Inclusive Behaviour Policy

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1. Aims

This policy aims to: -

- Create a positive, caring and inclusive culture that promotes positive behaviour choices, ensuring that all pupils have the opportunity to learn in a calm, safe, respectful and supportive environment.
- Establish a whole-school approach to behaviour that reflects the academy's values of respect, responsibility, aspiration, tolerance and inclusion.
- Promote positive relationships between pupils, staff, parents, carers and the wider community, based on mutual trust, understanding and respect.
- Provide a consistent, fair and equitable approach to behaviour that recognises and responds to pupils' individual needs and circumstances.
- Set out clear behavioural expectations, support systems, recognition processes and consequences to help pupils make positive choices and take responsibility for their actions.
- Ensure all pupils feel safe, valued, respected, included and able to participate fully in academy life.
- Support pupils' personal development by encouraging self-discipline, resilience, reflection and respect for others.
- Recognise, celebrate and reinforce positive behaviour, attitudes to learning and contributions to the academy community.

- Use restorative and supportive approaches to address inappropriate behaviour, repair relationships and promote positive outcomes wherever possible.
- Protect the learning, wellbeing and safety of all members of the academy community by addressing unacceptable behaviour promptly and effectively.
- Define unacceptable behaviours, including bullying, discrimination, harassment, prejudice-related incidents and child-on-child abuse, and outline the academy's response to such behaviours.

The values and principles behind our behaviour strategy are: -
At the heart of our behaviour strategy is a commitment to creating a caring, inclusive and respectful environment in which every pupil feels safe, valued and able to succeed. We believe that positive behaviour is fundamental to pupils' learning, wellbeing and personal development, and that all children, regardless of their background, ability or individual needs, should be supported to thrive within our academy community.

We promote an inclusive culture where everyone is treated with dignity and respect, and where positive relationships are built on mutual trust, consideration and understanding. Through high expectations, clear routines and consistent practice, we encourage pupils to make positive behaviour choices, take responsibility for their actions and reflect on the impact of their behaviour on themselves and others.

All staff share responsibility for promoting positive behaviour and apply the academy's behaviour systems consistently and fairly. By providing clear expectations, positive role modelling and a predictable approach, we help pupils to develop self-discipline, resilience and respect for others.

We believe that positive behaviour should be recognised, celebrated and rewarded. Pupils who demonstrate our values and make good choices are acknowledged through a range of praise and recognition systems that reinforce positive attitudes to learning and conduct.

We recognise that restorative practice is most effective when it is combined with clear expectations and consistent consequences. Where behaviour does not meet academy expectations, proportionate consequences will be applied fairly, consistently and in a manner that supports accountability. Restorative approaches do not replace consequences; rather, they complement them by helping pupils reflect on their actions, repair relationships and make positive behaviour choices in the future.

At the same time, we are committed to ensuring that the learning and wellbeing of all pupils are protected. Effective systems, restorative approaches and support structures are in place to address inappropriate or disruptive behaviour promptly and fairly, enabling all members of the academy community to learn and work in a safe, calm and purposeful environment.

Through these principles, we seek to foster a culture of respect, tolerance, responsibility and aspiration, where every pupil is supported to achieve their best and contribute positively to academy life.

Our Inclusive Behaviour Policy is based on the following approaches: -

1. Five Academy Values,
2. Behaviour principles (Appendix 1),
3. Restorative Approaches (see Appendix 2),
4. THRIVE (see Appendix 3),
5. Norfolk STEPS (see Appendix 4).

2. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on: -

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on: -

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

3. Definitions

Behaviour choices requiring support ('misbehaviour') are defined as: -

Behaviour choices requiring support may include:

- Disrupting learning or preventing others from learning.
- Difficulty following instructions, routines or expectations.
- Not engaging with learning tasks.
- Using language or actions that are unkind, disrespectful or inappropriate.
- Not meeting the academy's expectations for uniform and presentation.
- Misuse of equipment, resources or the learning environment.
- Behaviour that affects the safety, wellbeing or positive experiences of others.

Serious behaviour incidents

Serious behaviour incidents are behaviours that significantly affect the safety, wellbeing, dignity or learning of pupils and staff, or that place others at risk of harm. Such behaviours require immediate action, appropriate support and, where necessary, involvement of external agencies.

These may include: -

- Persistent behaviours that do not improve despite appropriate support, intervention and reasonable adjustments.
- Any form of child-on-child abuse, including but not limited to: -
  - Bullying, including cyberbullying.
  - Abuse within intimate personal relationships between children.
  - Physical abuse.
  - Sexual violence, including rape, assault by penetration or sexual assault.
  - Sexual harassment, including unwanted sexual comments, gestures, behaviours or online harassment.
  - Causing or encouraging someone to engage in sexual activity without consent.
  - Upskirting.
  - Initiation, hazing or other harmful group rituals.
- Prejudice-based or discriminatory behaviour, including racism, sexism, misogyny, misandry, homophobia, biphobia, transphobia, ableism or discrimination related to any protected characteristic.
- Physical aggression, fighting or behaviour that causes, or is intended to cause, harm to others.
- Deliberate damage to property, including vandalism.
- Theft or taking property without permission.
- Smoking, vaping, possession of tobacco products or use of other age-restricted substances.
- Behaviour that threatens the safety, wellbeing or security of members of the academy community.
- Possession, use or distribution of prohibited items, including: -
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
  - Tobacco, cigarette papers, e-cigarettes or vaping devices.
  - Fireworks.
  - Pornographic images.
  - Mobile phones where possession is not permitted by academy rules.
  - Any item that a member of staff reasonably believes could be used to cause injury, commit an offence or damage property.

<u>Inclusive practice</u>

When responding to serious behaviour incidents, the academy will take account of individual circumstances, developmental stage, additional needs and any known vulnerabilities. While serious incidents may require sanctions to protect the safety and wellbeing of others, the academy will also seek to understand the reasons behind the behaviour, repair relationships where appropriate, and provide support to help pupils make positive changes and successfully reintegrate into academy life.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore: -

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

Bullying can include: -

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Incidents of bullying should be reported to a teacher or SLT and recorded. Parents will be informed and asked to come in to a meeting to discuss the problem. If necessary and appropriate, the police will be consulted.

The bullying behaviour or threats of bullying must be investigated and stopped quickly. An attempt will be made to help the bully/bullies change their behaviour. A bullying log will be set up and monitored daily.

Our anti-bullying strategy can be found at Appendix 5.

5. Roles and responsibilities

5.1 The Board of Directors

- Ensuring that the academy's Inclusive Behaviour Policy reflects the Trust's values and commitment to equality, inclusion, safeguarding and pupil wellbeing.
- Monitoring the effectiveness of this policy and holding school leaders to account for its implementation.
- Seeking assurance that behaviour practices are fair, consistent, inclusive and support positive outcomes for all pupils.
- Monitoring behaviour and exclusion data to ensure that no group of pupils is disproportionately affected and that appropriate action is taken where disparities are identified.
- Supporting a culture where positive relationships, restorative approaches and pupil wellbeing are central to behaviour practice.

5.2 The Headteacher

The headteacher is responsible for: -

- Reviewing and implementing this Inclusive Behaviour Policy and ensuring that it reflects current legislation, guidance and best practice.
- Promoting a positive, inclusive and respectful school culture in which all pupils feel safe, valued, supported and able to succeed.
- Ensuring that behaviour is understood as a form of communication and that staff seek to understand and respond to the underlying needs behind behaviour where appropriate.
- Ensuring that staff use consistent, relational and restorative approaches to support pupils in making positive behaviour choices and repairing relationships when difficulties arise.
- Establishing clear routines, expectations and systems that promote positive behaviour, wellbeing and successful learning for all pupils.
- Ensuring that behaviour support is delivered fairly, consistently and equitably, whilst recognising the individual needs, circumstances and developmental stages of pupils.
- Supporting staff to understand the impact of special educational needs and disabilities (SEND), social, emotional and mental health needs (SEMH), trauma and adverse childhood experiences on behaviour.
- Providing high-quality induction, professional development and ongoing guidance so that all staff can effectively promote positive behaviour and inclusion.
- Ensuring that this policy operates alongside the academy's safeguarding, SEND, attendance and equality policies so that pupils receive coordinated and appropriate support.
- Monitoring behaviour, rewards, consequences and intervention data regularly to evaluate the effectiveness of the policy and identify any disproportionality affecting particular groups of pupils.

