"I am the good shepherd. I know my own and my own know me. Just as the Father knows me and I know the Father."

– John 10: 14-15

Behaviour Policy

Formulated and agreed by staff on
8th September 2026.
To be monitored and agreed by the governing body
on 16th October 2026.

General Policy Roles and Accountabilities The Diocese of Norwich Education and Academies Trust (DNEAT) 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

The Vision for our Children at Hopton Church of England Primary Academy

Is to be:

- Independent
- Responsible
- Respectful
- Happy Lifelong learners

Hopton C.E Primary Academy is committed to valuing diversity and equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

KEY PRINCIPLES

In order to fulfil our Mission Statement, it is important that the highest standards of behaviour are expected of all children and adults within the school. Our behaviour policy sets out how this will be achieved and maintained.

Values underpinning our Behaviour policy

Within the ethos of our Christian school, our school values include:

- Being respectful towards each other and showing friendship
- Respecting the rights and property of others
- Respecting an individual's right to be safe
- Behaving appropriately
- Forgiveness
- Telling the truth
- Valuing the individual's right to learn or teach

The school values **reject:**

- Discrimination
- Any aggressive behaviour
- Swearing and bad language
- Bullying
- Cheating
- Dishonesty

We wish to promote good learning behaviours, an atmosphere in the school conducive to good working habits and the welfare of both adults and children. Both adult and child members of the school community are expected to behave in a way that will demonstrate these values.

We also expect mutual respect to be shown between parents/carers and school staff at all times. We expect parents and carers to respect school staff needs in carrying out their professional role. Children are expected to treat all adults in school with equal respect. The main principle in school is to:

#CARE (Compassion, Aspiration, Respect and Equality/Equity)

How will we make these values explicit to everyone?

At the start of each school year, each class will collaboratively create a Class Learning Agreement, to help them to consider the concept of good and considerate behaviour, and to support them in trying to achieve the highest standards of behaviour in the classroom and around school in line with the school's values #CARE. Each class' learning agreement is to be revisited regularly but especially at the beginning of each term, along with the playtime and lunchtime codes. The learning agreements will be shared with parents/carers via Class Dojo. These values will be revisited termly during our 'Values Days' and throughout the year during Collective Worship.

The Corridor 3C's: To promote a calm, safe and respectful environment throughout the school, all pupils are taught and expected to follow our **Corridor 3Cs: Calm, Close and Considerate**. Pupils walk **calmly on the left**, keep their **hands and arms close to themselves** and are **considerate of others by giving learning spaces the gift of quiet**. These expectations are explicitly taught, modelled and reinforced consistently by all adults and reflect our #CARE values, helping everyone to move safely around school while respecting the learning of others.
"Calm when we walk, Close as can be, Considerate and quiet, that's our 3Cs."

Rewards and consequences

All staff are responsible for the conduct of all children in school, and are expected to give praise or exercise consequences in line with this policy. As set out in this policy children need boundaries and clear, high expectations.

Dojo points are used to ensure that children who are always showing good learning behaviours are recognised and celebrated, to promote positive learning behaviours across all classes.

Our Hopton Learning Powers (**Appendix 10**) are used to ensure that both work and attitude are praised. This is achieved through rewarding Dojo points and during our whole-school Superstars Assemblies- which are held on Fridays. Each class selects one "Superstar" for that week, and teachers aim to ensure that each child is mentioned during the course of the year.

Dojo points can be awarded for a variety of reasons (see **Appendix 1 & 2)**. These will build up to individual prizes over a half term. The children's individual Dojo points are combined collectively in order to generate a class total. This will lead to a class reward once 1,000 dojos are achieved.

Our Behaviour Policy

Relentless Routines • Strong Relationships • Restorative Practice

We all have a part to play in creating a happy, safe and positive school where everyone can learn and grow.

1 Remind and redirect

Type of behaviour: Difficult



What happens?

- Verbal warning.
- If a child's behaviour improves, this will be recognised by the teacher.
- If behaviour continues to be disruptive or distracting, move to the next step.

