Lighthouse Federation

Diocese of Norwich St Benet's Multi Academy Trust

Happisburgh CE Primary Academy
St Mary's CE Primary Academy

Behaviour Policy

Policy Type:	**Academy Policy**
Approved By:	**LGC**
Approval Date:	**September 2026**
Review Date:	**September 2027**
Person Responsible:	**Executive Headteacher**

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents about this policy when their children join our school and regularly thereafter through our school newsletter and other relevant opportunities.

We recognise the expertise our staff build by supporting behaviour and we therefore invite staff to contribute to and shape this policy and associated attendance and safeguarding arrangements.

This policy will be reviewed in full by the Local Governance Committee on at least an annual basis.

Vision

At the Lighthouse Federation we are proud to be church schools. We are small, caring communities with strong Christian values that are built on kindness, trust and respect for all. These values and our theologically-based Christian visions underpin our approach to behaviour management in school and are reflected in this policy.

Our vision is:

'Let your light shine' Matthew 5:16
Encourage, Aspire, Flourish

Ethos

At Lighthouse Federation we use Norfolk Steps as the basis of our behaviour management in school.

Norfolk Steps views all behaviour as communication and understands that behaviours that challenge or harm are often a presentation of unmet need.

Norfolk Steps takes a holistic approach to supporting individual needs and wellbeing with the aim of all children flourishing and achieving their unique potential.

Norfolk Steps recognises that behaviours can escalate and risk of harm can arise due to unmet needs.

Steps prioritises the health and safety of children and staff through the management of these situations, drawing upon risk-assessed techniques and evidence-based principles.

Values

- All behaviours are communicative
- Understand the needs, experiences, feelings and what makes the child an individual can shape consistent, inclusive support plans
- Staff and children's relationships, underpinned by positive interactions and trust, are pivotal for positive outcomes.
- Staff must use proactive responses whenever they can and reactive responses only when reasonable, proportionate and necessary
- All responses must be supportive including those which manage behaviours that challenge or harm
- All actions take to manage behaviours that challenge or harm must be in the best interests of the child, considering their individual needs

Steps Principles

- Consistency is key
- Everyone is responsible for promoting positive behaviours
- Positive language is prioritised
- Positive relationships are vital
- Behaviours are communication

Our approach
At Lighthouse Federation we believe building positive, trusting relationships between children and staff is vital to promoting positive behaviours. All behaviour is communication and so, if a child feels listened to and 'heard' they are less likely to show behaviours which challenge or harm.

All of our staff have been trained in Norfolk Steps and will receive a refresher each year. This approach to working with children provides many suggestions and strategies for building positive relationships with children and for restoring them if things go wrong. These strategies underpin our behaviour policy and are the foundation on which we build.

The training also provides staff with an understanding of different factors which might impact on a child's behaviour e.g. adverse childhood experiences, trauma, bereavement, loneliness, neuro-divergent conditions and other SEN needs. All staff are trained in ways to support children with these experiences and to adapt their approach to ensure it is caring, understanding and supportive.

We do not accept behaviours which challenge or harm but we work hard to ensure that we understand the function of this behaviour and use this to guide our response. Functions of behaviour might be – sensory, tangible (to gain an object or experience) escape, connection and control.

Positive relationships
Children with secure attachments develop self-understanding, emotional regulation and ways to connect with others. If a child has not experienced a secure attachment, they may not develop the same abilities to learn how to regulate themselves, manage their emotions and engage in healthy relationships.

Relationships in settings can promote safety, belonging and resilience which is important for all. They should be nurtured and supported.

In order to build these relationships, we aim for all of our adults to be emotionally available. This means that they…

- Create psychological safety by their presence
- Create and environment that is physically safe
- Hold boundaries and limits gently
- Listen to understand
- Display unconditional positive regard
- Remain steady and regulated
- Are based on working with the child rather than dominance

Behaviour Expectations
At Lighthouse Federation we expect everyone to:

- listen carefully and follow instructions
- persevere and try their best
- always do their best work and take pride in it
- be respectful
- celebrate our similarities and our differences
- have kind hands and feet
- consider other people and be thoughtful when we speak
- show good sportsmanship - whether we win or lose!
- look after each other and be a good friend

Adults will look for these behaviours and expect all members of our community to show them so that everyone can be successful.

