'Learning for a Fuller Life….'

Behaviour Policy and Protocol

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Formally adopted by the Governing Board/ Trust of:-	Taverham VC CE Junior School
Latest review:-	21/9/26
Chair of Governors/Trustees:-	Dave Filby
Next Review:-	Oct 27

Our approach to pupil behaviour is informed by our aims and values:

In adopting '**Learning for a fuller life'**, we want all children at Taverham VC Church of England Junior School to become:

- **Successful and happy individuals**, who participate fully, enjoy learning, make progress and achieve;
- **Confident and resilient young people** who are able to live safe, healthy and fulfilling lives;
- **Responsible citizens** who make a positive contribution to society, locally, nationally and globally;
- **Caring, respectful and tolerant** members of their community;
- **Reflective individuals**, with a strong spiritual and moral awareness

We see it is our duty to give children the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

As a Church of England School, we believe that all children, whether they have a faith or not and whatever their background or culture, are loved by God and are individually unique. Taverham VC Church of England Junior is not a faith school for Christians but a Christian school for all.

What does this mean in terms of how we approach and deal with children's behaviour?

- We believe that good teaching, developing positive self-esteem and rewarding positive attitudes and behaviour is the key to effective behaviour management and personal development.

- We believe that children should be valued and listened to and that their self-esteem and confidence will not be improved through negative interactions with staff or other pupils.

- We apply Christian values such as compassion, respect, forgiveness and tolerance when dealing with pupils and their behaviour and we use restorative justice approaches to resolving problems between children.

- We seek to understand the *reasons* for any poor behaviour and any subsequent action will try to address the causes of poor behaviour.

- We understand that responses (and sanctions, if necessary) may be different for different children, depending on their social/emotional needs, background and past experiences. For example, a pupil in care, or with special educational needs (e.g. Autism) *should* be treated differently to a child who fully understands when they are deliberately breaking school rules/expectations. In the words of Thomas Jefferson, '***There is nothing so unfair as the equal treatment of unequal people.'***

- There has been a growing body of evidence, which highlights a relationship between children's behaviour and mental health. It is often the case that children who persistently display behaviours of concern have experienced trauma and as a result struggle to self-regulate or communicate their feelings in a calm way. The school has a senior designated mental health lead, mental health champions, ELSA trained staff and a full time pastoral worker to support children with social and emotional needs. Where necessary external referrals are made.

Key Principles

- We believe in a climate of mutual respect, of valuing pupils and a willingness to devote time and listen; the interactions between staff and pupils are very important.
- We believe people *do better* when they *feel better*, and that a positive behaviour policy has a major part to play in achieving this.
- Staff are expected to model appropriate, polite, calm and respectful behaviour
- We actively promote respect and tolerance towards others and their beliefs, cultures and ethnic backgrounds.
- We do not tolerate incidents of bullying or prejudice of any kind: racism, homophobia, transphobia or gender-based prejudice.
- We believe that bad behaviour is an important stress factor for other children and staff and that the curricular objectives of the school cannot succeed if they are to be impeded by poor discipline.
- The opinions of parents and the community about the effectiveness of the school are strongly influenced by how the pupils behave.
- Parents and Governors have a recognised role to play in supporting the work of the pupils and in providing recognition and praise for positive achievement.
- We believe that good behaviour starts with good teaching.

The following policy reflects our attempts to develop a consistent whole-school approach and shared understanding to the issue of managing pupil's behaviour.

The policy is reviewed annually and takes account of the latest guidance issued.

Aims

This policy should contribute towards the following aims:

- To promote effective learning for all pupils
- To promote social inclusion and create a caring atmosphere in the school
- To encourage considerate, thoughtful behaviour and concern for others
- To foster in each child a sense of self-respect and self-discipline
- To give opportunities for greater independence and to encourage children to take more responsibility for their actions

So, how does this work in practice……..