- Working collaboratively with pupils, parents, carers, staff and external agencies to ensure that pupils receive the support needed to thrive academically, socially and emotionally.

5.3 Staff

Staff are responsible for: -

All staff are responsible for:

- Creating a safe, calm, inclusive and nurturing environment where all pupils feel valued, respected and able to learn.
- Establishing and maintaining clear expectations, routines and boundaries that support pupils to make positive behaviour choices and develop self-regulation.
- Promoting the academy's values through positive relationships, consistent practice and everyday interactions with pupils.
- Implementing this policy consistently, fairly and equitably, while recognising and responding to individual needs and circumstances.
- Modelling respectful, positive and professional behaviour and fostering a culture of kindness, inclusion and mutual respect.
- Understanding that behaviour can be a form of communication and seeking to identify and respond appropriately to the underlying needs that may influence behaviour.
- Providing tailored support and reasonable adjustments where required, particularly for pupils with SEND, social, emotional and mental health needs (SEMH), or other identified vulnerabilities.
- Recognising the potential impact of trauma, adverse childhood experiences, neurodiversity, bereavement, family circumstances and other factors on behaviour, and responding with empathy and understanding.
- Reflecting on the impact of their own practice and interactions on pupils, relationships and the wider school culture.
- Using relational, restorative and de-escalation approaches to support pupils in resolving difficulties, repairing relationships and making positive behaviour choices.
- Using positive behaviour management strategies to reduce distress, prevent escalation and minimise the need for restrictive interventions (SRB only).
- Recognising, celebrating and reinforcing positive behaviour, effort, progress and contributions to the school community.
- Recording behaviour incidents, support strategies and interventions accurately and promptly on CPOMS.
- Working in partnership with pupils, families, colleagues and external professionals, where appropriate, to support positive outcomes for pupils.

The Senior Leadership Team (SLT) will support staff in implementing this policy, promoting consistent practice and ensuring that appropriate support and intervention are available for pupils and staff when required.

5.4 Parents and carers

Parents and carers play a vital role in supporting the academy's inclusive and positive behaviour culture. Where possible, they are encouraged to: -

- Familiarise themselves with the academy's Inclusive Behaviour Policy and support its values, expectations and approaches at home.
- Work in partnership with the academy to encourage positive behaviour, wellbeing and engagement in learning.
- Share information about any factors, changes in circumstances or concerns that may affect their child's wellbeing, learning or behaviour.
- Communicate promptly with the academy regarding any concerns about their child's behaviour, relationships or experiences in school.
- Engage positively with support plans, pastoral interventions, review meetings and other strategies designed to support their child.
- Encourage their child to take responsibility for their actions, reflect on their behaviour and repair relationships where appropriate.
- Raise concerns respectfully through the appropriate channels while continuing to work collaboratively with the academy in the best interests of their child.
- Support and promote the academy's values of respect, inclusion, responsibility and aspiration.
- Participate in academy events, activities and opportunities that strengthen the partnership between home and school.

The academy is committed to building strong, positive and trusting relationships with parents and carers. We will work collaboratively with families, keeping them informed of both successes and concerns, and seeking shared solutions that support pupils' wellbeing, personal development and positive behaviour outcomes.

5.5 Pupils

The academy will support pupils to understand: -

- The academy's values and how these contribute to a safe, inclusive and respectful community.
- The behaviour expectations, routines and boundaries that help everyone to learn, feel safe and succeed.
- How positive behaviour choices contribute to their own wellbeing, learning and the wellbeing of others.
- The importance of treating others with kindness, respect and consideration.
- The recognition, praise and rewards that celebrate positive behaviour, effort and achievement.
- How restorative approaches can help to resolve conflict, repair relationships and restore trust when difficulties arise.
- The range of pastoral, emotional and learning support available to help them succeed.
- The support, intervention and consequences that may be used when behaviour choices have a negative impact on themselves or others.
- Their rights, responsibilities and role in contributing positively to academy life.

Pupils will be supported to: -

- Develop self-awareness, self-regulation and an understanding of how their behaviour affects themselves and others.
- Take increasing responsibility for their behaviour choices and actions.
- Reflect on their experiences, learn from mistakes and repair relationships where appropriate.
- Meet the academy's behaviour expectations through encouragement, guidance and appropriate support.
- Develop an understanding of the academy's Inclusive Behaviour Policy, values and restorative approaches.
- Express their views, feelings and concerns in a safe and supportive environment.
- Build the confidence, resilience and social skills needed to participate positively in school life.

Pupil voice is an important part of our inclusive approach. Pupils will be encouraged to provide feedback on the support, interventions and strategies they receive. Their views will be considered when planning and reviewing support, helping to ensure that provision is responsive to individual needs and promotes positive outcomes for all pupils.

6. School behaviour curriculum

We are committed to providing a safe, nurturing, inclusive and respectful environment where every pupil feels that they belong, are valued as individuals and can achieve their full potential. We believe that positive behaviour is fundamental to pupils' learning, wellbeing and personal development and is developed through positive relationships, explicit teaching, high expectations and appropriate support.

We recognise that behaviour is a form of communication and that pupils' behaviour may be influenced by a range of factors, including their developmental stage, experiences, social, emotional and mental health needs, special educational needs and disabilities (SEND), and individual circumstances. Through a relational and restorative approach, we work to understand and respond to pupils' needs while maintaining clear expectations that support the wellbeing, safety and learning of all members of the academy community.

Where appropriate, reasonable adjustments, personalised support and targeted interventions will be implemented to enable all pupils to access the behaviour curriculum successfully and to make positive behaviour choices.

The behaviour curriculum explicitly teaches pupils the behaviours, routines and conduct required for successful participation in academy life. Pupils are taught what positive behaviour looks like in different contexts, including the classroom, around the school site, during social times, during educational visits, online and within the wider community.

This includes teaching pupils how to: -

- enter and leave learning environments calmly and respectfully;
- listen attentively and respond appropriately to adults and peers;
- work cooperatively and respectfully with others;
- move around the academy safely and responsibly;
- resolve disagreements constructively;
- manage feelings and seek support appropriately;
- demonstrate respect for others, property and the environment;
- use online technology safely and responsibly;
- uphold the academy values in all aspects of academy life.

The following approaches are used:

- **Relationships, Sex and Health Education (RSHE) Curriculum -** through the RSHE curriculum, pupils are explicitly taught the knowledge, skills and understanding needed to develop healthy relationships, emotional literacy, self-regulation, empathy, respect and responsible decision-making.
- **Academy values -** our values provide the foundation for behaviour expectations and help pupils understand how they can contribute positively to the academy community.
- **Restorative Approaches (Appendix 1) -** Restorative Approaches support pupils to understand the impact of their actions, repair relationships, resolve conflict and strengthen their sense of belonging within the academy community.
- **THRIVE (Appendix 2) -** THRIVE supports pupils' emotional development by helping them to build resilience, develop self-awareness and self-regulation skills, and understand their emotions and behaviour.

<u>Class expectations</u>

As part of the RSHE curriculum, each class develops a shared set of class expectations at the beginning of the academic year.

Pupils are actively involved in creating these expectations, ensuring that they understand the behaviours, attitudes and values that help everyone feel safe, respected, included and ready to learn. This process promotes ownership, responsibility and a shared commitment to maintaining a positive learning environment.

Class expectations are displayed prominently within classrooms and are regularly revisited, reflected upon and adapted where appropriate throughout the year.