Children will be reminded of these expectations regularly and we will refer to them often. In September each year, every class will form a class charter which will be based on these expectations.

Our positive relationships with children mean that we will have an excellent understanding of the individual needs of each child. If a child begins to show behaviours which challenge we will work to understand the function of the behaviour and to meet their need.

We will respond using positive phrasing and will use strategies appropriate for the child. For example, allowing break out time, giving fixed choices, taking time to talk to the child outside of class and using scripts to disempower their behaviour. At all times staff will remain calm and regulated, helping the child to feel safe and understood.

Consequences
We believe that there are two types of consequences which may need to be used following behaviours that challenge or harm. These are protective and educational consequences.

Protective consequences – The removal of a freedom to manage the harm (foreseeable or actual)

Educational consequences – The learning, rehearsing or teaching so the freedom can be returned.

All consequences which we enforce in school will be in one of these categories. We do not believe in consequences for punishment.

We will work together as a staff team to ensure that these consequences can be implemented consistently across the school and in different year groups.

Protective consequences might mean the removal of equipment or freedom e.g. staying inside at breaktime or working in a different space to ensure safety for all children.

Educational consequences may involve rehearsing expected behaviours, assisting with repairs, restorative meetings, completing expected work or small group work e.g. to build confidence, learn how to take turns. Staff and senior leaders are trained in deciding appropriate consequences and we

discuss this regularly to ensure a fair approach across the school.

Significant behaviours which challenge or harm
School leaders may take the decision to suspend or exclude a child based on significant or repeated behaviours which harm. We always aim to avoid this wherever possible. If behaviours persist then we may…

- hold regular meetings with parents to support children in improving their behaviour, showing that school and home will work together
- complete a roots and fruits assessment to explore the factors contributing to behaviours and ways in which we can move from negative to positive
- write an individual behaviour plan to be shared with all staff to ensure a consistent approach - these will be supported by our SENDCo and will follow guidance from the inclusion team
- make a referral to external agencies such as the SEND and Inclusion team, EPSS etc. to assess and support the child.

Suspensions
Suspensions can be for a fixed term or permanent. This is an extreme sanction and is only administered with permission of the Executive Head Teacher. In most cases, suspension from school will only occur after a range of measures have been tried to re-engage a child in improved behaviour.

Persistent and *unmodified* behaviour that may result in fixed-term/permanent suspension are as follows:

- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting)
- Abusive swearing towards adults and children
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk
- Damage to school property (broken windows, classrooms)
- Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment)
- Persistently preventing the learning of other children in the classroom.

In the event of a child being suspended, the school will inform the parent or carer of the child concerned about the suspension as soon as possible by telephone or face to face. They will receive a letter outlining the suspension, including what arrangements will be made for continuing their child's education when not at school.

Parents always have the right to appeal against suspension.

Rewards & Recognition
We will always seek out positive behaviours and celebrate them where we can. This may be through words of praise, the awarding of certificates in our celebration worship each week, through recognition in the newsletter, celebration in class or the opportunity to share the positivity with another member of staff.

Positive handling in school

We follow the procedures and practices of Norfolk Steps in school. As such, this school does not have a 'no contact' policy.

All teaching and TA staff have received training in Norfolk Steps procedures. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Any use of physical intervention will be reasonable, proportionate and necessary. Proactive, preventative, non-restrictive approaches are used where appropriate.

Any restrictive intervention must be based on an assessment that intervention is likely to cause less harm than not intervening. All incident requiring positive handling will be recorded and reported on CPOMS, our online system.

Please see our additional Restrictive Interventions policy for further information.

Our restorative approach

'An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment' Wright, 1999

A restorative approach involves…

- Exploring what happened (tell the story)
- Exploring what people were thinking and feeling at the time
- Exploring who has been affected and how
- Exploring how we can repair relationships
- Summarising what we have learnt so that we are able to respond differently next time

All staff have been trained in this restorative approach and will ask questions to help children explore their behaviour without placing blame. Our emphasis will always be on understanding how behaviours might make people feel and how we could respond differently if it happened again.