Behaviour Management Protocol
This is how we do it here at Taverham Junior…

The success of our behaviour policy lies in our ability as adults to deliver it in an effective and consistent way. **Children should receive the same response from every member of staff.**
Our expectations are simple and must be a key reference when dealing with all behaviour:

Ready Respectful Safe

We are always looking for children who show positive behaviours and this is encouraged by all adults by:

- **First attention for best conduct** - adults will always interact first with children who are behaving appropriately
- **Offering specific praise** e.g. I really like the way you helped XX to play four square today, rather than a quick well done or 'good boy' – give attention for good behaviour and effort
- **Recognition board** in each class – a place to celebrate when children have gone **over and above**. It may be a post it note, a piece of work or photo. Anyone can and should contribute to the board. It is about effort that children (and adults) make. Where appropriate/necessary, the board may have a theme e.g. good manners -where efforts to achieve this goal are rewarded
- Explicit and consistent **classroom routines** that children understand (e.g. how they line up, getting children silent and ready for instruction, setting children off to work on a task)
- **Weekly over and above certificates** (chosen by class teacher and presented in Assembly). There are also reading, times tables and PE weekly awards
- **House points** with acknowledgement of effort leading to individual certificates and team trophy
- **Acknowledgement by senior staff** e.g. sending to see Head or Deputy Headteacher to receive Headteacher/Deputy Headteacher award stickers for things that are **over and above** expectations

There are times when children demonstrate more challenging behaviour. The way we manage these situations is as follows:

- **Praise in public and reprimand in private** (PIP and RIP); positive behaviour is dealt with overtly in front of others, negative behaviour is dealt with discreetly and quietly
- **Non verbal signals** - these are often enough to get a child back on track
- **Adults are calm and consistent** in their approach. An emotional response to poor behaviour serves to reward the child and lead them to thinking you are not in control. Shouting and delivering heavy punishments will not lead to a respectful environment. It may be helpful to think of the phrase 'Parent on the shoulder' - Imagine the child's parent on your shoulder listening in – would you still be responding in the same way?
- **All adults should use the suggested scripts** for dealing with behaviour incidents to ensure that there is a calm, consistent and kind approach to difficult behaviour
- If a child is showing poor behaviour, **adults will use the following steps**:

- Reminder of the rule (Ready, Respectful or Safe) privately
- Caution delivered privately outlining consequences of behaviour choices
- Last chance giving the child a final opportunity to engage (this is where the 30 second intervention script could be used)
- Consequence (the immediacy of the consequence is more important than the weight of it) – time out may be needed to give the child chance to calm down, move away from the situation and re-start. Always avoid consequences that include the whole class if the unwanted behaviour only relates to an individual or a small group
- Repair which could be a quick chat or more formal meeting

- **Adult will avoid responding to secondary behaviours** – 'Look at me when I am talking, don't slam the door, what did you say' – these are all designed to provoke further confrontation. They should not be dealt with in the heat of the moment. Planned ignoring of any negative behaviour is most effective if followed up by praise for appropriate behaviour
- **Thinking time can be implemented when the behaviour is more severe** (e.g physical violence, swearing etc.) **or repetitive**. Opportunities for reflection take place at lunchtimes and always involve a restorative conversation/activity. These are logged on the management system and parents/carers are informed
- **When a child's behaviour has escalated, SLT will be called to assist with managing the situation.** This may involve the child being spoken to outside of the classroom or spending a short time with Senior Leaders
- Suspension or Exclusion (internal or external fixed term/permanent) – only to be used by SLT as a last resort

Children with additional behavioural needs:

There will always be children who will need a more individual response to behaviour, and where necessary these needs will be addressed by an individual behaviour plan. The key principles of being empathetic, kind and keen to understand what is being communicated, remain at the centre of how we meet needs. An adult's knowledge of the child is more important than the knowledge of any diagnosis that they may have.

Scripts to ensure consistency

30 second intervention is used when a child is struggling with a particular behaviour:

- I noticed you are ….(having trouble getting started, wandering around the classroom)
- It was the rule about ……. (being respectful, ready, safe) that you broke when you….. (refused to do your maths, flicked the pencil at XX)
- You have chosen to …… (catch up with your work at lunchtime, move to the front of the class)
- Do you remember last week when you ……(tried so hard with that work on fractions, helped XX on the playground). That is who I need to see today.
- Thank you for listening (*Move away and give the child take up time*)

The script deals with poor behaviour whilst also reminding them of their good behaviour. This response becomes quick, efficient and predictable and takes the emotion out of the situation

Managing a situation where a child is trying to seek control/power:

- I understand ……..(that you feel angry, upset)
- I need you to …… (come with me so we can talk about this properly)

- I hear what you are saying……..(it is not easy, but I know that you can handle this – remember when….)