Recorded as

Arbor Level 1
Low level disruption to learning.

Key information

EYFS and KS1: up to three verbal warnings before moving to the 'second step'.

KS2: two verbal warnings before moving to the 'second step'.

2 Warn and reteach

Type of behaviour: Difficult



What happens?

- If the behaviour continues, the child will miss part of their playtime to reflect on their behaviour, supported by a member of the classroom team.
- Parents and carers are informed by the class teacher.
- Revisit behaviour curriculum – consider intervention.

Recorded as

Arbor Level 2
Repeated refusal to work / following instructions.

We learn from our mistakes.

3 Reflect and restore

Type of behaviour: Detrimental and or dangerous



What happens?

- If no improvement is shown, the child will spend time in an alternative class, accompanied and supported by a member of their class team.
- If the behaviour continues, the pastoral team will become involved to offer advice and support. This may include a member of SLT.
- A telephone call will be made to parents about the behaviour and consequence.

Children will move directly to this stage if they:

- Are disrespectful towards another person.
- Cause an isolated intentional physical injury to another person.

Recorded as

Arbor Level 3
Persistent disruption of teaching and learning.

We take responsibility, make better choices and move forward.

4 Pastoral / Targeted Support

Type of behaviour: Detrimental and or dangerous



What happens?

- If a child has received more than 2 consequences within one week, a meeting will be arranged with parents, Pastoral Lead and Class Teacher to discuss concerns.
- It may be appropriate to implement a 'Higher Level Individual Behaviour Support Plan and Risk Assessment' and consider other sources of support and advice, including external services.

Recorded as

Arbor Level 4
Persistent defiance.
In addition to recording on Arbor, staff will duplicate the entry and upload to CPOMS, using the "Behaviour" and "Pastoral (not safeguarding info only)" tags.

We work together to find the right support.

5 Leadership / Safety Response

Type of behaviour: Detrimental and or dangerous



What happens?

- If the child is still showing detrimental and/or dangerous behaviour with a 'Higher Level Individual Behaviour Support Plan and Risk Assessment' in place, the SLT will consider an internal suspension and a meeting with parents.
- Further support within Early Help will be offered.

Recorded as

Arbor Level 5
DfE categories.
In addition to recording on Arbor, staff will duplicate the entry and upload to CPOMS, using the "Behaviour" and "Pastoral (not safeguarding info only)" tags.

We keep everyone safe and seek additional support when needed.

6 Serious breach of the Behaviour Policy

Type of behaviour: Detrimental and or dangerous



What happens?

- If no improvements have been made, a whole day external suspension will be implemented in the first instance.
- On following reintegration, if behaviour has not improved then fixed term suspensions will be implemented with increasing duration – which could culminate in a permanent exclusion.

Everyone has the right to learn in a safe, calm and respectful environment.

Compassion | Aspiration | Respect | Equity

Positive choices. Brighter futures.

- **Serious incidents:** In the event of a serious single incident, the child should be referred immediately to the Executive Headteacher or Head of School. Parents/carers will be informed as soon as appropriate, either immediately or by the end of the school day, depending on the nature and severity of the incident.
- **Extreme incidents:** In the most serious circumstances, further action may be required with immediate effect. Please refer to the **Suspension and Permanent Exclusion Policy** for further information.
- **Lunchtime incidents:** Midday Supervisory Staff will record incidents on an orange lunchtime incident form and pass this to the class teacher. The class teacher will ensure the incident is recorded on the school's system by the end of the day and, where appropriate, communicate with the child's parents/carers.

Consequences

Any consequences given will be communicated directly and confidentially with the parent/carer of the child concerned.
Please refer to the progressive consequences system outlined above for further information.

Equality and Equity

At Hopton Primary Academy we encourage children to value each other irrespective of race, gender, disability or culture – discrimination in any of these areas is unacceptable in this school. Teachers endeavour to ensure that they create a happy, caring environment where children respect and appreciate each other as individuals.
Our primary objective in school is to educate, develop and prepare our children whatever their gender, colour, origin or ability to be citizens of the world. We believe that diversity enriches our lives and is to be valued.
All forms of discrimination by any person within the school are to be treated seriously and it is made clear to offending individuals that such behaviour is unacceptable.

