



Behaviour policy

Formally adopted by the Governing Board of:-	Green Shoots Federation
On:-	April 2026
Chair of Governors:-	Tim Jermyn
Last updated:-	April 2026

Update Summary – April 2026

In April 2026 the Behaviour Policy was revised to incorporate key changes around RPIs in accordance with the Government's *'Restrictive interventions, including the use of reasonable force, in schools: Guidance for schools in England (effective from 1 April 2026)'*.

Aims of the Policy

Our aim is that every member of the school community feels valued, respected, and safe. The policy reflects a caring ethos where relationships underpin all aspects of behaviour. The aims are to:

- Promote pro-social behaviours that support learning and wellbeing.
- Encourage regulation, independence, and responsibility.
- Provide protective and educational consequences rather than punitive measures
- Use consistent scripts and de-escalation strategies rooted in Norfolk STEPs.
- Build a culture of reflection, repair, and restoration when harm occurs.

Core Values

Children at both schools are taught about their school's core values and how these are important skills for them as learners and young people:

At St John's, the core values are:

- Respect
- Communication
- Citizenship
- Collaboration
- Awareness of Self
- Perseverance and Resilience

At Tunstead, the core values are:

- High Expectations
- Resilient & Determined
- Inquisitive and Curious
- Collaborative

The Federation's behaviour policy is therefore designed to support the way in which all members of each school's community can work together in a way which aims to promote these key values.

The schools have a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Our policy aims to:

- Encourage a calm, happy and respectful atmosphere within the school community.
- Promote positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued. This will develop an ethos of kindness and cooperation
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

- Treat all children fairly and apply a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- Make boundaries of acceptable behaviour clear aims to help children grow in a safe and secure environment.
- Promote and encourage good behaviour, rather than merely deter anti-social behaviour.

How do we promote the school's ethos and values and encourage positive behaviours in our Schools?

Our ethos and values underpin daily life in our school. During daily class discussions, the PSHE/RSE curriculum and weekly themed assemblies, children and adults are encouraged to reflect on the contribution that they have made to the school community each week and how they have demonstrated the values that our school is looking for.

In addition to this, our expectations of good behaviour are made clear through our class 'Rights and Responsibilities' agreed within each class at the start of every year and displayed prominently within each classroom. These are based on our core values, resulting in a shared expectation of learning and behaviour.

In consultation with children and staff, we have also agreed a list of expected positive behaviours within different settings in our schools. These are outlined in Appendix 1.

Children who demonstrate good behaviour and effective learning behaviour are praised both privately and publicly through:

- Teachers praising children and encouraging positive feedback between peers.
- Pupils may be sent to another member of staff to re-enforce the praise .
- Credits and class awards are given for exceptional behaviour and learning.
- Children who demonstrate a good example of a core value have their name moved to that value on the class values chart.
- Gold Book awards will be given as part of a weekly celebration assembly, with a focus on the school's core values
- Senior Leaders actively encourage staff members to send children to them for good behaviour, improved attitudes to learning and outstanding achievement.
- Headteacher / Star awards and certificates
- Bespoke motivators are used when appropriate according to the needs of our pupils. Eg Marbles in a jar

All stakeholders are encouraged to promote high standards of behaviour by providing positive role models. The Staff Code of Conduct and Staff Handbook outline these expectations in further detail.

Who is responsible for behaviour management?

Behaviour Management is the responsibility of **all** staff in the Federation through modelling, consistency, and relationship building.

All staff are responsible for:

- All staff should reinforce pro-social behaviours in class, on the playground and when out in the wider community.
- All staff should ensure that the school rules are enforced fairly and consistently.
- All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff in our school must be a positive role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- All staff use de-escalation scripts and restorative approaches consistently and in line with the Personal Behaviour Support Plans if in place.
- If a child uses behaviours which challenge or harm, the class teacher should keep a record of all such incidents and seek help and advice from the AHT, Step Up Leads, SENCo and, if necessary, the Headteacher.

Class Teachers will be responsible for:

- The class teacher should ensure that parents are aware of repeated low-level negative behaviour, such as calling out or disrupting the class.
- The class teacher may also contact a parent (in discussion with the School Inclusion & Wellbeing Mentor and the Headteacher) if there are concerns about the behaviour or welfare of a child.
- Be responsible for working with parents, Step Up Leads and SENCO where appropriate, to create individual Positive Behaviour Support Plans for a pupil requiring additional support/scripts to maintain positive learning and social behaviours.

The Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of behaviours that challenge and harm including bullying and racism
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for extreme behaviours that challenge or/harm. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. More details on the exclusion process is given later in this policy.

The Role of Parents and Carers

- Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the protective and educational responses of the school but are able to address any queries regarding these firstly to the class teacher, then to the AHT and Headteacher.
- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to co-operate with the school.

How do we respond to challenging or harmful behaviours?

Across the Federation, we follow a clear 3-stage process for handling any incidents of challenging or harmful behaviour. Depending on the significance of a particular incident, the response may not begin from the first stage.

