exclude a pupil. Exclusion will be used as a last resort. The Head teacher will choose an exclusion of a fixed number of days or permanent. When making this decision the Head teacher will take into account all circumstances, the evidence available to them and consider the needs of both the pupil and the whole Academy community. Parents/Carers have the right to make representation to the governing body and the governing body will review the exclusion.

Searching and Confiscation

- Screening and searching – All staff have the right to ask children to empty pockets/bags. If it is felt necessary to physically search a child, a member of the Senior Leadership Team should be informed to authorise the search. Where

possible, the search will be carried out by two members of staff of the same sex as the child.

- Confiscation - Staff are able to retain pupil's property as a sanction. 'Latest Crazes' may be among items that are confiscated. If lawful and appropriate, property will be returned to the pupil or parent/carer at the end of the day. Staff are protected from liability for damage to, or loss of, any confiscated item if they have followed school procedures to place the item in an envelope with child's name on it, in a locked drawer/cupboard.

Use of physical intervention and non-force restraint

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- to comfort or reward a child
- to direct or steer a child
- for activity reasons (for example in drama, physical games)
- in an emergency to avert danger to the child, other persons or significant damage to property

In our Academy staff are trained in Norfolk Steps and the Head teacher holds a list of trained and authorised staff. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder. Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the person's and/or other people's best interests for staff to intervene physically.

If staff have had to use reasonable force the incident will be recorded on CPOMS. Staff will complete appendix 1 of the restrictive interventions policy to record as soon as possible after the incident has happened. A letter will be sent home to parents informing them of this in line with Government guidance 'Restrictive Interventions, including use of reasonable force in schools' (April 2026)

Any incident involving seclusion or restraint without physical force will be recorded on CPOMS.

Please see Restrictive Intervention Policy alongside this policy.

Pupils Conduct Outside the School Gate

If a child's conduct outside of the school gate is witnessed by a member of staff, reported to the school by a member of the public and the child is identifiable as a pupil of the school, teachers have a statutory power to discipline the pupils in line with the school sanctions and consequences.

Anti-bullying

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy).

Equality

All children will be treated equally and fairly throughout the implementation of this policy. The Head teacher will monitor incident logs and ensure that any apparent inequality of incidents is entirely attributed to the behaviours of those children, for example: if more boys/SEND/minority ethnic group are represented in the records.

Training

All Staff have been trained in Norfolk Steps. Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

Monitoring

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Termly reports will be made to Governors and they will review the data to identify any patterns and ensure that the school are not disproportionately using restrictive interventions with children who have protected characteristics (eg. SEND).

Review

The policy will be reviewed every year, depending on changes in circumstance or legislation.

Behaviours and consequences at Kingfisher Federation

Kingfisher Federation Values	Yellow	Amber
Expected levels of behaviour to promote our values and learning habits.	Misbehaviour that can be effectively managed within a classroom or Midday supervisors.	Misbehaviour that is more severe than Yellow - managed by class staff or Mid Supervisor, potentially following guidan from colleagues or persistent level 1 behaviour. Notify and inform class tea and parents where appropriate.
Behaviour and Rules	**Consistent Behaviour**	**Consistent Behaviour**
Pupils who consistently uphold our school rules. *We will use kind words and praise* *We will listen to others and follow instructions, we will keep our hands, feet and objects to ourselves* *We will always have a go and try our best. We will talk quietly and stay on task*	• Rough play • Distracting others • Poor quality of work – no effort • Name calling • Shouting out/ chatting/ talking • Lack of concentration • Rudeness towards an adult	• Behaviour causing risk to self • Swearing • Refuse to cooperate with staff/defiance • Deliberate damage of propert • Leaving classroom without permission • Rough behaviour that hurts someone • Throwing items
Consequences	**Consequences**	**Consequences**
Rewards: • Verbal Praise • Stickers • Merits • Certificates in celebration assembly • Contribute towards whole class reward • Possibly feedback to parents • Kingfisher Reading Wings (class reward) • Maths Monster (class reward) • Attendance (class reward)	• Verbal/non-verbal actions – a look, a pause, a name. • Reminder of what you want to see • Miss 5 minutes of playtime • Moved to another place in class • Restorative conversation **Persistent Yellow will result in moving to Amber**	• Miss all of playtime • Remove from activity • Time out in another room • Recorded behaviour onto Sch system. • Inform parents where approp • Restorative conversation **Persistent Yellow/Amber will resu in moving to Red**

Links to Other Policies

- Anti-Bullying Policy
- Safeguarding Policy
- Harassment & Discrimination Policy including Racial Abuse Exclusions Policy
- Restrictive Intervention Policy