<u>Positive relationships and support</u>

Positive behaviour is promoted through strong relationships, consistency, encouragement and support. Staff foster positive behaviour by: -

- Building warm, trusting and respectful relationships with pupils;
- Greeting pupils positively each day, including through morning circles and check-ins;
- Creating safe, predictable and inclusive learning environments;
- Establishing and maintaining clear routines and expectations;
- Teaching emotional literacy, self-awareness and self-regulation skills;
- Supporting pupils to develop problem-solving, communication and friendship skills;
- Recognising that behaviour may communicate an unmet need and responding with curiosity, empathy and appropriate support;
- Recognising, reinforcing and celebrating positive behaviour, effort and achievement;
- Providing opportunities for reflection, appreciation and celebration, including compliments circles;
- Using restorative conversations and approaches to repair relationships and resolve difficulties;
- Offering fresh starts and opportunities to learn from mistakes;
- Responding consistently and proportionately to behaviour that impacts learning, wellbeing or safety;
- Working collaboratively with families and other professionals where additional support is required.

<u>Academy values</u>

Our five core values guide behaviour, relationships, decision-making and personal development throughout academy life:

- Curiosity
- Co-operation
- Ambition
- Resilience
- Respect



These values help pupils understand how their actions contribute to a positive, inclusive and successful community and support them in becoming responsible, confident and compassionate individuals.

Each value is represented by a character and is explicitly taught through age-appropriate stories, learning experiences and opportunities for reflection. A particular value is highlighted each week, encouraging pupils to apply and demonstrate the value across all aspects of academy life.

Further information can be found here: -
https://primarysite-prod-sorted.s3.amazonaws.com/reffley-academy/UploadedDocument/c63dce31-53ac-4918-897e-0b65ca0f9fe6/reffley-values.pdf

Celebrating positive behaviour

We believe that positive behaviour should be recognised, valued and celebrated.

Pupils who demonstrate positive behaviour choices, exemplify academy values, show kindness, resilience, cooperation, responsibility and commitment to learning are recognised through a range of praise and recognition systems, including: -

- Verbal praise;
- Stickers and rewards;
- Certificates;
- Celebration assemblies;
- ClassDojo (www.classdojo.com);
- Other age-appropriate recognition opportunities.

These approaches reinforce positive attitudes, strengthen self-esteem, promote belonging and encourage pupils to continue making positive contributions to the academy community.

Parents and carers are kept informed of achievements through ClassDojo and other communication systems, helping to strengthen the partnership between home and school.

Pupils' responsibilities

All pupils are encouraged and supported to: -

- Demonstrate the academy values in their words and actions;
- Show kindness, respect and consideration towards others;
- Contribute positively to an inclusive learning environment where everyone feels safe and able to succeed;
- Take increasing responsibility for their behaviour choices and actions;
- Engage positively with learning and academy life;
- Move around the academy safely and respectfully;
- Care for the academy environment, resources and property;
- Follow academy expectations, routines and uniform requirements;
- Reflect on their behaviour and repair relationships when difficulties arise;
- Seek help and support when needed;
- Behave responsibly both within and beyond the academy, including when using online platforms and social media.

We recognise that pupils develop at different rates and may require varying levels of support to meet these expectations. Where appropriate, reasonable adjustments, personalised strategies and additional support will be provided to ensure that every pupil can successfully access, understand and engage with the behaviour curriculum while maintaining the safety, wellbeing and learning of all members of the academy community.

6.1 Mobile phones

Mobile phones are not used on school grounds. Please refer to the Trust's Mobile Phone Policy for further details.

7. Responding to behaviour

We recognise that pupils may require different levels and types of support to help them meet behaviour expectations. Our approach to responding to behaviour is inclusive, relational and restorative, seeking to understand the reasons behind behaviour and provide appropriate support while maintaining the safety, wellbeing and learning of all members of the academy community.

When behaviour indicates that a pupil may need additional support, staff will work collaboratively with the pupil, parents/carers and, where appropriate, external professionals to identify barriers and implement suitable strategies and interventions.

Support may include:

- Restorative approaches and restorative conversations;
- Additional adult support, including support from teaching assistants;
- Check-ins, mentoring or pastoral support;
- Short-term behaviour support plans;
- Individual positive behaviour plans and personalised strategies;
- Adaptations to routines, provision or timetables where appropriate;
- Support from the Specialist Resource Base (SRB);
- THRIVE-informed interventions;
- Use of Norfolk STEPs (see Appendix 4);
- Assessment and support from external agencies through a multi-agency approach where required.

Any support provided will be tailored to the pupil's individual needs and regularly reviewed to ensure it remains effective and promotes positive outcomes.

Responding to conflict

We recognise that conflict can occur as part of children's social and emotional development. Pupils will be supported to resolve disagreements respectfully, develop empathy and understand the impact of their actions on others.

Where appropriate:

- Restorative conversations and restorative circles will be used to help pupils express their views, listen to others, repair relationships and find positive ways forward.
- Restorative circles may be facilitated by trained adults and/or pupil mediators.
- Pupils will be encouraged to reflect on their behaviour, take responsibility for their actions and contribute to repairing any harm caused.

Bullying, harassment and discrimination

The academy is committed to ensuring that all pupils feel safe, respected and included. Any incidents of bullying, harassment, prejudice or discrimination will be taken seriously and responded to promptly, fairly and appropriately.

Such incidents will be investigated and addressed in accordance with the academy's Anti-Bullying Strategy (Appendix 5), with support provided for all pupils involved and a focus on restoring safety, wellbeing and positive relationships wherever appropriate.

7.1 Classroom management

Teaching and support staff play a vital role in creating a positive, inclusive and nurturing learning environment where all pupils feel safe, valued and able to succeed. Through consistent practice, positive relationships and high expectations, staff support pupils to develop self-regulation, resilience, responsibility and respect for others.

Staff will: -

- Create and maintain engaging, inclusive and well-organised learning environments that encourage participation, curiosity and a positive attitude to learning.
- Establish warm, respectful and trusting relationships with pupils, built on consistency, empathy and mutual respect.
- Promote a sense of belonging where every pupil feels welcomed, included and valued within the classroom community.
- Teach, model and reinforce the academy's behaviour expectations, routines and values.
- Support pupils to understand and develop positive behaviour choices through discussion, reflection and encouragement.
- Recognise and celebrate positive behaviour, effort, progress and achievement.
- Use praise and positive reinforcement to encourage confidence, motivation and success.
- Provide clear, predictable routines and expectations that enable pupils to feel safe and ready to learn.
- Use relational and restorative approaches to support pupils in resolving difficulties, reflecting on their actions and repairing relationships where appropriate.
- Respond to behaviour consistently, fairly and proportionately, while recognising individual needs, circumstances and developmental differences.
- Provide appropriate scaffolding, reasonable adjustments and support strategies to enable all pupils to access learning and meet behaviour expectations successfully.
- Encourage pupil voice, helping pupils to express their views, feelings and needs appropriately.
- Promote emotional literacy, self-awareness and self-regulation skills as part of everyday classroom practice.
- End each day and learning session positively, recognising successes and supporting pupils to make a fresh start when needed.

Positive relationships may be developed through: -

- Welcoming pupils at the start of the day and lessons;

- Regular check-ins, morning meetings or circles;
- Establishing and revisiting shared classroom expectations;
- Recognising and celebrating positive behaviour choices;
- Embedding the academy values into daily learning and interactions;
- Using praise, encouragement and positive reinforcement;
- Supporting pupils to reflect on and learn from their experiences;
- Facilitating restorative conversations and restorative circles where appropriate to resolve conflict and repair relationships.

7.2 Safeguarding

The academy recognises that behaviour can be influenced by a wide range of factors and may sometimes be an indicator that a pupil requires additional support, intervention or protection.

We understand that changes in behaviour, emotional presentation or engagement may reflect unmet needs, adverse experiences, mental health difficulties, safeguarding concerns or other challenges that a pupil may be experiencing.

We also recognise that some pupils may be particularly vulnerable to experiencing difficulties that affect their wellbeing and behaviour, including pupils with special educational needs and disabilities (SEND), neurodivergent pupils, young carers, looked-after and previously looked-after children, pupils who have experienced trauma or bereavement, and those facing other social, emotional or environmental challenges.

When concerns arise regarding a pupil's behaviour, staff will seek to understand the underlying reasons for the behaviour and consider whether it may be linked to a safeguarding concern, unmet need or vulnerability. Responses will be supportive, proportionate and focused on promoting the pupil's safety, wellbeing and positive development.