Stage	Examples / Consequences
First reminder	Pupils are given a calm, clear reminder (using agreed scripts) of any expectations or values they need to demonstrate. They may be given visual or verbal prompts of strategies they can use to correct the behaviour, including use of the Zones of Regulation toolkits.
Second reminder / Supportive intervention	Depending on the behaviours displayed children will be given: <ul style="list-style-type: none"> - a second/final verbal warning. This will also include a clear statement of the positive outcome by changing the behaviour and the protective and educational response that will follow if they do not. - A supportive intervention with adults providing regulation strategies (Zones of Regulation, calming time movement and sensory breaks)
Protective and educational response	Should the behaviour persist beyond the warnings, or be of significant aggression or disruption, then a consequence will follow and be explained to the pupil in age-appropriate language. A list of protective and educational responses for challenging and/or behaviours that harm (including loss of learning time) in different settings in school can be found in Appendix 2

Persistent challenging behaviours

For children showing persistent and/or more challenging behaviour, the following procedure will be followed. ‘

1. SENCO/Inclusion & Wellbeing mentor to assess any potential barriers, life experiences or unmet needs that may be impacting on the child's behaviour and feedback to the class teacher.
2. Class teacher to meet with parents to discuss any possible triggers for behaviour, strategies identified that could be used and agree a plan of support. This may take the form of a Positive Behaviour Support Plan (**Appendix 5**) for use in school, or may involve planned supports for the child outside of school
3. AHT / SENCO / Inclusion and Wellbeing Mentor to meet with the parents and the class teacher.
4. Headteacher involved

If these actions do not achieve the desired behaviour, then one or all of the following actions may occur:

- Outside agencies contacted, including (but not limited to) consideration of specialist assessment or input, or alternate educational provisions
- Procedures may be started for fixed-term or permanent exclusion. More details on the process for exclusions can be found in Appendix 4.

Should a serious incident occur staff will record it on CPOMS, where it will be linked to central logs of behaviour and the child's individual file.

Positive Behaviour Support Plans

Where pupils show persistent behaviours that challenge and / or harm, Positive Behaviour Support Plans (PBSPs) are developed by class teachers alongside Behavioural Leads and shared with the pupil and parents.

These plans will outline the positive behaviours staff and families are trying to promote, as well as clear scripts to follow and actions to be taken in response to any challenging or harmful behaviours displayed by the child. This will include clear guidance on any adaptations to consequences or restorative conversations, and may include details on any physical restraint strategies required following an individual risk assessment.

The school's SENCo and/or Inclusion Worker will have input into these plans and help to identify appropriate strategies, supports or physical interventions required to achieve the aims of the plan

As part of the plan, reflection and restorative approaches are discussed, including how incidences will be communicated to family members. They are reviewed after incidents and adapted dynamically.

Pupils transitions into our school, or onto or off from Positive Behaviour Support Plans

All pupils are introduced to the class and school rules at the beginning of each year, and these are regularly reminded in class and through assemblies.

For those pupils moving onto / off of Positive Behaviour Support Plans, staff in school will support the pupil and their family in making clear what the expectations of behaviour are for their child and the adapted strategies or supports in place to maintain positive behaviours. The SENCo or members of the Senior Leadership Team may also support these conversations.

Physical Contact Between Adults and Children

Positive Contact

The school accepts the LA's view that there can be positive physical contact between adults and pupils which expresses "parental affection to provide comfort, ease distress and signal care." However, for some children touching is unwelcome and where this is known staff should be informed. Guiding principles for positive physical contact are included within the Norfolk Step On training, which has been completed by all classroom-based staff in school.

Restrictive Physical Intervention (RPI) – Updated Guidance (May 2026)

In line with Department for Education (DfE) guidance, including *Use of Reasonable Force in Schools*, and under Section 93 of the Education and Inspections Act 2006, the school recognises that there may be circumstances in which the use of reasonable force, including Restrictive Physical Intervention (RPI), is necessary.

Reasonable force may be used to prevent a pupil from:

- Causing injury to themselves or others
- Committing an offence
- Causing serious damage to property
- Engaging in behaviour that is seriously disruptive to good order and discipline

In limited circumstances, intervention may also be considered where a pupil's behaviour places them at risk of **significant harm to their own welfare or ability to access education**, particularly where this has been identified and agreed through planning (e.g. a Positive Behaviour Support Plan). This will always be considered alongside the principles of necessity, proportionality and last resort.

The use of RPI will always be lawful, reasonable, proportionate and necessary. It will only be used as a last resort, when all appropriate de-escalation strategies have been attempted or are judged to be ineffective in the circumstances.

Categories of RPI

RPI may include the following forms:

1. Restrictive Force

The use of physical contact to control or influence a pupil's behaviour in order to prevent harm or ensure safety.

Examples may include:

- Physically guiding a pupil away from danger
- Standing in the way or using physical presence to block access to an unsafe area
- Using minimal force to prevent injury to themselves or others

2. Restraint

The use of force to restrict a pupil's movement against their will. This will only be used where there is a clear risk of harm and must be proportionate to the circumstances.

Examples may include:

- Holding a pupil to prevent them from hitting, kicking or biting
- Preventing a pupil from running into a dangerous situation
- Restricting movement during a crisis to maintain safety

3. Seclusion

The supervised separation of a pupil from others, where the pupil is prevented from leaving for a limited period of time, in order to manage significant risk.

