



The CARE Federation



Relationships and Behaviour Policy

Agreed by Governing Body: Autumn 2024

To be reviewed: Autumn 2025

Group Responsible: Full Governors

Contents:

Statement of intent

1. [Legal framework](#)
2. [Positive teacher-pupil relationships](#)
3. [Praise and rewards](#)
4. [Behaviour curriculum](#)
5. [Understanding behaviour](#)
6. [Managing behaviour](#)
7. [Effective pupil support](#)
8. [Staff induction, development and support](#)
9. [Sexual abuse and discrimination](#)
10. [Prohibited items, searching pupils and confiscation](#)
11. [Behaviour outside of school premises](#)
12. [Definitions](#)
13. [Roles and responsibilities](#)
14. [Data collection and behaviour evaluation](#)
15. [Monitoring and review](#)

Appendices

[Appendix 1 – Policy on a Page - Flowchart](#)

[Appendix 2 – Behaviour Targets](#)

[Appendix 3 – Classroom Rules Agreement](#)

[Appendix 4 – Specific Detail – Outdoor Play](#)

[Appendix 5 – Positive Behaviour Plan](#)

[Appendix 6 – De-escalation Procedures](#)

[Appendix 7 – Crisis Cycle](#)

[Appendix 8 – Quick reference scripts](#)

Statement of intent

The CARE Federation is committed to creating an environment and ethos based on our core values of CARE. This policy protects and respects children's rights as set out in the United Nations Convention on the Rights of the Child. We recognise that behaviour is communication and this often reflects an unmet need. We also believe that behaviours can be learnt. Our response is to try to understand where the behaviours are coming from and provide clear and consistent approaches that help children learn key skills. All children are expected to be Ready, Respectful and Safe. To support this, we will:

- Develop positive relationships with pupils.
- Promote desired behaviour.
- Promote self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensure equality and fair treatment for all.
- Provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Provide a curriculum in which positive mental health and wellbeing are promoted and children are taught to be resilient and kind.
- Provide clear routines.
- Encourage positive relationships with parents.
- Challenge and intervene in misbehaviour.
- Repair relationships and address learning needs.

The Federation acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Federation's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.



1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following Federation policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Safe Touch Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Positive staff-pupil relationships

Positive staff-pupil relationships are key to successful learning. The Federation focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which respectful interactions can take place.

Staff will employ a number of strategies to establish positive relationships with their pupils – these will include:

- Welcoming pupils as they enter the classroom.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Ensuring pupils understand what is expected of them.
- Having clear routines, being fair and consistent.
- Referring to Ready, Respectful, Safe when talking about behaviours.
- Listening to pupils.
- Modelling positive behaviours.
- Focussing on using positive language when interacting with pupils and giving first attention to best conduct.

Pupils will be supported to understand their responsibilities in engaging in positive relationships with staff and each other. They will be Ready, Respectful and Safe.

Ready:

- To learn
- Be on time
- Have the right equipment
- To help themselves and others
- Have a positive attitude
- To try their best
- To work quietly

Respectful:

- Be polite to everyone
- Take care of the themselves, other children and property
- Speak and act respectfully
- Make choices that help themselves and others' learn

Safe:

- Follow instructions
- Stay in safe places
- Have healthy relationships with staff and friends
- Share worries with staff
- Wear the correct uniform
- Only use school technology at school and be safe online

De-escalation strategies

Where negative behaviour is present, using a PACE approach (Play, Acceptance, Curiosity, Empathy), staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.

- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. moving the conversation to a different place or later time
- Rephrasing requests made up of negative words with positive phrases (state your desirable outcome), e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

3. Praise and rewards

The Federation recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the Federation understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the Federation understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the Federation recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The Federation has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

Teachers may implement different types of rewards as they see fit with approval from the head of school; however, as a general rule, the following rewards are used:

- House points / Gem points
- Stars in a jar / Table points
- Certificates
- Extra break time

- Positions of responsibility, e.g. buddy
- Class celebrations
- Phone calls, emails and messages home

4. Behaviour curriculum

Pupils will be taught to understand behaviours through the curriculum and at times of misbehaviour. Planned curriculum input will include:

- Establishing whole school routines, specifically:
 - Ready, Respectful, Safe
 - Smart, Silent, Single file (for movement around school)
 - 1,2, 3 silent hand signals (for transitions within class)
 - Choose it, Use it, Put it away
 - Stop, Think, Choose
- Establishing class rules through a class charter at the start of each year
- Learning Circles
- PSHE including RSE lessons
- Opportunities to learn through texts, historical events or philosophical debate
- School Council