Where appropriate, the academy will: -

- Provide pastoral, emotional or behavioural support;
- Work in partnership with parents and carers;
- Implement early help strategies and interventions;
- Seek advice and support from external agencies;
- Make referrals to children's social care or other relevant services where required.

The academy is committed to ensuring that safeguarding and behaviour practices work together to support pupils effectively. Any concerns that a pupil may be suffering, or is at risk of suffering, significant harm will be managed in accordance with the academy's Safeguarding and Child Protection Policy.

By taking a proactive and inclusive approach, we aim to ensure that all pupils receive the support they need to feel safe, valued, included and able to thrive within the academy community.

7.3 Responding to good behaviour choices

We believe that positive behaviour should be recognised, valued and celebrated. Recognising positive behaviour helps pupils develop confidence, motivation, self-esteem and a sense of

belonging, while reinforcing the academy values and encouraging positive contributions to our school community.

Staff will regularly acknowledge and celebrate pupils who demonstrate the academy's values, make positive behaviour choices, show resilience, kindness and respect, and contribute positively to learning and relationships. Recognition focuses on encouraging personal growth, effort, responsibility and positive attitudes, helping pupils to understand the impact of their actions on themselves and others.

Positive recognition and rewards will be applied fairly, consistently and inclusively, taking account of pupils' individual strengths, achievements and progress. We recognise that success looks different for different pupils and that personal achievements and improvements are equally important and worthy of celebration.

Positive behaviour may be recognised through:

- Verbal praise and positive feedback;
- Recognition of effort, progress and achievement;
- Communication of successes and achievements with parents and carers through ClassDojo and other communication methods;
- Certificates linked to the academy values;
- Stickers and rewards linked to Wellbeing Passports;
- Celebration in class, assemblies and other academy events;
- Opportunities to share and showcase achievements;
- Positions of responsibility and leadership, such as librarians, Eco Warriors, School Council representatives and Sports Leaders;
- Additional recognition opportunities that promote confidence, belonging and engagement in academy life.

Through positive recognition and celebration, we aim to strengthen our inclusive culture, promote positive relationships and encourage all pupils to develop the behaviours, attitudes and values that enable them to thrive academically, socially and emotionally.

7.4 Responding to behaviour choices that do not meet expectations

When a pupil's behaviour falls below the academy's expected standards, staff will respond in a calm, consistent and supportive manner. Our primary aim is to help pupils understand the impact of their behaviour, repair relationships where appropriate, develop self-regulation skills and successfully re-engage with learning.

We recognise that behaviour is a form of communication and that pupils may require different levels of support to meet behavioural expectations. Staff will seek to understand the factors influencing

behaviour and respond in ways that are proportionate, restorative and focused on positive outcomes.

All responses to behaviour will: -

- Be applied consistently by staff so that pupils understand the link between behaviour choices, support and consequences;
- Maintain a safe, calm and purposeful environment for learning;
- Be consistent, fair and equitable;
- Take account of pupils' age, stage of development, individual circumstances and any identified needs or vulnerabilities;
- Encourage reflection, responsibility and restoration;
- Support pupils to make positive behaviour choices in the future;
- Preserve pupils' dignity and sense of belonging within the academy community.

Staff will use a range of relational and restorative approaches, including de-escalation strategies, planned support and restorative conversations, to prevent behaviour from escalating and to support pupils in regulating their emotions and behaviour.

Where behaviour choices have negatively affected learning, relationships, wellbeing or safety, pupils will be expected to engage with any restorative action or reasonable consequence identified by staff. Consequences will be proportionate to the behaviour, take account of individual circumstances and be designed to support reflection, responsibility and future success.

Where appropriate, staff may use Norfolk STEPs, agreed scripts, prompts and de-escalation techniques to support positive outcomes and reduce the likelihood of distress or conflict. Further guidance can be found in the Policy for the Use of Restrictive Interventions (including reasonable force and seclusion).

<u>Graduated response to behaviour</u>

Where behaviour requires additional intervention, staff may use the following graduated approach:

1) Reminder and redirection - a calm and supportive reminder of expectations, routines or agreed behaviours.
2) Restorative conversation - an opportunity for the pupil to reflect on their behaviour, consider its impact and discuss ways to make positive choices moving forward.
3) Supported reflection within the classroom - time and support to regulate, reflect and prepare to re-engage positively with learning.
4) Additional reflection or support - a short period of supported reflection during break or lunchtime with the class teacher or teaching assistant where appropriate.
5) Temporary support in an alternative classroom - a short period working in another classroom to provide space, support and an opportunity to reset before returning to learning.
6) Key Stage Leader involvement - support from a Key Stage Leader to help identify barriers and agree strategies for success.
7) Pastoral or Inclusion Team support - referral to the Pastoral Support Team, Inclusion Team or Headteacher to explore additional support, interventions or personalised strategies. Parents and carers will be informed at this stage.

8) Partnership with parents and carers - where concerns are ongoing, parents and carers will be invited to work collaboratively with the academy to identify needs, review support and plan next steps.
9) Monitoring and targeted support - behaviour incidents and support strategies will be recorded on CPOMS and reviewed by relevant staff to identify patterns, underlying needs and any further support required.
10) Enhanced intervention - in some circumstances, additional support measures, personalised plans, internal suspension, support from external agencies or other appropriate interventions may be considered.

Part time timetable

All schools have a statutory duty to provide full-time education for all pupils and we are committed to every child's right to a suitable, full-time education offer. In very exceptional circumstances, we may decide to implement a temporary, reduced timetable where a pupil's individual needs indicate they cannot currently access a full-time education and it would not be in their best interest to do so. We will not use a part-time timetable to manage a pupil's behaviour. A part-time timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. We will never put a part-time timetable in place without written agreement from parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil where it is safe to do so; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family.

Part-time timetables will only be used as a short-term intervention and will be subject to regular review. Any arrangement must support the child's educational progress, wellbeing and welfare and must not result in the child being left without appropriate education, supervision or safeguarding support during school hours.

In line with Norfolk County Council guidance, we will notify the Attendance Team of all part-time timetables as soon as a plan has been agreed.

Serious behaviour incidents

Behaviour that significantly impacts the safety, wellbeing, dignity or learning of others will be referred immediately to the Headteacher or a member of the Senior Leadership Team.

In these circumstances: -

- Appropriate action will be taken to ensure the safety and wellbeing of all involved;
- Parents and carers will be informed;
- Restorative processes will be used where appropriate;
- Additional support, interventions or consequences may be implemented in line with this policy.

Suspensions and permanent exclusions

Suspension and permanent exclusion are measures used only in exceptional circumstances where serious behaviour incidents or repeated breaches of the policy require such action. Decisions will be made in accordance with statutory guidance and after careful consideration of all relevant circumstances, including the support and reasonable adjustments that have been provided.

Individual support and equity

We recognise that pupils have differing needs and circumstances. As a result, responses to behaviour will not always be identical but will be equitable, proportionate and tailored where appropriate. Staff will consider any factors that may have contributed to the behaviour, including SEND, neurodiversity, social, emotional and mental health needs, safeguarding concerns, trauma or other vulnerabilities.

When deciding on next steps, staff will balance the needs of the individual pupil with the wellbeing, safety and learning of the wider academy community. Our focus will always be on supporting pupils to learn, grow, repair relationships and successfully participate in academy life.

7.5 Restrictive interventions, including the use of reasonable force

The academy is committed to creating a safe, inclusive and supportive environment where positive relationships, proactive support and effective de-escalation strategies reduce the likelihood of behaviour reaching crisis point.

We recognise that behaviour is a form of communication and that some pupils may experience periods of heightened distress, anxiety or dysregulation. Our approach prioritises understanding the reasons behind behaviour and using relational, restorative and preventative strategies to support pupils in regulating their emotions and behaviour.

Restrictive interventions are only considered when there is an immediate risk of harm and when other preventative and de-escalation approaches have been unsuccessful or are not appropriate in the circumstances. The academy is committed to minimising the use of restrictive interventions wherever possible.

Restrictive interventions refer to interventions that prevent, restrict or reduce a pupil's movement, liberty or freedom to act independently. They may include physical and non-physical strategies used to maintain the safety of the pupil and others.