Examples may include:

- Supporting a pupil to move to a safe space and preventing them from leaving until it is safe to do so
- Separating a pupil from others to reduce risk of harm
- Use of a designated safe space under continuous supervision

Recording, Reporting and Monitoring

The school has a legal duty to record and report the use of restrictive interventions. All incidents involving RPI are recorded using CPOMS.

Records are maintained in order to:

- Ensure transparency and accountability
- Monitor the frequency and nature of incidents
- Identify patterns and inform preventative strategies
- Review and improve practice

A termly report is provided to the Governing Body to support effective oversight and to ensure that the use of RPI remains appropriate, proportionate and in line with statutory guidance.

Communication with Parents and Carers

The school is committed to clear and timely communication with parents and carers.

- Parents/carers will be informed **on the same day**, wherever possible, when RPI has been used.
- Communication will be made electronically using a pre-filled reporting form (see Appendix 6).

For pupils with a Positive Behaviour Support Plan (PBSP):

- Where the use of RPI has been previously discussed and agreed, parents/carers will be notified via the electronic form only.

For pupils without a PBSP:

- Parents/carers will receive the electronic report and a follow-up telephone call to discuss the incident.

Reassurance for Parents and Carers

The school understands that the use of Restrictive Physical Intervention can be concerning for parents and carers. We want to reassure families that such interventions are used very rarely and only when absolutely necessary to keep children and others safe.

All staff are appropriately trained and are expected to use the **minimum force for the shortest possible time**. The dignity, safety and wellbeing of the child are always central to decision-making. The school prioritises early intervention, de-escalation and positive behaviour support, and works closely with parents/carers to reduce the likelihood of restrictive interventions being required.

Staff Training regarding Use of Physical Intervention (Norfolk STEPS programme)

The Federation follows the Norfolk Steps program of promoting positive behaviours and in managing behaviours that may require physical intervention.

Our Behavioural Leads and the Inclusion and Wellbeing Mentor have completed Step On and Step Up Lead Professional training, which allows them to train and support staff in school in using the program's techniques.

All teaching staff, classroom assistants and midday supervisors complete Step On training. As part of the Step On training, staff are shown how to guide pupils using non-restrictive physical intervention. This will most often be seen as (but is not limited to):

- a guide with closed hands on the shoulder,
- non-restraining hand holding
- using an open hand to guide an arm or turn a pupil away from a challenging situation.

Some staff in school, including members of the Senior Leadership Team, have completed Step Up training in Restrictive Physical Interventions (RPI). These are used in situations where pupils are displaying harmful behaviours and need to be restrained to reduce the risk of harm or significant disruption to learning. If any pupil has required repeated RPI, a risk assessment will be made and a Positive Behaviour Support Plan agreed with staff and families of the young person involved.

Across the Federation, staff will use the lowest level of physical intervention required to reduce the level and risk and/or harm. Regular training means that all staff are confident to use the most appropriate methods.

Recording Incidents

All incidents involving RPI must be recorded on CPOMS and reported in line with this policy. Guidelines for recording incidents will be given to all authorised persons. Staff support pupils to reflect, repair and restore.

Bullying

A definition of bullying is: “A person is bullied when he or she is exposed regularly and over time to negative actions on the part of one or more persons” (Psychological Service Information Paper 5 - Bullying). Bullying can be physical, verbal or emotional.

In our schools, we do not and will not tolerate bullying and will strive to eradicate it wherever necessary. We encourage children to be aware of and understand the difference between bullying and one off incidences. All staff are trained to deal with children who report bullying.

Examples of bullying can include: -

(Repeated)

- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- teasing
- intimidation
- extortion
- ostracising
- cyber bullying

Early signs of distress can be shown by one or more of the following behaviours:

- withdrawn
- work deteriorates
- made up illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/fear/anxiety
- has unexplained bruises/scratches/cuts
- frequently has no dinner money
- often forgets games kit
- often loses books
- comes home regularly with clothes or books destroyed
- refuses to say what is wrong
- gives an improbable excuse to explain any of the above.

We discourage bullying by

1. Discussing friendships
2. Encouraging the caring side of children
3. Positive encouragement of caring behaviour
4. Good relationships between staff and pupils
5. Adequate supervision on the playground/field.
6. RSE is delivered using the Jigsaw PSHE curriculum and supplemented by additional lesson where needed.

If there is reason to suspect bullying, the following informal procedure will be carried out initially:

The class teacher will investigate the allegations and alert all members of staff who come into contact with the child who, between them, will monitor the situation

If the monitoring prompts cause for concern, then the following will occur:

1. Class teacher(s) will meet both victim and bully to discuss the situation
2. Sessions with the Inclusion worker to enhance self-esteem and self-value of both victim and bully will be offered. These sessions could be individual or joint.
3. Positive behaviour on the part of both victim and bully will be rewarded
4. Teachers of both victim and bully will use circle time / PSHE time with the whole class to follow up, support victim and prevent recurrence

If the situation does not improve, despite the methods outlined above, a more formal approach will be adopted:

1. The following members of staff will be informed: Head, AHT and Inclusion & Wellbeing Mentor
2. Parents of both victim and bully will be involved and will be invited into school to discuss the situation. A plan to address the bullying will be put into place after discussion with all parties