It is important to ensure that after significant behaviour incidents there is an opportunity for children to be able to reflect, repair and restore.
This is important to ensure that children:

- Feel heard and understood whilst avoiding criticism or blame.
- Understand the impact of their behaviours whilst separating their behaviours from who they are as an individual.
- Find ways to repair harm and restore relationships.
- Develop empathy and understanding of others' perspectives
- Learn new ways to regulate their emotions

A restorative conversation can only take place when a child is calm and able to reflect on the situation that has occurred. The use of visual resources may be helpful in these conversations

- What happened? Asking a child why they did something is extremely difficult to answer and immediately creates confrontation
- Who else was affected?
- How were they affected (or how did this make them feel)?
- How can we put this right?

Scripts will prevent adults from making comments that may have been used in an emotional response that will not be helpful to the situation or the child.

<u>Norfolk Steps</u>
All staff at Taverham Junior are trained in **Norfolk Steps**;

Step On is based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions.

Relevant members of the leadership team are also trained in **Step Up**, which focuses on the safe and effective use of restrictive interventions, within current legislative frameworks.

The DfE guidance *Restrictive interventions, including the use of reasonable force in schools*' (April 26) states that all members of school staff have a legal power to use reasonable force in certain circumstances.
To prevent or stop a pupil from:

- *Causing injury to themselves or others*
- *Committing a criminal offence*
- *Damaging property*
- *Causing disorder among pupils at school, whether during a teaching session or otherwise*

The DfE guidance uses the terms 'must' and 'should'. Where the term 'must' is used, the person in question is legally required to do something. Where it uses the term 'should', the advice should be followed unless there is good reason not to.

In line with both DfE and Norfolk Steps guidance, the decision as to whether it is reasonable to use a restrictive intervention depends on individual circumstances of each situation. Staff need to consider the following:

Necessity Staff should consider whether a restrictive intervention is required to reduce an immediate risk of harm and whether other less restrictive strategies, including de-escalation, redirection or support from other staff, are likely to be effective. Where a restrictive intervention is unlikely to successfully reduce risk, or is likely to escalate the situation further or cause more harm than the behaviour itself, it should not be used.

Proportionality Any restrictive intervention must be the least restrictive option available, using the minimum amount of force for the shortest amount of time necessary to reduce the risk. If an intervention is not reducing risk or is escalating the situation, staff must reconsider their approach and seek to reduce or cease the intervention as soon as it is safe to do so.

Pupil welfare and dignity Staff must consider the impact of any restrictive intervention on the pupil's physical and psychological wellbeing. Where possible, staff should seek to maintain the pupil's dignity, including consideration of the environment in which the intervention takes place, and should communicate calmly and clearly with the pupil about what is happening and why

Vulnerabilities and SEND Staff must have regard to the individual needs and circumstances of the pupil, including any special educational needs, disabilities, medical conditions, communication needs, sensory sensitivities, past trauma or other vulnerabilities. These factors may affect how a pupil experiences an intervention and must inform decision-making before, during and after any restrictive intervention.

Equality implications Staff must consider relevant duties under the Equality Act 2010, including the need to avoid discrimination, make reasonable adjustments and ensure that responses do not disproportionately impact pupils who share protected characteristics.

Restrictive interventions must never be used as a punishment, as a disciplinary sanction, or for the purpose of compliance or convenience. They must only be used as a last resort safety measure and must cease as soon as the immediate risk has reduced.