Supporting Vulnerable Children

We recognise that some children may find aspects of school life challenging and may require additional support to feel safe, secure and ready to learn. For some children, whole-class environments, transitions, relationships or the demands of the school day can present particular challenges.
We are committed to understanding the individual needs of every child and recognise that some children will require reasonable adjustments, additional support or adapted provision in order to succeed. Our inclusive approach ensures that appropriate support is carefully planned while maintaining high expectations for all.
Through strong relationships, consistent routines and a wide range of targeted provision, we aim to remove barriers to learning and participation so that every child has the opportunity to thrive, achieve and experience success.

Pastoral and parent support

The school offers pastoral interventions for children who find managing whole class teaching difficult. The interventions will be for individuals or groups of children (maximum of six children at any one time) and will be tailored to the needs of those involved. The pastoral intervention is an opportunity for a highly skilled adult to model positive behaviours. Our pastoral support lead has a quiet, safe space where children struggling with the classroom environment can go and have a calming down period and an

opportunity to talk. Our pastoral support lead also works with families to offer advice and support to help with the pressures that parenting can bring.

Higher level individual behaviour support plans & risk assessments

We acknowledge that for some of our children our behaviour policy does not work and for these children we will put higher level individual behaviour support plans & risk assessments (see Appendix 11) in place.

These are written by the class teacher in collaboration with the SENCo and pastoral support lead.

A higher-level individual behaviour support plan & risk assessment is to support a child in building positive behaviours to replace / reduce difficult and/or dangerous detrimental behaviours.

The plan will include:

- Brief description of presenting difficult/dangerous behaviours
- Positive behaviour(s) we wish to see / have
- Differentiated measures to promote / support positive behaviours
- Positive behaviours you will see - What you will say and do
- Difficult behaviours you will see - What you will say and do
- Dangerous behaviours you will see - What you will say and do
- Post incident recovery and debrief measures
- Risk management rating

We signpost parents to Just.One.Norfolk who offer parental support including support with behaviour.

Restrictive Interventions and Reasonable Force

At Hopton C.E. Primary Academy, we prioritise **prevention, de-escalation and positive relationships**. Restrictive intervention is a **safety response, not a behaviour consequence**, and will never be used as a punishment.

The Academy follows the **DNEAT Restrictive Interventions Policy**.

Restrictive intervention will only be used when necessary to prevent harm or maintain safety and must always be **reasonable, proportionate and for the shortest time necessary**. Staff will consider the individual pupil's needs, including SEND, communication, medical needs and any known vulnerabilities.

Where restrictive intervention is foreseeable, appropriate **risk assessments and individual support plans** will be in place and reviewed with parents/carers. Staff will receive appropriate training in line with DNEAT requirements.

Following any restrictive intervention, the pupil's and staff's wellbeing will be supported, **parents/carers will be informed**, the incident will be recorded in accordance with DNEAT procedures, and plans will be reviewed to identify whether further support or adjustments are required.

This section should be read alongside the DNEAT Restrictive Interventions Policy.

Appendices

1. EYFS and KS1 Individual rewards
2. KS2 Individual rewards
3. Positive Dojos
4. Guidelines for Midday Supervisors
5. MSA Incident Recording Form
6. Restorative approach and de-escalation script
7. Consequence Script
8. Playground Code –to be revisited each September.
9. Hopton Learning Powers
10. Silent Signals
11. Higher level individual behaviour support plans & risk assessments

This policy should be read in conjunction with all policies in school.

APPENDIX 1

Points Make Prizes! EYFS and KS1



20 points – Sticker from class teacher



40 points – Reception- prize from treat box
Y1 and Y2-15 minutes activity of choice



60 points – Certificate from Miss Jo



80 points – Certificate from Miss Egleton!



100 points – Lunch with an adult/child of their choice

APPENDIX 2



Points Make Prizes!

KS2

20 points – Change the avatar



40 points – 15 minutes free time at the end of the day. In class activity such as computers, drawing etc.