All staff understand that restrictive interventions can have an emotional and physical impact on pupils and should only be used when absolutely necessary, proportionate and lawful.

7.5.1 Reasonable force

The academy recognises that all members of staff have a legal power to use reasonable force in accordance with current legislation and Department for Education guidance.

Reasonable force may only be used when necessary to prevent a pupil from: -

- Causing injury to themselves;
- Causing injury to another person;
- Committing a criminal offence;
- Causing serious damage to property;
- Creating serious disorder that places themselves or others at risk.

Any use of reasonable force must: -

- Be a measure of last resort after appropriate preventative and de-escalation strategies have been considered or attempted, where it is safe to do so;

- Be reasonable, proportionate and necessary in the circumstances;
- Use the minimum force required for the shortest possible time;
- Be carried out in a manner that preserves the safety, dignity, wellbeing and rights of everyone involved;
- Be responsive to the individual needs, age, understanding and circumstances of the pupil;
- Cease immediately when the risk of harm has reduced and it is safe to do so;
- Be recorded, reported and reviewed in accordance with academy procedures.

Reasonable force must never: -

- Be used as a punishment, sanction or response to non-compliance alone;
- Intentionally inflict pain, humiliation, intimidation or distress;
- Restrict a pupil's airway, breathing or circulation, including through pressure to the neck, chest, throat or abdomen, or by covering the mouth or nose;
- Be used in a way that places a pupil at unnecessary risk of physical or emotional harm;
- Be used beyond the level required to manage the immediate risk.

When making decisions about the use of reasonable force, staff will carefully consider any known vulnerabilities, including: -

- Special Educational Needs and Disabilities (SEND);
- Neurodiversity;
- Social, emotional and mental health needs (SEMH);
- Medical conditions;
- Trauma, adverse childhood experiences or safeguarding concerns;
- Communication difficulties and developmental needs.

Following any restrictive intervention, appropriate restorative and supportive actions will be taken. This may include debriefing with the pupil, staff and parents/carers, reviewing support plans, identifying any learning from the incident and considering whether additional strategies or reasonable adjustments are required to help prevent future incidents.

Further guidance can be found in the academy's Policy for the Use of Restrictive Interventions (including reasonable force and seclusion).

7.5.2 Seclusion

The academy will only use seclusion where it is permitted within the academy's Restrictive Intervention Policy and in accordance with Norfolk STEPS guidance, statutory guidance and legal requirements. Seclusion will never be used as a planned behavioural consequence, disciplinary sanction or means of securing compliance.

Seclusion is a restrictive intervention that involves preventing a pupil from leaving a space for a limited period of time in order to manage an immediate and significant risk of harm to themselves or others.

The academy is committed to using proactive, relational and de-escalation strategies to reduce the likelihood of situations reaching crisis point. Seclusion will only be considered in exceptional

circumstances where there is an immediate risk to safety and where other supportive strategies have been unsuccessful or are not appropriate in the circumstances.

Seclusion is a safety measure and not a disciplinary sanction. It will never be used as a punishment, threat, consequence for non-compliance, or response to behaviour that does not present an immediate risk of harm.

Where seclusion is necessary: -

- The pupil will be supported in a safe, calm and appropriate environment that protects their dignity and wellbeing.
- The environment used will be suitable, safe and free from any features that may cause distress, intimidation or harm.
- The pupil will be continuously supervised by a suitably trained member of staff.
- Wherever possible, support will be provided by adults who know the pupil well and with whom the pupil has an established positive relationship.
- Staff will continue to use calming, supportive and de-escalation strategies throughout the intervention.
- The pupil's physical and emotional wellbeing will be monitored at all times.
- Seclusion will last only for the shortest time necessary to reduce the immediate risk of harm.

As soon as it is safe to do so, the pupil will be supported to leave the seclusion area and reintegrate into the school environment.

Following any incident involving seclusion: -

- The incident will be recorded and reviewed in accordance with academy procedures.
- Parents or carers will be informed.
- A restorative and supportive debrief will take place with the pupil and relevant staff, where appropriate.
- Consideration will be given to whether additional support, reasonable adjustments, risk assessments or behaviour support strategies are required to reduce the likelihood of future incidents.

The use of seclusion will always be lawful, necessary, proportionate and in the best interests of maintaining the safety and wellbeing of all members of the academy community.

7.5.3. Recording and reporting requirements

The academy is committed to ensuring that all restrictive interventions are transparent, accountable and subject to careful review. Accurate recording and reporting support the safeguarding, wellbeing and rights of pupils, help identify patterns and triggers, and inform future planning to reduce the need for restrictive interventions.

In line with legal requirements and academy procedures, staff must record and report all: -

- Significant incidents involving the use of reasonable force;
- Seclusion incidents;
- Physical restraint incidents;
- Any other restrictive intervention that has been used to manage an immediate risk of harm.

Records should be completed as soon as possible following the incident and should include: -

- The circumstances leading up to the incident;
- The nature of the risk presented;
- Strategies used to prevent escalation, including de-escalation and restorative approaches;
- Details of the intervention used;
- The duration of the intervention;
- The outcome of the incident;
- Any injuries, concerns or safeguarding considerations;
- Actions taken following the incident, including communication with parents/carers and any support provided to the pupil.

All incidents involving restrictive intervention will be reviewed by appropriate leaders to ensure that:

- The intervention was lawful, necessary, reasonable and proportionate;
- The pupil's safety, dignity and wellbeing were maintained;
- Any safeguarding concerns are identified and acted upon;
- Lessons can be learned to reduce the likelihood of similar incidents occurring in the future;
- Appropriate support, reasonable adjustments and interventions are in place for the pupil.

Parents and carers will be informed of incidents involving restrictive intervention in accordance with academy procedures.

The academy will monitor and analyse records of restrictive interventions to identify trends, evaluate the effectiveness of support strategies and ensure that practice remains consistent with the academy's inclusive values, safeguarding responsibilities and commitment to minimising the use of restrictive interventions.

Further guidance can be found in the academy's Policy for the Use of Restrictive Interventions (including reasonable force and seclusion).

7.6 Searching, screening and confiscation

The academy follows current Department for Education guidance on searching, screening and confiscation (latest guidance on searching, screening and confiscation). We are committed to ensuring that any search is conducted lawfully, sensitively and respectfully, with the safety, wellbeing and dignity of pupils at the centre of decision-making.

Our preference is always to resolve concerns through positive relationships, communication and cooperation. Searches will only be undertaken when necessary and where there are reasonable grounds to believe that a pupil may be in possession of a prohibited item or an item that may pose a risk to the safety, wellbeing or good order of the academy community.

Confiscation

Any prohibited item identified in this policy that is found in a pupil's possession will be confiscated and managed in accordance with statutory guidance. Such items will not normally be returned to the pupil.

The academy may also confiscate other items where there are reasonable grounds to believe that the item:

- Presents a risk to the safety or wellbeing of the pupil or others;
- Is being used in a way that disrupts learning or the orderly running of the academy;
- Is prohibited under academy rules.

Where appropriate, confiscated items may be returned following discussion with senior leaders and parents/carers.

Searching a pupil

Searches will only be conducted by the Headteacher or a member of staff authorised by the Headteacher.

Staff will always seek to preserve the dignity, privacy and wellbeing of the pupil and will consider any individual needs, vulnerabilities or safeguarding concerns before undertaking a search.

Where possible:

- The member of staff conducting the search will be the same sex as the pupil;
- Another member of staff will be present as a witness;
- The search will take place in an appropriate location away from other pupils.

In exceptional circumstances, a search may be undertaken by a member of staff of a different sex and/or without a witness where the member of staff reasonably believes that there is a risk of serious harm if the search is not carried out immediately and it is not reasonably practicable to comply with the usual requirements.

Where a search takes place without a witness, the member of staff will report the matter immediately to a senior leader and ensure that a written record is completed.

If a search is considered necessary but is not urgent, staff will seek advice from the Headteacher, Designated Safeguarding Lead (DSL) or Deputy DSL before proceeding wherever possible.

A search may be conducted where: -

- There are reasonable grounds to suspect that a pupil possesses a prohibited item; or
- The pupil has agreed to the search.