3. Monitoring of the situation (including any discussions with children involved) will become more formal; a written record of any instances / discussions will be kept
4. If not already in place, sessions with the Pastoral team will be offered to both victim and bully
5. Monitoring of the situation will continue, even if the situation seems to be resolved and parents of both parties will continue to be involved until all are satisfied that the matter can be closed

If the situation persists despite the procedures outlined above, then the matter will be taken to the governing body for a more formal resolution

Breach of ICT Code of Conduct

In the event that a pupil misuses the ICT equipment in school the following will be followed:

- The concern is raised with the Headteacher immediately via CPOMS
- The Headteacher will speak with the pupils involved
- The Headteacher will inform the parents of the pupil about the action and the sanction
- The Headteacher will record on CPOMS the sanction/consequence and how this was shared with parents.
- The Headteacher will also record any next steps for the school i.e. amend pupil curriculum/extra CPD for staff
- If the misuse is significant or criminal the Headteacher may contact the Police.
- The CPOMS report will be retained on the pupils record

Child on Child abuse

Child on child abuse refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim.

Staff will respond swiftly to any reported or witnessed incidences of this, and will inform parents and other agencies as appropriate. Protective and educational consequences for any abuse that takes place will be carefully considered on an individual basis.

More details on our approach to Child on Child Abuse can be found in our Safeguarding Policy.

Appendix 1: Positive Behaviour Expectations for different school settings

Across all settings within our School, we would hope to see all our children displaying our core values and showing excellent manners. For different settings in our school, we would particularly hope to see these positive behaviours:

Setting	Expectations
Classroom	<ul style="list-style-type: none"> • Listen to and follow adult instructions. • Listen to each other and respect each other's opinions • Allow classmates to participate in discussions without interruption. • Use polite, supportive and respectful language • Complete the work set to the best of our ability.
Corridors	<ul style="list-style-type: none"> • Take care when moving around school to avoid collisions • Use calm and respectful voices to avoid disturbing other classes • Respect school property and displays • Respect the belongings of other children in cloakrooms. • Use school toilets calmly and sensibly
Playground	<ul style="list-style-type: none"> • Take care when moving around school and playground to avoid collisions • Choose non-contact games and play safely at all times (for example – no Bulldog / play fighting) • Use polite, supportive and respectful language • Respect play equipment • Respect other people's personal space • Check in on those who may be alone or upset, while respecting their personal space

	<ul style="list-style-type: none"> When the whistle/bell goes, stop and wait quietly for the next instruction
Lining Up	<ul style="list-style-type: none"> Hands by side Check uniform is presented tidily Facing person in front Calm walking Single file (unless asked to otherwise by an adult)
Lunch	<ul style="list-style-type: none"> Eat with good table manners (seated, not playing, not talking while eating etc) Respect other people's space and belongings Clean up our own rubbish when we have finished.
School trips / Swimming	<ul style="list-style-type: none"> Walk sensibly and safely to the swimming pool Listen carefully to teacher's instructions regarding crossing the road etc Change sensibly, respecting other people's space and items of clothing Listen carefully and respectfully to the swimming instructors Act safely and sensibly in the pool and its surroundings

Appendix 2 – Possible Behaviours & Consequences

Across the Federation, we follow a clear 3-stage process for handling any incidences of challenging behaviour, as outlined earlier in Behaviour Policy. Depending on the significance of a particular incidence, the response may not begin from the first stage

In line with the Norfolk STEPS approach, we recognise as a Federation that there needs to be clear and consistent consequences for challenging or harmful behaviours. We also want to support our young people to reflect on events after they have happened, so that they can learn and develop their ability to self-regulate and reduce the risk of re-occurrences of challenging or harmful behaviours.

Behaviour	Examples	Consequences	Restorative actions
<u>Disruption</u>	Shouting out. Leaving the classroom during learning time without permission.	5 Minutes missed of break/lunch time	Discussion with the class teacher around possible triggers and how to respond differently in the future.
<u>Disrespect & Defiance</u>	Swearing at someone. Using inappropriate language towards someone. Mistreating school resources. Untidy uniform (that is within the pupil's control) Purposefully ignoring instructions.	10 minutes inside at break time.	Discussion with the class teacher around possible triggers and how to respond differently in the future.

<p><u>Unsafe playground behaviours</u> Single verbal warning given before consequence.</p>	<p>Play fighting Rough play Inappropriate play with younger pupils</p>	<p>15 minutes inside at break / lunch time. Persistent / repeated behaviours may warrant extended time or alternate break arrangements</p>	<p>Discussion with the class teacher around possible triggers and how to respond differently in the future.</p>
<p><u>Harmful Behaviours including fighting</u> No verbal warnings given. Incident discussed with SLT, and contact made with parents/carers by class teacher.</p>	<p>Fighting Threatening or intimidating behaviour Significant destruction of property (school, own or other pupils)</p>	<p>Provoked – 25 minutes Unprovoked – 50 minutes and SLT involved.</p>	<p>Time with the Inclusion Mentor or SLT at lunchtime to discuss safety and emotional regulation, to agree plan for handling future situations</p>

Appendix 3 – Promoting positive behaviours in EYFS

As part of the revisions to the policy in July 2023, we consulted with EYFS staff about how to represent our core values and promote positive behaviours in the most meaningful way to our youngest pupils.