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour. Routines will be established to include:

- Courtesy and good manners
- Focussing quickly/becoming silent when asked
- Classroom seating plans
- Calm, quiet transitions including lining up and walking around the building
- Organised, tidy environments
- Eating quietly in the dinner hall and clearing own plates. Only leaving their seats when asked to
- Lunch play timetables for zoned activities
- Wearing uniform with pride

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Pupils will be made aware of the pastoral support structures in place to help

them manage their behaviour and how to engage with those structures when needed. Individually targeted pastoral support will be provided to these pupils when necessary.

Teaching at times of misbehaviour will focus on clear, simple scripts, followed by a restorative approach to repair relationships and maximise social learning from the incident. Learning needs will be addressed through emotion coaching to support pupils to understand their behaviour, regulate and reflect. If a sanction is needed the primary behaviour will be focussed on first.

At times of dysregulation most children need connection with people. They need to feel safe and they need to know that all adults will deal with things in a consistent, predictable and fair way. Scripts will include:

- Show me what ready/respectful/safe behaviour looks like in the classroom/playground
- Stop, think, choose
- I understand...(that you are angry/upset)
- I noticed you are..(having trouble getting started, wandering around the classroom
- I need you to ...(come with me so that we can talk and resolve this properly)
- Maybe you are right....(maybe I need to speak to them too)
- I know you will make the right decision
- The choice is ...or...The consequence will be..... I'll give you some thinking time
- It is ok to be [angry] but it is not ok to hurt yourself/others/damage property.
- I remember last week when you ...(arrived on time every day)
- Whenever you are ready to talk, I am here
- When you... I feel... I need... Would you be willing to...

The restorative approach is based on honesty and empathy and can develop effective communication between individuals, lead to respect and understanding the impact of our behaviours on others. It can also result in the restoration of one's sense of belonging in the school community. Restorative conversations take place to repair relationships. During a restorative conversation the following questions would be asked:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought about since?
- Who do you think has been affected and in what way were they affected?
- What do you think needs to be done to make things right?

Emotion coaching involves giving children strategies to cope with difficulties, using instances of negative behaviour as opportunities for teaching and building trustful and respectful relationships with children

Step 1 Recognise the child's feelings and empathise with them

Step 2 Label the feeling and validate them, e.g. “I can see you are feeling angry, it’s ok to feel angry”

Step 3 Set limits on the behaviour (if needed) e.g. “Even though you are angry it is not ok to hit someone because people can get hurt”

Step 4 Problem solve with the child. Scaffold alternative ideas and actions that could lead to more positive outcomes

5. Understanding behaviour

Where pupils frequently display negative behaviour, the Federation uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves

Antecedent **(A)**: what happens before the behaviour occurs.

Behaviour **(B)**: the behaviour that occurs.

Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil’s behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil’s progress be monitored?

This format will be used to record incidents on CPOMS (our secure online reporting system).

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil’s SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The Federation will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the Federation will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

6. Managing behaviour

Universal support

A range of initial intervention strategies are used to help all pupils manage their behaviour and reduce the likelihood of more significant sanctions. Staff will respond promptly, predictably and with confidence to instances of unacceptable behaviour. Sanctions will be relevant and proportionate to the incident. These include:

- Verbal reminders of acceptable behaviours
- Private talking between adult and child, this may include collecting a child's wishes and feelings
- Moving a child's position in class/away from triggers
- Pastoral support
- Frequently engaging with parents
- Providing mentoring and coaching
- Time out of class
- Loss of privilege (break time, lunch play etc)
- School-based community task (e.g. tidying a communal area)
- Discussion with a member of the staff team or senior staff as appropriate

Targeted support

If unacceptable behaviours continue, or an incident is more serious than can be supported by universal strategies, targeted support will put in place.

A record of all reported incidents at this level will be kept on CPOMS and monitored by the DSLs to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Strategies may include:

- Level 1 Positive Behaviour targets developed with the pupil, their parent/carer and their teacher. These will be for a set period of time and reviewed regularly.
- Internal suspension – the child will complete learning under supervision, in a specified place outside of their classroom for a fixed period of time.
- Crisis cycle plan developed
- Level 2 Positive Behaviour support plan developed
- Suspension for a fixed period of time – the child will complete learning at home.