Before a search takes place, staff will, where appropriate: -

- Explain the reasons for the search;
- Explain what the search will involve;
- Explain where the search will take place;
- Give the pupil the opportunity to ask questions;

- Seek the pupil's cooperation;
- Consider any safeguarding, SEND, communication or wellbeing needs.

If a pupil does not cooperate, staff will carefully consider the circumstances, including any safeguarding concerns, before determining appropriate next steps. Advice may be sought from senior leaders and the DSL.

Where permitted by law, reasonable force may only be used to conduct a search for prohibited items where it is necessary, reasonable and proportionate to do so and where the legal conditions for its use are met.

Staff may search: -
- Outer clothing;
- Pockets;
- Bags;
- Personal possessions;
- Desks, drawers or other academy property used by the pupil.

For the purposes of a search, outer clothing includes items such as coats, jumpers, hats, scarves, gloves, shoes and boots.

Searching pupils' possessions

A pupil's possessions may be searched where: -
- The pupil has agreed to the search; or
- There are reasonable grounds to suspect that the pupil possesses a prohibited item or another item for which a search is permitted under legislation or academy rules.

Where possible, searches of possessions will take place in the presence of the pupil and another member of staff.

In exceptional circumstances involving an immediate risk of serious harm, a search may be undertaken by a single authorised member of staff where it is not reasonably practicable to secure the presence of another adult.

Informing the Designated Safeguarding Lead (DSL)

The member of staff conducting the search will inform the DSL, or Deputy DSL, without delay if: -
- There were reasonable grounds to suspect the presence of a prohibited item;
- A prohibited item is found;
- The search raises a safeguarding concern;
- The circumstances suggest that the pupil may be at risk of harm or require additional support.

All searches for prohibited items, including those where no item is found, will be recorded in the academy's safeguarding and recording systems.

Informing parents and carers

The academy values positive partnership working with parents and carers.

Parents/carers will be informed as soon as reasonably practicable following any search for a prohibited item. Information shared will normally include: -

- The reason for the search;
- What was found, if anything;
- Any items that have been confiscated;
- Any actions taken by the academy;
- Any support that will be provided to the pupil.

Support following a search

Following any search, the academy will consider whether the circumstances indicate that the pupil may require additional support, intervention or safeguarding assessment.

Staff will reflect on: -

- The reasons that led to the search;
- Any wellbeing, pastoral or emotional support needs;
- Whether there are indicators of vulnerability, exploitation, bullying, abuse or other safeguarding concerns;
- Whether reasonable adjustments, targeted support or further interventions may be required.

Where appropriate, staff will consult with the DSL and follow the academy's Safeguarding incorporating Child Protection Policy. Support may include pastoral intervention, family support, early help services or referral to external agencies where necessary.

Our aim is not only to manage immediate risk but also to understand and address any underlying needs so that pupils feel safe, supported and able to thrive.

Strip searches

School staff do not have the power to carry out strip searches.

A strip search, involving the removal of more than outer clothing, may only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) and relevant statutory guidance.

If a strip search is considered necessary, the academy will follow current statutory guidance and safeguarding procedures, ensuring that the welfare, dignity and rights of the pupil remain paramount throughout the process.

7.7 Child-on-child abuse

The academy is committed to fostering a safe, inclusive and respectful environment where all pupils feel valued, protected and able to thrive.

We recognise that children can sometimes behave in ways that cause harm to their peers. Child-on-child abuse is never acceptable and will always be taken seriously. It will never be dismissed as "banter", "part of growing up", "just having a laugh" or similar expressions, as doing so can lead to harmful behaviours becoming normalised and can prevent pupils from feeling safe and supported.

Child-on-child abuse may include, but is not limited to: -

- Bullying, including cyberbullying;
- Physical abuse;
- Sexual violence and sexual harassment;
- Abuse within intimate personal relationships between children;
- Prejudice-based or discriminatory behaviour;
- Harmful online behaviour;
- Initiation or hazing-type behaviours.

The academy will respond to incidents in a way that prioritises the safety, wellbeing and dignity of all pupils involved. Responses will be proportionate to the circumstances and may include restorative approaches, education, pastoral support, behaviour interventions and safeguarding action where appropriate.
Staff will consider the needs of both the pupil who has experienced harm and the pupil whose behaviour has caused harm, recognising that both may require support and intervention.

Where an incident raises safeguarding concerns, it will be managed in accordance with the academy's Safeguarding and Child Protection Policy. Staff will work closely with the Designated Safeguarding Lead (DSL), parents/carers and external agencies where necessary to ensure that appropriate support and protection are provided.

Further information about preventing and responding to child-on-child abuse can be found in the academy's Safeguarding incorporating Child Protection Policy.

7.8 Behaviour beyond the academy

The academy encourages pupils to demonstrate its values of Curiosity, Co-operation, Ambition, Resilience and Respect in all aspects of their lives, including when they are away from the academy.

The academy may respond to behaviour that occurs outside of school where there is a clear connection to the academy or where the behaviour has an impact on the safety, wellbeing or reputation of members of the academy community.

This may include behaviour when a pupil is:

- Taking part in an academy-organised activity;
- Representing the academy at events or competitions;
- Travelling to or from the academy;
- Wearing academy uniform;
- Otherwise, identifiable as a member of the academy community.

The academy may also respond to behaviour that occurs outside of school where it: -

- Causes harm, or presents a risk of harm, to another pupil or member of the academy community;
- Has a negative impact on the safety, wellbeing or learning of pupils;
- Could adversely affect the orderly running of the academy;
- Brings the academy into disrepute.

When responding to behaviour that occurs beyond the academy, staff will seek to understand the circumstances and provide appropriate support, intervention and education. Responses will be fair, proportionate and consistent with the academy's inclusive ethos, taking account of individual needs, vulnerabilities and any relevant contextual factors.

Where appropriate, the academy will work collaboratively with pupils, parents/carers and external agencies to support positive outcomes and prevent further difficulties.

7.9 Online behaviour

The academy recognises that positive relationships, respect and responsible behaviour extend to online interactions and digital environments.

Pupils are expected to use technology safely, responsibly and respectfully, in ways that reflect the academy's values and contribute to a positive and inclusive community.

The academy may respond to online behaviour where it: -

- Causes harm, distress or risk to another pupil or member of the academy community;
- Involves bullying, harassment, discrimination or abusive behaviour;
- Creates safeguarding concerns;
- Disrupts learning or the orderly running of the academy;
- Negatively affects the wellbeing of pupils;
- Damages the reputation of the academy;
- Involves a pupil who is identifiable as a member of the academy community.

When concerns arise regarding online behaviour, the academy will seek to educate and support pupils in developing safe and responsible online behaviours. Responses may include restorative conversations, pastoral support, educational interventions, work with parents/carers and behaviour support measures where appropriate.

Where online behaviour raises safeguarding concerns, staff will follow the academy's Safeguarding and Child Protection Policy and involve the Designated Safeguarding Lead (DSL) as required.

Our aim is to help pupils develop the knowledge, skills and understanding needed to navigate online environments safely, respectfully and responsibly, both now and in the future.

7.10 Suspected criminal behaviour

The academy is committed to maintaining a safe, respectful and inclusive environment for all pupils and staff. Where behaviour may constitute a criminal offence, the academy will respond promptly, fairly and in accordance with safeguarding responsibilities.

Where there is a concern that a pupil may have engaged in criminal behaviour, senior leaders will undertake an initial assessment of the circumstances and determine whether involvement of the police is appropriate. In doing so, the academy will consider the nature of the incident, the safety and wellbeing of those involved, and any safeguarding concerns.

Where appropriate, the academy will: -

- Seek to establish the facts in a fair and proportionate manner;
- Preserve any relevant evidence;
- Consider the needs, age, understanding and individual circumstances of the pupil;
- Take account of any known vulnerabilities, SEND, social, emotional or mental health needs, or safeguarding concerns;
- Work in partnership with parents/carers and relevant agencies, where appropriate.

Where a decision is made to involve the police, the Headteacher, or an authorised senior leader acting on their behalf, will make the referral.

The academy will cooperate fully with any police investigation and will ensure that its own actions do not compromise any external enquiries. Subject to police advice, the academy may continue to investigate and respond to behaviour under this policy where it is appropriate to do so.