The feedback from staff was to follow a similar format as the main school, but with the core values chart being more frequently used and reset on a daily basis, to give more instant praise for positive learning behaviours.

In EYFS, we will also be renaming the core values to use more accessible language for our younger learners. The names were also considered to highlight key areas within the ELGs for Reception.

In our EYFS classrooms, the core values will be referred to as:

Early Learning Goals
<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

St Johns

Respect -> Respect
 Communication -> Talk and listen
 Citizenship -> Friendship
 Collaboration -> Teamwork
 Awareness of Self -> Feelings
 Perseverance and Resilience -> Having a go

Tunstead

High Expectations -> Respect
 Resilient & Determined -> Having a go
 Inquisitive and Curious -> Talk and listen
 Collaborative -> Teamwork

Consequences for challenging or harmful in EYFS

We recognise that for our younger pupils, consequences are most impactful when they follow closely to any challenging behaviours (once the child has re-regulated). In EYFS, any consequences involving a time out will take place as soon as possible, taken from choosing/free choice time if this is where the incident occurs, or break or lunchtime if required. The length of the consequence may be adjusted to match the child's emotional development and ability to regulate.

For any persistently challenging or harmful behaviours, or in the event of a serious event, senior leadership would be involved as per the normal policy for persistent behaviours.

Appendix 4 – Process for fixed-term or permanent exclusions

If the Headteacher decides to exclude a pupil, he / she will:

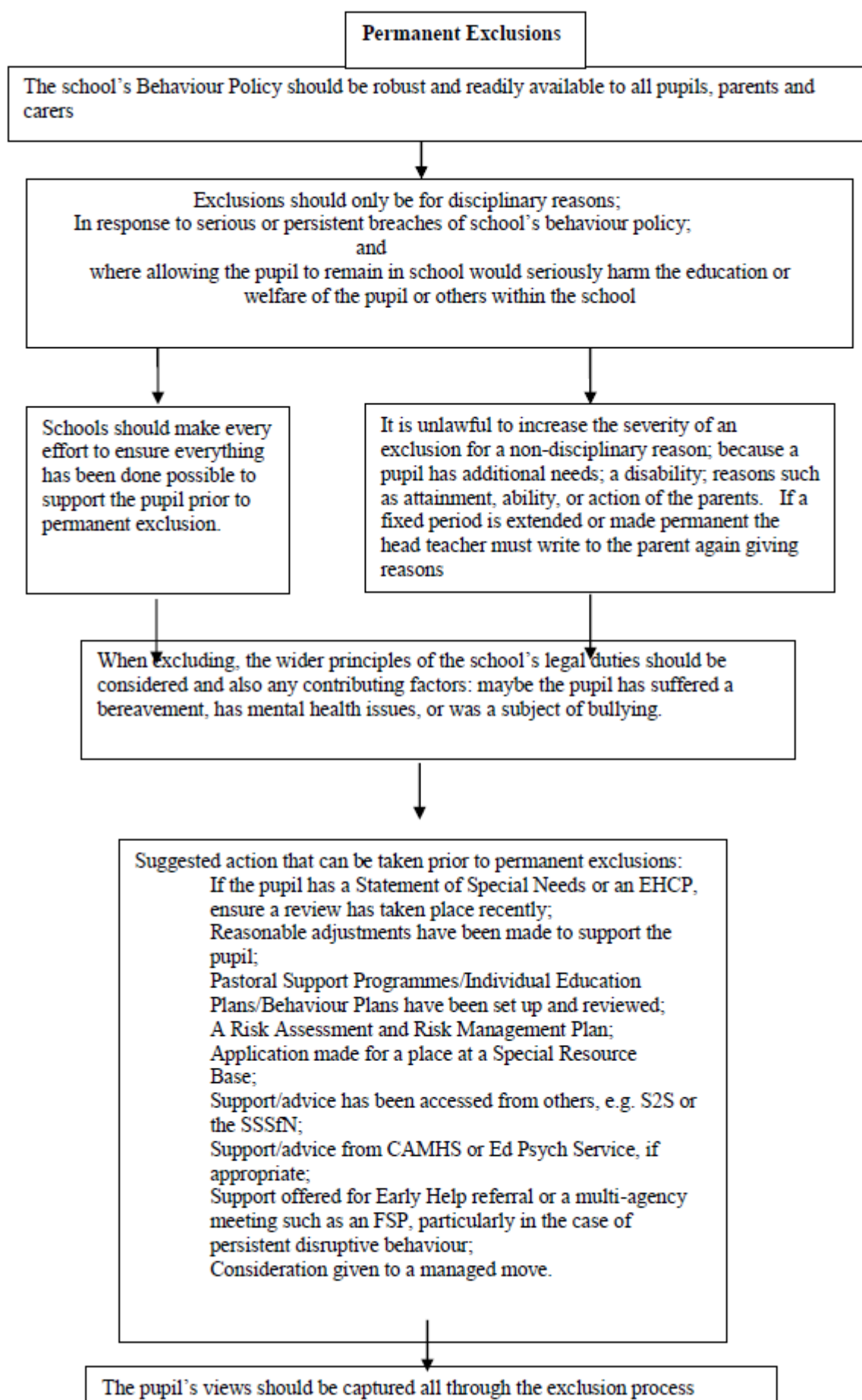
- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents / carers, explain the decision and ask that the child be collected
- Send a letter to the parents confirming:
 - The reasons for the exclusion,
 - Whether it is a temporary or permanent exclusion,
 - The length of the exclusion,
 - The date and time when the pupil should return to school,
 - Any terms or conditions agreed to the pupil's return and the person to whom the parent should contact if they wish to make representations to the Governing Body (this will usually be the Clerk or Chair of the Governing Body),
 - the name and telephone number of an officer of the LA who can provide advice
- Notify the Chair of Governors at the time exclusion is decided. If the exclusion is permanent, or the exclusion would result in the pupil being excluded for more than five school days in any one term or the pupil will miss a public examination, the Governing Body and LA will be informed of the exclusion within one school day of the exclusion.
- In cases of more than a day's exclusion, ensure the appropriate work is set and that arrangements are in place for it to be assessed. In cases of more than 5 days