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the head of school and executive headteacher determines that support is still required for the pupil, a Positive Behaviour Support Plan will be created to outline the necessary provisions in place.

Specialist support

If further incidents of unacceptable behaviour occur, it is recognised that specialist support may be required. Options include:

- Referral to Just One Norfolk School Nursing Resilience Team
- Referral to the Local Authority Inclusion Team/Virtual School where appropriate
- Referral for specialist support, through School-to-School support
- Further fixed-term suspension
- The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.
- A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.
- Managed move.
- Permanent exclusion.

For discipline to be lawful, the Federation will ensure that:

- The decision to discipline a pupil is made by a paid member of Federation staff, or a member of staff authorised to do so by the executive headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

7. Effective pupil support

The federation recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

8. Staff induction, development and support

All new staff will be inducted clearly into the Federation's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the Federation. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the executive headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the schools.

Physical intervention

In line with the Federation's Safe Touch Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging Federation property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the head of school and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. Any physical intervention used will be recorded on CPOMS (category: STEPs guiding or STEPS physical restraint) and in line with any current behaviour support plan.

Any violent or threatening behaviour will not be tolerated by the Federation and may result in a fixed-term exclusion in the first instance. It is at the discretion of the executive headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

9. Sexual abuse and discrimination

The Federation prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The Federation's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy.

The Federation will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the Federation's Safe Touch Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The Federation also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Chewing gum
- Liquid correction fluid
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

The Federation is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The head of school will always be notified when any item is confiscated.

11. Behaviour outside of school premises

Pupils at the Federation must agree to represent the schools in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises in collaboration with parents, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the Federation.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the schools.

The Federation recognises that behaviour incidents outside of school can impact relationships in school. We will work closely with families who choose to share this information with us and respond, as appropriate, on an individual basis.

Complaints from members of the public about the behaviour of pupils from the Federation are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Definitions

For the purposes of this policy, the Federation defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the Federation within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation. This includes persistent disruption to learning.
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Inappropriate use of social media or online technology including cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Wilful and repeated transgression of protective measures in place to protect public health
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of offensive weapons or banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Physical aggression toward children or adults
- Persistent disobedience or disruptive behaviour
- Damage to property including vandalism and graffiti
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the Federation defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

13. Roles and responsibilities

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole- Federation culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Federation's Complaints Procedures Policy.
- Ensuring this policy is published on the Federation website.

The executive headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the Federation. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the Federation rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The heads of schools and senior mental health lead are responsible for:

- The day-to-day implementation of this policy.
- Overseeing the whole- Federation approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the Federation engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the Federation.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the Federation's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting the children's code of conduct and the three principles of Ready, Respectful, safe
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Executive Headteacher/Head of School.
 - Subject leader.
- As authorised by the executive headteacher, sanctioning pupils who display behaviour that challenges.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the Federation rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Parents are responsible for the behaviour of their child(ren) inside and outside of school.

14. Data collection and behaviour evaluation

The Federation will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the schools behaviour culture

The data will be monitored and objectively analysed termly by the DSLs and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform Federation policies and practice.

Staff will help to paint a whole-federation picture of an effective behaviour culture by being held accountable for their part in maintaining the federation's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the executive headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Autumn 24.

Policy on a Page – Flowchart

Universal Support

Positive relationships
Routines
Curriculum
Praise and rewards
Curriculum
Scripts
Restorative approaches
Emotion coaching
Visual timetables
Personalised support tools

Classroom Sanctions

Stop, think, choose
Verbal reminders of acceptable behaviours
Private talking between adult and child, this may include collecting a child's wishes and feelings
Moving a child's position in class/away from triggers
Pastoral support
Frequently engaging with parents
Providing mentoring and coaching
Time out of class
Loss of privilege (break time, lunch play etc)
School-based community task (e.g. tidying a communal area)
Discussion with a senior member of staff

Targeted Support

Level 1 Positive Behaviour targets developed with the pupil, their parent/carer and their teacher. These will be for a set period of time and reviewed regularly.

Internal suspension – the child will complete learning in a specified place outside of their classroom for a fixed period of time.

Crisis cycle plan developed

Level 2 Positive Behaviour support plan developed

Suspension for a fixed period of time – the child will complete learning at home.