Where criminal behaviour raises safeguarding concerns, the Designated Safeguarding Lead (DSL) will consider whether additional safeguarding action is required, including consultation with Children's Social Care, Early Help services or other relevant agencies.

The academy will seek to ensure that any response is proportionate, supports accountability and learning, and promotes positive outcomes for all pupils involved.

7.11 Responding to sexual harassment and sexual violence

The academy maintains a zero-tolerance approach to sexual violence, sexual harassment and harmful sexual behaviour. Such behaviour is never acceptable, will never be dismissed as banter, teasing, part of growing up or harmless behaviour, and will always be taken seriously.

We are committed to creating a culture where all pupils feel safe, respected, listened to and supported. Pupils are encouraged to speak to a trusted adult if they experience, witness or have concerns about behaviour that makes them feel unsafe or uncomfortable, regardless of how serious they believe it to be.

All reports of sexual harassment, sexual violence or harmful sexual behaviour will be responded to promptly, sensitively and in line with safeguarding procedures.

The academy's response will be: -

- Child-centred;
- Proportionate;
- Supportive;
- Respectful;
- Trauma-informed where appropriate;
- Based on the individual circumstances of the case.

When responding to concerns, the academy will carefully consider the needs, safety and wellbeing of everyone involved. Support will be provided for any pupil who has experienced harm, as well as for any pupil whose behaviour has caused harm, where appropriate.

In accordance with safeguarding guidance, the academy may: -

- Undertake risk assessments where necessary;
- Implement measures to safeguard pupils and manage risk;
- Provide pastoral, emotional and educational support;
- Work in partnership with parents/carers and external agencies;
- Refer to Early Help services;
- Refer concerns to Children's Social Care;
- Report matters to the police where appropriate.

All incidents will be managed in accordance with the academy's Safeguarding and Child Protection Policy and current statutory guidance.

7.12 Allegations made by pupils

The academy recognises that all allegations and concerns raised by pupils must be taken seriously and investigated fairly, sensitively and in accordance with safeguarding procedures.

No pupil will be discouraged from reporting concerns about the behaviour of another pupil or an adult. The academy promotes a culture where pupils feel safe to speak up and know that they will be listened to and supported.

Where an allegation is made against a member of staff or another pupil, the academy will investigate the matter in accordance with the academy's Safeguarding and Child Protection Policy, seeking advice from the Local Authority Designated Officer (LADO) or other relevant agencies where required.

In rare circumstances, where an allegation is determined, following appropriate investigation, to have been deliberately false or malicious, the academy will consider the most appropriate response. Any response will take account of the age, understanding, needs and circumstances of the pupil concerned and will be consistent with the academy's inclusive and restorative approach.

The academy recognises that in some cases a false allegation may indicate that a pupil is experiencing difficulties, distress, unmet needs or safeguarding concerns. Where appropriate, further assessment and support will be provided, which may include: -

- Pastoral support;
- Early Help intervention;
- Referral to Children's Social Care;
- Support from external agencies.

The academy will also ensure that appropriate support is offered to any pupil or member of staff who is the subject of an allegation, recognising the potential emotional impact that such situations may have.

Our approach is guided by the principles of fairness, inclusion, safeguarding and wellbeing, ensuring that all pupils are supported to learn from experiences, repair relationships where appropriate and remain fully included within academy life wherever possible.

8. Serious consequences and enhanced support

The academy is committed to supporting all pupils to remain engaged in learning and included within the school community. In some circumstances, where behaviour significantly impacts the safety, wellbeing or learning of others, additional measures may be required to restore a calm environment and provide appropriate support.

Any response will be fair, proportionate and take account of the pupil's individual needs, circumstances and vulnerabilities, while balancing the needs of the wider academy community.

8.1 Reflection time

At Reffley Academy, we do not use after-school detentions.

Where appropriate, pupils may be supported to take part in a period of reflection during break or lunchtime. Reflection time is intended to help pupils: -

- Consider the impact of their behaviour choices;
- Reflect on how situations could be handled differently in the future;
- Engage in restorative conversations where appropriate;
- Prepare to return successfully to learning and positive relationships.

Reflection opportunities will be supervised by an adult and used in a manner that supports learning, responsibility and personal development.

8.2 Temporary removal from the classroom

In some situations, it may be necessary for a pupil to spend a short period of time in another classroom or supervised learning space.

A removal from the classroom is not intended to be a punitive measure in itself. It is a supportive intervention used to restore a calm learning environment, maintain safety, prevent disruption from escalating or provide a pupil with an opportunity to regulate and successfully re-engage with learning. Any removal will be for the shortest reasonable time necessary and will be reviewed by staff.

This approach may be used where a pupil's behaviour is preventing learning, affecting the safety or wellbeing of others, or where a pupil requires time and support to regulate before returning to class successfully.

Any removal from the classroom will: -

- Be lawful, reasonable and proportionate;
- Be used only for the shortest time necessary;
- Be accompanied by appropriate support and supervision;
- Enable the pupil to continue learning where possible;
- Preserve the pupil's dignity and sense of belonging;
- Be followed by support to help the pupil reintegrate successfully.

A temporary removal may be used to: -

- Restore a calm, safe and purposeful learning environment;

- Allow teaching and learning to continue effectively for all pupils;
- Provide a pupil with space, time and support to regulate their emotions and behaviour;
- Facilitate restorative conversations and planning for a successful return to class.

Pupils will continue to receive meaningful educational provision during any period spent away from their usual classroom.

Where appropriate, parents/carers will be informed of removals from the classroom, particularly where removals are repeated or form part of a wider pattern of behaviour.

Pupils will be reintegrated into their class as soon as it is appropriate and safe to do so. Staff will work with the pupil and, where appropriate, parents/carers to identify strategies and support that promote successful reintegration and future success.

Where a pupil experiences repeated removals from class, the academy will review the support available to them and consider additional interventions, such as: -

- Targeted pastoral support;
- Support from teaching assistants or key adults;
- THRIVE-informed interventions;
- Individual behaviour support plans;
- Personalised strategies or reasonable adjustments;
- Assessment of unmet needs;
- Multi-agency involvement where appropriate;
- Support from specialist services.

All classroom removals will be recorded on CPOMS and monitored by leaders to identify patterns, evaluate support strategies and ensure that practice is fair, proportionate and inclusive.

8.3 Managed Moves

A managed move is a voluntary agreement between schools, parents/carers and the pupil to transfer a pupil to another educational setting where this is considered to be in the pupil's best interests. The purpose of a managed move is to provide a fresh start and additional support to help a pupil successfully engage with education and avoid permanent exclusion wherever possible.

A managed move may be considered where: -

- A pupil's behaviour has been persistently challenging despite a range of support strategies and interventions being implemented;
- Relationships have broken down to the extent that a fresh start may be beneficial;
- The academy believes an alternative educational setting may be better placed to meet the pupil's needs;
- Permanent exclusion is being considered and a managed move is identified as a suitable alternative.

Managed moves will only be considered following discussion with parents/carers, the pupil (where appropriate), the receiving school and any relevant professionals involved with the child or family.

The academy will ensure that parents/carers are fully informed throughout the process and that their views are taken into account.

Before any managed move is agreed: -

- Evidence of support and intervention already provided will be reviewed;
- The views of the pupil and parents/carers will be sought;
- Appropriate transition and support arrangements will be planned;
- The receiving school will confirm that it is willing to participate in the managed move.

Managed moves are intended to be supportive, planned interventions and will not be used as a means of informally excluding a pupil from the academy. The welfare, safeguarding, educational needs and best interests of the pupil will remain central throughout the process.

8.4 Suspension and permanent exclusion

Reffley Academy is committed to creating an inclusive environment where every pupil is supported to succeed, belong and thrive. We recognise that behaviour may at times be influenced by a pupil's individual circumstances, additional needs, experiences or vulnerabilities. Our approach is therefore centred on understanding, support, partnership with families and the removal of barriers to learning wherever possible.

Suspension and permanent exclusion are serious sanctions and will only be used when all reasonable and appropriate support strategies have been considered, or where there has been a serious incident that requires an immediate response to protect the safety, wellbeing and education of others.