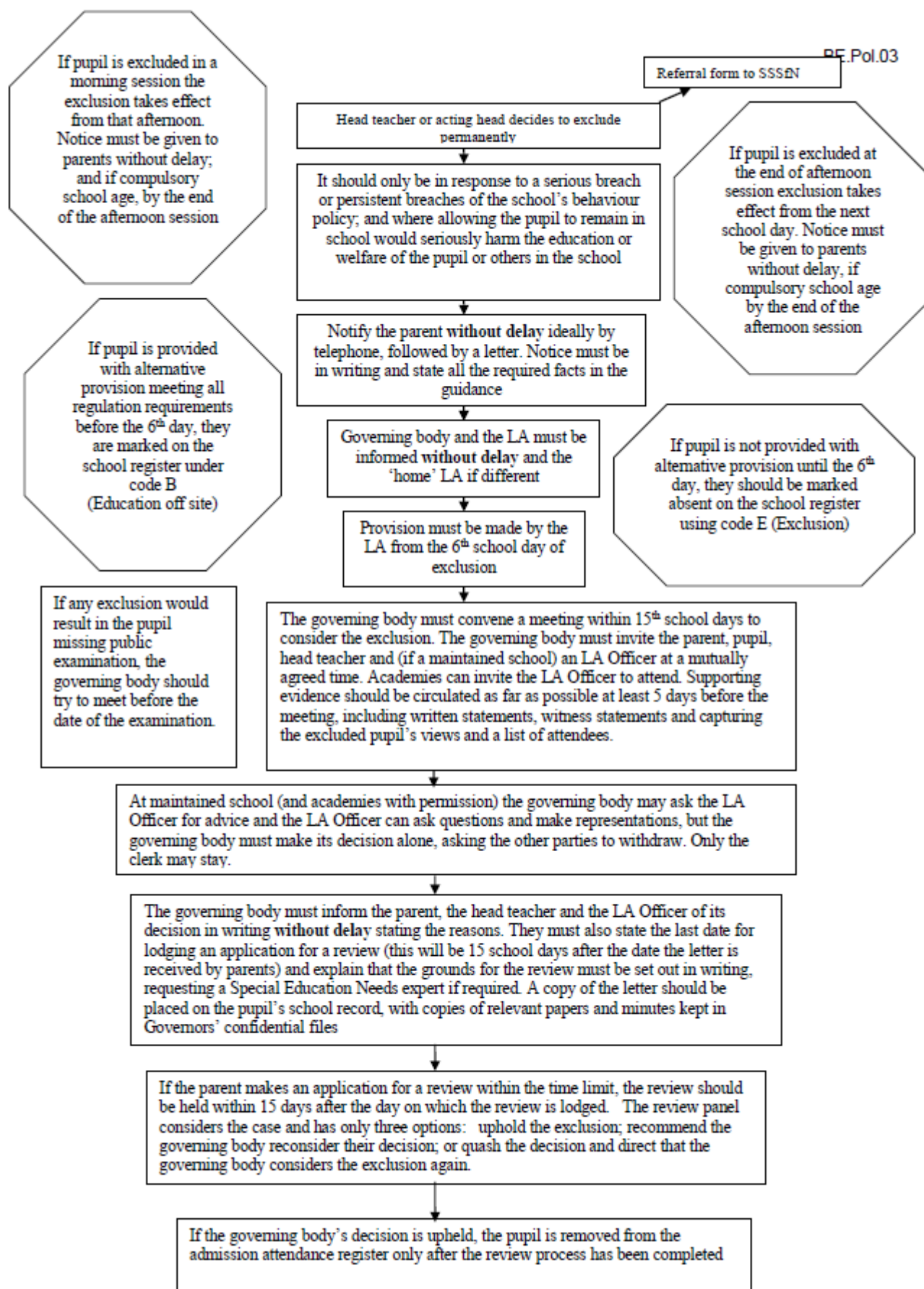
of exclusion, explain the school's arrangements or the continuation of the child's education in another setting.