60 points – 'Table Pet' prize from Miss Jo



80 points – Teaching assistant supporting in another class or with Mr Wright for an afternoon and a certificate from Miss Egleton



100 points – A lunch break with either a friend (has to have over 50 Dojo points) or an adult of your choice

APPENDIX 3

Positive points

Having a go
Open to others' ideas
Perseverance
Creative thinking
Noticing and being curious
Compassionate
Respectful
Wow work
Acts of Service
Amazing home learning
Helping others
Team work
Being a role model
3C's role model
(This list is not exhaustive and may change per class)

APPENDIX 4





Difficult and Detrimental behaviour and incidents **must be noted down on the orange incident report forms and then transferred to the class behaviour file** (which is kept in each classroom on the teacher's desk) and shown to the class teacher after the lunch time session. Teachers will upload this onto Arbor by the end of the day.

APPENDIX 5 (Orange Paper)

Lunchtime Incident Report Form:

Name: ..... Year: ..... Date: .....

Where and when did the incident take place?
Were there any witnesses? Who?
Please give a detailed account of what happened:
Was the incident witnessed by or reported to an adult? Who?
Action taken: Signed: ..... Date: ..... Position: .....

APPENDIX 6

Restorative Approaches Questions

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. In what way have they been affected?
6. What do you think you need to do to make things right?

1. What did you think when you realised what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

De-Escalation Script

De-Escalation Script

- Child's name
- I can see something is wrong
- I am here to help
- Talk and I will listen
- Come with me and……

Use the child's name
Acknowledge their right to their feelings
Tell them why you are there
Offer help
Offer a 'get out' (positive phrasing)

APPENDIX 7

Scripted intervention when issuing a consequence

This is not an open dialogue, use the broken record technique and fogging when dealing with a child who is making excuses and answering back. Example of fogging: "I understand what you're saying, and yet I've noticed that…and our rule is…" or "Be that as it may" and then continue with the script.

Step one:

Identify the issue "I can see you're struggling with…" or "I've noticed that…" **Step two:**

Refer to the specific rule/expectation that has been broken "You know our rule about…" **Step three:**

Consequence "So I'm going to need to see you for 10 minutes at break today"

Step four:

Remind the child of previous good behaviours "Do you remember when… that's the behaviour I want to see from you. Thanks very much for listening" Then leave the situation. It is very hard to argue with someone who has just said something nice about you and it's much harder to refuse an instruction that has ended with "Thank you" rather than "Please"!

Children need time to process what has been asked of them, leave them to do this and they will (fingers crossed) follow your instruction with minimal fuss.

Scripted Intervention – quick reminder of the steps above

Step 1: Observation of behaviour

Step 2: Refer to the specific school rule

Step 3: Consequence

Step 4: Positive affirmation

Step 5: "Thank you" and leave the situation

APPENDIX 8

Playground Code



APPENDIX 9


Hopton's Learning Powers
Have a go
Open to others
Perseverance
Think creatively
Own your own learning
Notice things and be curious

APPENDIX 10

The five principal signals

As part of the children's Read Write Inc lessons we have introduced some new classroom management techniques. These are silent signals when demonstrated by the teacher or teaching assistant the children respond to them in the correct way. These silent signals used in lessons ensure quick, effective management within the classroom. All children who are in the Read Write Inc groups will be taught these signals which will ensure consistency across school.

Silent stop signal



When a teacher silently holds a hand in the air you should raise your hand in response and stop what you are doing and wait silently. You should check that others have seen the signal and gently tap them on the arm if necessary.

Perfect partner position signal



When the teacher runs their hand down their opposite arm, it is a signal for you to sit side-by-side ready to talk to your partner.

My turn



My turn: When the teacher touches their chest with the palm of their hands it is the teachers turn to speak..

Your turn



Your turn: When the teacher turns their hands open palms to you – it is your turn to speak..

Magnet signal



When the teacher points to either side of their eyes you should fix your eyes on their eyes like magnets, stop talking and be ready for the teacher to speak.