Specialist Support

Referral to Just One Norfolk School Nursing Resilience Team

Referral to the Local Authority Inclusion Team

Referral for specialist support, through School-to-School support

Further fixed-term suspension

The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Managed move.

Permanent exclusion.

Positive Behaviour Targets

Section 1 – agreement

These targets are a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once these targets are in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the rewards if I meet my goals:









These are the consequences if I don't meet my goals:

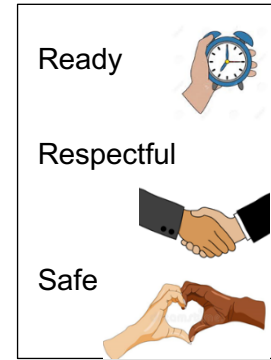
My targets will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

Classroom Charter - Example

Our classroom rules



Our class, class number/name, has created this agreement so that all pupils know how to behave when they are in class and around the school. Together, we have created our rules and agreed that we will

stick to them. This will make sure our whole class is happy and we can get on with our work.

Please read the rules to make sure you understand them – we want to make sure our school is a happy learning environment!

I will: (edited to individual class)

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher claps their hands twice.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

I understand that if I don't follow the rules there may be consequences:

1st warning: The teacher tells me to stop the behaviour. I should stop doing what I'm doing.

2nd warning: The teacher will speak to me in my own time and I may have to move away to a different place in the class. I must change my behaviour.

3rd warning: I will work in another class and lose privileges. My parents/carers will be told. I must not continue or repeat this behaviour.

Class name: _____

Date: _____

Specific Detail – Outdoor Play

Outdoor breaks: Lunch – equipment must be organised and available in zoned areas. Staff should activity support play with the equipment

The Outdoor Play folder available in each class and on the Drive should be used by staff to extend and support a range of play

A visual check of any area to be used by children for play should be undertaken by staff before use

Areas not to be used for free play:

Sparhawk Infant	Spixworth Infant	Woodland View Junior
Wildlife area	Long grass area to the right of the all-weather surface	Past waiting area fence line (including behind/around tree)
Behind Year 2 building	Space behind the multi-purpose goal	Long grass around field edges
	Behind hedges at the back of the field	Forest School area
	Long grass area to left of Forest School area	Between sheds and outside staffroom door
	Pond area (locked)	On concrete walkway in front of classrooms
	Bike sheds including area directly in front	In between bushes near pod/astro area

Extent of field use will be dependent on amount of time available and the weather conditions

All outdoor activity will be closely monitored by staff. Staff will lead a variety of games over the course of each week.

Football will not be played at lunchtime and no other invasion or combat games are permitted outside of PE lessons or after-school clubs. Multisport skill-building games such as shooting at a hoop/dribbling around cones etc are permitted as part of staff led activity.

Staff on duty retain the right to stop any staff led games if supervision of the wider area is compromised, for example due to another staff member dealing with a first aid incident

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

Signature of plan co-ordinator.....Date

Signature of parent / carer..... Date

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

De-escalation Procedures

3 principles:

- 1. Safety**
- 2. Consistency**
- 3. Repair**

Safety

- Follow Norfolk Steps training
- Act to keep the individual, peers and adults, safe
- Mitten hands for guiding and holding; only if contact is necessary

Consistency

- Follow simple scripts
- Make statements, do not expect a reply (no conversation)
- Make expectations clear

Repair

- When child is calm, begin an individual repair process
- Use techniques such as 'sorry board', Child Whispering
- Restorative conversation, if necessary with others involved in any incident
- Maintain positive relationship with child
- Fresh start

Restrictive Physical Interventions (RPI):

Only use RPI as a last resort to prevent a child injuring themselves or someone else or causing serious harm to property; when reasonable, proportionate and necessary and in the best interests of the child.

Scripts:

- "We are holding you to keep you/us/X safe"
- "Feet down" (if kicking)
- "Hands down" (if scratching, hitting etc.)
- "Mouth closed" (if biting, spitting)