- Plan how to best address the pupil's needs on his / her return, this may include a programme with input from staff, parents, School Support Team, Attendance Service and ,if deemed appropriate, the child.
- Plan a meeting with parents / carers and the pupil on his / her return.

An exclusion will not be enforced if doing so may put the safety or wellbeing of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare and wellbeing are the priority.

Should a permanent exclusion be considered, then the following process (in line with Norfolk County Council guidelines and the DfE's Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement) will be used (following page):





Name:		DOB:	Date:	Version of plan: Review Date:
<div style="border: 1px dashed gray; padding: 5px; text-align: center; width: 100px; height: 50px; margin-bottom: 10px;">Photo</div> <p>Areas of strengths:</p> <ul style="list-style-type: none"> • Can be academic, personal, social, emotional • Hobbies out of school <p>Motivators:</p> <ul style="list-style-type: none"> • What helps the pupil in moments of escalation or crisis? • What distracts/diverts them? • What helps to regulate them? 	<p>SEN stage:</p> <ul style="list-style-type: none"> • No SEND / SEN support / EHCP referral/assessment/plan <p>Areas of Need:</p> <ul style="list-style-type: none"> • SEMH/Cognition and Learning/Communication and Interaction/ Sensory and/or Physical • Any diagnoses • Can include assessments/screeners here e.g. INDEs, Boxall Profile, Cognitive assessments etc 		<p>Pupil voice:</p> <ul style="list-style-type: none"> • How does the pupil feel about school? • What do they enjoy/not enjoy? • Who helps them at school? • What parts of the day are better/worse for them? • What lessons are better/worse for them? • Can they talk about their behaviours? What helps them the most? What makes things worse? 	
	<p>Presenting behaviours that challenge or cause harm:</p> <p>Provide an overview of the main behaviours being displayed that challenge or harm. You might decide to focus on one or two that you are most concerned about initially. It is helpful to record four things about the behaviour:</p> <ol style="list-style-type: none"> 1. "appearance" – what the behaviour looks like; what the pupil does, 2. "frequency" - how often the behaviour occurs, 	<p>Possible triggers: Think about places, specific situations, people, activities, changes, sensory issues</p> <ul style="list-style-type: none"> • Family / friends related e.g. contact with mum, when friends don't want to play • Interactions with others e.g. when directly asked not to do something, specific staff members • Activities/lessons e.g. writing, transitions that are too long, afternoon sessions • Physical environment e.g. noise and crowds • Other e.g. hot weather 		<p>Positive behaviours we are supporting:</p> <p>Include the positive behaviours which the pupil is working towards e.g., following instructions safely, accessing and engaging in learning, taking turns etc</p> <ul style="list-style-type: none"> • Try to be as specific as possible with behaviours you will support e.g. following two-part visual instructions safely, accessing short 10-minute bursts of learning with frequent movement breaks and engaging in interests-led activities, taking turns

<p>3. "severity" - how severe the impact of the behaviour is and, 4. "duration" - how long the behaviour lasts.</p> <p>Staff should aim to identify whether behaviours are accidental / involuntary / subconscious / conscious – this will impact how you respond.</p>	<p>Possible functions:</p> <ul style="list-style-type: none"> • What does the behaviour achieve for the pupil? • What might the pupil be trying to communicate through this behaviour? • Is the behaviour...gaining positive or negative attention / escaping or avoiding something or someone / accessing an object or activity they want / gaining sensory feedback or stimulation? 	<p>when participating in adult led turn taking game with 3 other pupils</p> <ul style="list-style-type: none"> • Does the pupil need to learn a particular skill before they would be able to display these positive behaviours? How will they be supported to learn these skills?
<p>Differentiated measures to proactively promote / support positive behaviours</p> <p>e.g. First and then, 'working for' boards, visual timetable, visual aids (feelings charts, zones of regulation, fix it board), social stories, use of visual timers, task breakdown, Autism friendly environment, modelling, sensory circuits, sensory breaks, PATHS, Thrive approaches, home / school communication</p> <ul style="list-style-type: none"> • What alternative or more appropriate skill can you teach the pupil in order to reduce the need to engage in this behaviour? • What changes can you make to the environment or the pupil's schedule in order to decrease their exposure to triggers? • How have you addressed the need that the pupil was trying to communicate? • Is there any need for a reward / incentive scheme in the short-term? <p>The strategies you choose should be different depending on the function of the behaviour.</p>		