Appropriate physical contact

There are circumstances when it is appropriate for staff to have physical contact with pupils. This will depend on individual circumstances, but examples of this include:

- Giving first aid
- Guiding or escorting pupils such as compliant hand holding or helping a child to a space they have chosen to access to self regulate
- Comforting a distressed child
- Congratulating or praising a child e.g. pat on the back or handshake
- Demonstrating techniques in PE or use of musical instruments

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

Recording and reporting
Following any restrictive intervention, seclusion and non-force related restraint, staff must ensure that appropriate post-incident actions are taken:

- All significant incidents involving the use of reasonable force must be recorded on CPOMS giving a clear, factual account
- Incidents should be recorded as soon as practicable after the event
- Parents must be informed in writing e.g. via email or online messaging

After an incident of restrictive intervention, staff will check the pupil and any staff involved for injuries or distress, and support and/or first aid will be given as necessary. Staff will hold a debrief and where necessary risk management/behaviour plans will be reviewed and amended. Where possible, restorative approaches will be used with the child to support reintegration

Norfolk Steps techniques seek to avoid injury to the CYP; however, it is possible that accidental and non-intentional bruising or scratching can occur as an unfortunate outcome when trying to maintain safety. Such outcomes are not necessarily an indicator of misappropriation of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team.

Additional Information

Behaviour Off-Site

This policy applies to all school activities, trips and visits, whether in normal school hours or not.

Where necessary, the school will take action against pupils for behaviour outside school in certain circumstances.

The following factors will be taken into account when considering whether the school should take action:

- The severity of the misbehaviour
- The extent to which the school's reputation might be affected
- The potential impact on good order and discipline in the school
- The potential impact on the well-being of pupils in school
- The extent to which the behaviour might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school

E Safety

Mobile devices and social media can be exploited by pupils in order to embarrass or bully fellow pupils or members of staff. Use of defamatory and/or intimidating language/messages/images against other pupils or staff inside or outside school will not be tolerated and disciplinary action will be taken against the perpetrators. Children receive regular guidance about e-safety through the curriculum and Assemblies

Mobile Phones

Mobile phones are allowed in school but must be switched off while on school premises. At all times, responsibility for mobile phones lies with the child who has brought it into school. As well as mobile phones, no other device or accessory is allowed in school that could access the internet or take photos; this includes smart watches.

Confiscation

Items may be confiscated if they fit any of the following criteria:

- An item that poses a threat to others
- An item that causes distraction or poses a threat to good order and discipline in class/school
- An item that poses a health and safety threat
- An item which it is illegal for a child to have
- An item which is counter to the ethos of the school

Confiscated items will usually be returned to pupils at the end of the day, but may be kept for longer if necessary (e.g. if further action is necessary). In some cases, parents may be asked to come into school to collect the item.

False or Malicious Allegations

If an allegation is made by a child that has clearly been false or malicious, this will be taken very seriously. The school reserves the right to apply sanctions against the pupil. These sanctions may include exclusion.

Allegations of abuse against staff must be taken seriously. Confidentiality must be maintained and allegations should be investigated quickly and thoroughly. Suspension will not be used as an automatic response when an allegation has been reported, but the LADO should always be consulted/informed.

Searching Pupils
Head teachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the Searching, Screening and Confiscation in Schools guidance document for detailed advice on searching a pupil.

Related Reading:

- Exclusion Guidance
- Anti-Bullying policy
- Behaviour in Schools (DfE, 2024)
- SEN policy/Information report
- Equality information and objectives
- ICT/E-Safety policy
- Restrictive interventions, including use of reasonable force, in schools (April 26)
- Mental health and behaviour in school (DfE 2018)

Appendix One

Key definitions for restrictive intervention:

- Restrictive intervention: Any action that prevents, restricts or subdues a pupil's movement, including physical and non-physical interventions and also a means to prevent, restrict or subdue movement of a part of the body of a pupil.

- Reasonable force including restrictive intervention is a physical force used by staff to prevent injury, damage, criminal behaviour or serious disorder. It must be the minimum necessary for the shortest time.

- Restraint: A non-disciplinary intervention that immobilises or limits a pupil's movement, with or without physical contact.

- Seclusion: A non-disciplinary safety measure involving keeping a pupil in a place away from others and preventing them from leaving (see further details about seclusion in the DfE guidance)

- Significant incident: Any incident where force goes beyond everyday physical contact and requires formal recording and reporting.