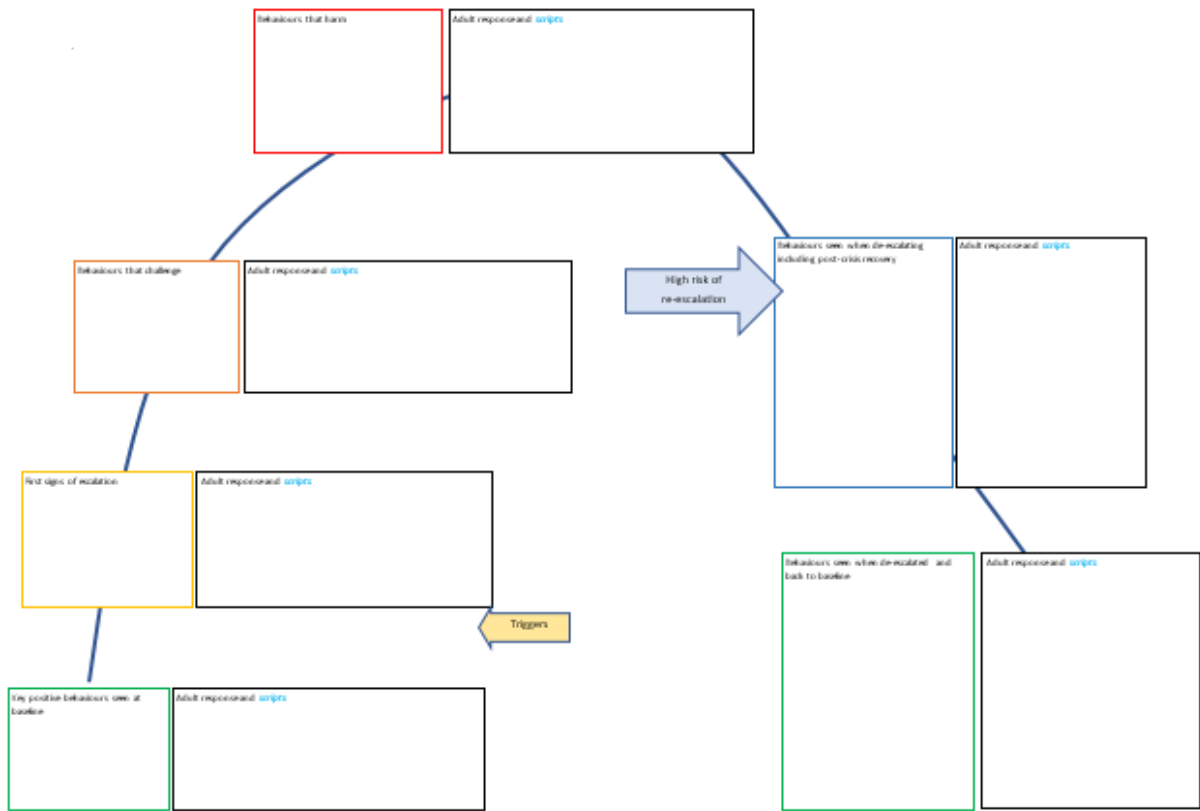
Once de-escalated, have restorative conversation and make expectations clear for returning to class activities.

Records: Log every use of RPI on **CPOMS within 24 hours and ideally by the end of the school day**. Select 'STEPS' option every time. **Note how many times you used RPI and the duration of use, before the child returned to safe behaviour. Parents must be informed.**

Individual risk assessments and positive behaviour plans will be reviewed regularly.

Crisis Cycle Plan

(This page will be printed landscape)



Quick Reference Scripts

Regulation Scripts:

- Show me what ready/respectful/safe behaviour looks like in the classroom/playground
- Stop, think, choose
- I understand...(that you are angry/upset)
- I noticed you are..(having trouble getting started, wandering around the classroom
- I need you to ...(come with me so that we can talk and resolve this properly)
- Maybe you are right....(maybe I need to speak to them too)
- I know you will make the right decision
- The choice is ...or...The consequence will be..... I'll give you some thinking time
- It is ok to be [angry] but it is not ok to hurt yourself/others/damage property.
- I remember last week when you ...(arrived on time every day)
- Whenever you are ready to talk, I am here
- When you... I feel... I need... Would you be willing to...

Restorative Conversation Scripts:

What happened?

- What were you thinking/feeling at the time?
- What have you thought about since?
- Who do you think has been affected and in what way were they affected?
- What do you think needs to be done to make things right?

Emotion Coaching:

Step 1 Recognise the child's feelings and empathise with them

Step 2 Label the feeling and validate them, e.g. "I can see you are feeling angry, it's ok to feel angry"

Step 3 Set limits on the behaviour (if needed) e.g. "Even though you are angry it is not ok to hit someone because people can get hurt"

Step 4 Problem solve with the child. Scaffold alternative ideas and actions that could lead to more positive outcomes