<p>Positive behaviours:</p> <ul style="list-style-type: none"> - Behaviours, body language, facial expression, language, tone of voice, levels of engagement 	<p>What we will say and do to regulate behaviours and reinforce positives:</p> <p>Positive reinforcement approaches used. Examples may include:</p> <ul style="list-style-type: none"> - reward / recognition - positive scripts - sensory time
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	<p>- Adult check ins / timers</p>
<p>First signs of escalation:</p> <ul style="list-style-type: none"> - List specific behaviours including body language, facial expression, language, tone of voice, levels of engagement e.g. avoids eye contact, clenches fists, lowered voice, swearing, rude gestures - It may be useful to include details of how long they may last and who may be at risk 	<p>What we will say and do to de-escalate/divert:</p> <p>List things you can do to try to prevent the situation from getting worse. Examples may include:</p> <ul style="list-style-type: none"> - Tactical ignoring e.g. swearing (address this another time) - Talk about something happy or use humour - Suggest a calming activity - Personalised scripts (with examples) - Distraction including details of what works - Visual reinforcement of expectation. e.g. refer to Working For Board - Staff model expected behaviours e.g. calm voice and body language
<p>Behaviours that challenge:</p> <ul style="list-style-type: none"> - List specific behaviours including body language, facial expression, language, tone of voice, levels of engagement e.g. not engaging with learning, throwing objects, shouting, refusing to follow instructions - It may be useful to include details of how long they may last and who may be at risk 	<p>What we will say and do to de-escalate/divert:</p> <p>List things you can do to try to prevent the situation from getting worse. Examples may include:</p> <ul style="list-style-type: none"> - Keep a safe distance, if safe to do so - Remove other pupils from class if needed (where to?) - Personalised scripts (with examples) - Distraction including details of what works - Adaptation of expectations - Option for time out - Calm voice and body language
<p>Behaviours that harm:</p> <ul style="list-style-type: none"> - List specific behaviours including body language, facial expression, language, tone of voice, levels of engagement e.g. slapping, pushing, kicking (pushing and kicking usually preceded by swearing), absconding. - It may be useful to include details of how long they may last and who may be at risk 	<p>What we will say and do to best ensure safety:</p> <p>At this stage, the pupil is unlikely to de-escalate through talking or distraction, humour, etc therefore the focus needs to be on keeping the pupil, yourself and others safe.</p> <p>Examples of how you may ensure safety include:</p> <ul style="list-style-type: none"> - Removal of objects that may be thrown/damaged

	<ul style="list-style-type: none"> - Dynamic risk assessment – is it safer to remove pupil or evacuate the other pupils? - Contact key staff on walkie talkie for support - Use of Step Up approaches with details of agreed interventions e.g. use supportive arm guide to move pupil to nurture room. - Move pupils to safe area / evacuate immediate area (include where to) - If staff are using walkie talkies, please be aware of potential safeguarding issues e.g. – use agreed codes for incidents, use pupil initials - do not name pupil or share confidential information over the radio and ensure radios are turned off when not needed.
	<p>De-escalation and Restore / Repair / Reflect</p> <p>How do you know the pupil is calming down? e.g. body language, facial expression, language / tone of voice / behaviours Consider what behaviours you may see if the pupil is still in the phase where it is likely that they could re-escalate if demands placed too soon or if they are asked to discuss the incident. Include timings of how long it takes the pupil to calm on average.</p> <p>Examples of post incident support for the pupil could include:</p> <ul style="list-style-type: none"> - Time to calm (What does this look like? Where? Who with? Doing what? For how long?) - Time to talk (What about? What are the pupil's interests?) - Use of visuals as needed e.g. fix it board, restorative timeline - Restorative approaches (including how much time should pass before any work happens) - Social stories created/revisited to consider how pupil will be supported next time to prevent these behaviours occurring again - Protective consequences (must link to the behaviour) e.g. increased staff ratio to support pupil, limited access to outside space - Educational consequences e.g. apologise to those they have hurt or upset, repair any damage caused, complete learning missed

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

Signature of family Date

Signature of pupil (if appropriate) Date.....

Appendix 6- Reporting to Parents



RESTRICTIVE INTERVENTION / RESTRAINT NOTIFICATION

DATE:	TIME:
PUPIL:	STAFF INVOLVED:

REASON INTERVENTION WAS NEEDED *(tick all that apply)*

- Risk of harm to self *(including loss of learning time)*
 Risk of harm to others *(including loss of learning time)*
 Risk of property damage
 Emotional dysregulation
 Preventing unsafe movement into or out of area
 Other:

STRATEGIES USED BEFORE INTERVENTION *(tick all that apply)*

- Verbal reassurance Change of environment
 De-escalation language Time / space offered
 Distraction / redirection Child-specific strategies
 Immediate risk – strategies not possible

TYPE OF INTERVENTION USED**WITH** physical contact:

- Guiding / escorting Holding to prevent harm

WITHOUT physical contact:

- Blocking exit / doorway Staff positioning
 Removal of equipment / aid Environmental control
 Seclusion *(supervised - for safety only)*

LINE MANAGER SIGN-OFF

Signed:

Print name:

- Head teacher
 Assistant Headteacher
 Behaviour Lead Practitioner
 Pastoral Lead Practitioner
 SENCO

DURATION	INJURY OR MEDICAL ATTENTION	FOLLOW-UP
<input type="checkbox"/> <1 min <input type="checkbox"/> 1 – 5 mins <input type="checkbox"/> 5 – 10 mins <input type="checkbox"/> >10 mins	<input type="checkbox"/> No injury <input type="checkbox"/> Medical assessment / First aid	<input type="checkbox"/> Check-in with pupil <input type="checkbox"/> Repair conversation <input type="checkbox"/> Parent follow-up offered <input type="checkbox"/> PBSP review needed

If you would like the opportunity to discuss anything further, please contact the school office to arrange an appointment with the class teacher.

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