Finger instructions 1 2 3



If the teacher holds up one finger Stand up quietly.



If the teacher holds up two fingers – Prepare to move to where instructed.



If the teacher holds up three fingers – Sit down silently ready to work.

1, 2, 3... Allows the teacher to give you quick instructions to move from one place to another.

APPENDIX 11

Norfolk County Council

Norfolk Steps - Positive Behaviour Support Plan

Name:	DOB:	Date:	Version of plan: 1 Review Date:

Photo option	Areas of strengths: Motivators: -	SEN stage: Areas of Need:	CYP and home voice:
Presenting difficult and/or dangerous detrimental behaviours:		Possible triggers: Possible functions: *(Escape, Attention, Sensory, Attention or accumulation of stress)*	Value behaviours we are supporting: -

Differentiated measures to promote / support value behaviours:
How to reduce stress/anxiety levels:

How to meet functions:

Value behaviours:	What we will say and do to regulate behaviours and reinforce positives:	Prior to reasonable adjustments Risk rating (table 4):	Opinion or Evidenced (O/E or both)	Risk management rating after reasonable adjustments:

Inclusion & SEND

flourish

First signs of escalation:	What we will say and do to de-escalate/divert:			
Difficult detrimental behaviours:	What we will say and do to de-escalate/divert:			
Dangerous detrimental behaviours:	What we will say and do to best ensure safety:			
De-escalation and Reflect / Repair / Restore				

How does the CYP best recover?
What support do they need at this point?
How can the CYP repair what has taken place/ what is reasonable?
Educational consequence options?
Protective consequence options? Risk assessment:

Signature of plan co-ordinator..... Date .....
Signature of parent / carer..... Date .....
Signature of CYP (if appropriate) ..... Date.....

Restrictive Physical Intervention planning:

RPI technique	Planned	Avoid
Two-person elbow tuck rescue shape		
Two-person elbow tuck figure four		
Lone worker (Single person)		
Two-person braced elbow tuck		
Shield escort		
Full shield		
Elevated shield		
Shield to ground		
Supine		
Prone		

Table 1 – Likelihood of behaviour taking place

Score	Descriptor	Definition
1	Rare	The event may occur only in exceptional circumstances
2	Unlikely	The event is not expected to occur
3	Possible	The event may possibly occur at some time
4	Likely	The event will most probably occur in most circumstances
5	Almost Certain	The event is expected to occur in most circumstances, e.g. 4 out of 5 days or the majority of a day

Table 2 – Risk Impact Level of harm/hazard

Level	Descriptor	Definition
1	Insignificant	No Injury
2	Minor	Minor Injury/ disruption to learning / harm to education of others such as evacuating peers
3	Moderate	Serious injury or ill heath requiring medical attention
4	Major	Extensive or multiple injuries or significant ill health or broken bones
5	Extreme	Fatality or multiple injuries

Table 3 - Risk Score (Risk of it taking place multiplied by Hazard)

Likelihood						
	5 Almost Certain	5	10	15	20	25
	4 Likely	4	8	12	16	20
	3 Possible	3	6	9	12	15
	2 Unlikely	2	4	6	8	10
	1 Rare	1	2	3	4	5
		1 Insignificant	2 Minor	3 Moderate	4 Major	5 Extreme
	Impact					

Table 4 – Current Risk Management Classification and Action

Risk value	Classification	Action
16 to 25	HIGH (Unacceptable)	The activity must be stopped immediately. Controls need to be in place to mitigate any potential incident. Discussion with outside agencies such as the Local Authority, MH professionals and other specialists. Be aware that this would mean that there is a high likelihood of multiple injuries, broken bones, major illness and fatality taking place most of the time.
6 to 15	MEDIUM (Manageable)	This situation is considered manageable. Additional controls must be implemented to reduce the risk further where this is reasonably practicable, i.e. this can be achieved within reasonable parameters around CYP needs
1 to 5	LOW	This situation is acceptable without the need for further controls except for supporting learning of all and fulfilling any possible need. Ensure controls are maintained and both periodically and formally reviewed.