The academy recognises that maintaining a safe, calm and purposeful environment for all pupils is essential. Whilst inclusion remains a central principle of our work, leaders also have a responsibility to ensure that the learning, wellbeing and safety of the wider school community are protected. Decisions regarding suspension or permanent exclusion will therefore balance the needs of the individual pupil with the rights of others to learn and work in a safe environment.

Before considering suspension or permanent exclusion, the academy will normally have explored a range of support measures and interventions, taking account of the pupil's individual needs, any special educational needs and disabilities (SEND), safeguarding considerations and any other relevant factors. This may include pastoral support, behaviour plans, reasonable adjustments, targeted interventions, involvement of external agencies and collaborative work with parents/carers.

In some circumstances, a suspension or permanent exclusion may be necessary following a serious breach of the academy's behaviour expectations, or where persistent behaviours continue to significantly affect the safety, wellbeing or learning of the pupil or others despite sustained support and intervention.

The decision to suspend or permanently exclude a pupil can only be made by the Headteacher and will be taken in accordance with statutory guidance, the principles of natural justice and the academy's Exclusions Policy. Such decisions will always be made on a case-by-case basis, taking account of all relevant circumstances.

Where a suspension or permanent exclusion is necessary, the academy will work collaboratively with the pupil, parents/carers and relevant professionals to support the pupil's wellbeing, educational progress and successful reintegration or transition to their next educational provision.

Examples of behaviour that may result in suspension or, in the most serious cases, permanent exclusion include, but are not limited to: -

- Serious physical violence towards another pupil.
- Serious physical aggression towards a member of staff, including kicking, punching or spitting.
- Behaviour that creates a significant risk to the safety of the pupil or others.
- Persistent refusal to follow reasonable safety instructions where this places individuals at risk.
- Bullying, intimidation, discriminatory behaviour, harassment or threatening conduct, including incidents motivated by protected characteristics.
- Serious verbal abuse, including racist, homophobic, sexist, transphobic or other discriminatory language.
- Significant damage to academy property.
- Persistent and significant disruption to teaching and learning despite appropriate support and intervention.

The academy's focus will always be on early intervention, support, restoration and inclusion. However, where a pupil's behaviour presents a serious risk to the safety, wellbeing or education of others, suspension or permanent exclusion may be necessary to ensure a safe and positive learning environment for all.

Further information can be found in the academy's Exclusions Policy.

9. Supporting pupils with Special Educational Needs and Disabilities (SEND)

9.1 Understanding the impact of SEND on behaviour

The academy is committed to creating an inclusive environment where all pupils are valued, supported and enabled to succeed. We recognise that some pupils with Special Educational Needs and Disabilities (SEND) may require additional support, adjustments and tailored approaches to help them access learning, develop self-regulation skills and meet behaviour expectations.

We understand that behaviour can be a form of communication and may reflect a pupil's individual needs, experiences, emotions, sensory processing differences, communication difficulties or response to their environment. Some pupils may communicate distress, anxiety, frustration or unmet needs through their behaviour.

When behaviour concerns arise, staff will seek to understand the underlying reasons for the behaviour and consider whether a pupil's SEND, developmental stage, social, emotional or mental health needs, communication needs or other vulnerabilities may have contributed to the situation. While SEND may influence behaviour, staff will also recognise that not all behaviour incidents are directly related to a pupil's identified needs.

In responding to behaviour, the academy will fulfil its duties under the: -

- Equality Act 2010;

- Children and Families Act 2014;
- SEND Code of Practice;
- Department for Education Behaviour in Schools guidance.

This includes: -
- Making reasonable adjustments to avoid substantial disadvantage for disabled pupils;
- Using best endeavours to meet identified SEND needs;
- Securing the provision specified within an Education, Health and Care (EHC) Plan;
- Working collaboratively with parents/carers, the local authority and external agencies where appropriate.

The academy aims to identify and address barriers to learning and participation proactively. Wherever possible, we will anticipate potential difficulties and implement strategies to support pupils before behaviour becomes a concern.

Staff who know pupils well will play an important role in: -
- Identifying individual strengths, needs and potential triggers;
- Recognising early signs of distress, dysregulation or anxiety;
- Developing proactive support strategies;
- Supporting emotional regulation and successful participation in school life;
- Reducing the likelihood of behaviour escalating or requiring restrictive interventions.

The academy will work collaboratively with pupils, parents/carers and relevant professionals to develop supportive and preventative approaches that promote positive outcomes.

Support may include, but is not limited to: -
- Personalised behaviour support plans;
- THRIVE-informed interventions;
- Individual regulation strategies and emotional coaching;
- Planned movement or sensory breaks;
- Adaptations to routines, environments and learning activities;
- Reasonable adjustments to uniform requirements where appropriate;
- Adjustments to seating arrangements and classroom environments;
- Use of sensory resources and regulation equipment;
- Access to sensory spaces, nurture provision or safe spaces;
- Use of Zones of Regulation and individual regulation toolkits;
- Support from trusted adults and key workers;
- Staff training to develop understanding of specific SEND needs;
- Multi-agency support and specialist advice where appropriate.

All support will be proportionate, individualised and regularly reviewed to ensure that it effectively meets the pupil's needs.

9.2 Responding to behaviour concerns for pupils with SEND

The academy maintains high expectations for all pupils while recognising that some pupils may require different levels and types of support to achieve success.

When considering how to respond to behaviour concerns involving a pupil with SEND, staff will carefully consider: -

- Whether the pupil understood the expectation, instruction or situation;
- Whether communication, sensory, emotional or developmental factors may have affected the pupil's ability to respond appropriately;
- Whether reasonable adjustments and appropriate support were in place;
- Whether the behaviour may have been linked to the pupil's identified needs or vulnerabilities;
- The impact of the behaviour on the safety, wellbeing and learning of others.

Responses to behaviour will be fair, proportionate and tailored where appropriate. The focus will be on understanding, support, reflection, learning and restoring relationships rather than simply applying consequences.

Where behaviour is related to a pupil's SEND, staff will consider what additional support, reasonable adjustments or interventions may be required to help the pupil succeed in the future.

9.3 Considering whether a pupil may have unidentified SEND

The academy recognises that persistent or recurring difficulties with behaviour, emotional regulation, communication, social interaction or engagement may sometimes indicate an unmet need or unidentified SEND.

Where concerns arise, the Special Educational Needs Co-ordinator (SENCO), alongside class teachers and other relevant staff, may review the pupil's needs and consider whether further assessment or support is required.

This may include: -

- Observation and assessment within school;
- Consultation with parents/carers;
- Review of existing support arrangements;
- Advice from specialist teachers or support services;
- Involvement of educational psychologists, health professionals or other external agencies.

Where additional needs are identified, the academy will work collaboratively with parents/carers and professionals to plan, implement and review appropriate support and interventions.
The aim is to ensure that pupils receive the help they need at the earliest opportunity and are supported to participate successfully in learning and academy life.

9.4 Pupils with an Education, Health and Care (EHC) Plan

The academy will ensure that the provision specified within a pupil's Education, Health and Care (EHC) Plan is delivered and that all relevant staff understand how best to support the pupil.

Where concerns arise regarding a pupil's behaviour, the academy will consider whether additional provision, adaptations or support may be required to meet the pupil's needs effectively.

The academy will work closely with parents/carers, the local authority and other professionals involved with the pupil to ensure a coordinated and supportive approach.

Where appropriate, and particularly where behaviour concerns indicate that a pupil's needs may have changed or are not being fully met, the academy may request a review of the EHC Plan, including an emergency review where necessary.

Our aim is to ensure that pupils with EHC Plans receive the support, provision and adjustments they need to achieve positive outcomes, develop independence and remain fully included in academy life wherever possible.

10. Supporting pupils following a behaviour incident

We believe that mistakes are opportunities for learning and growth. Following a behaviour incident or consequence, pupils will be supported to reflect on their actions, understand the impact of their behaviour and develop the skills and strategies needed to make positive behaviour choices in the future.

Our approach is restorative and aims to strengthen relationships, rebuild trust and support pupils to successfully re-engage with learning and academy life.

Support may include: -

- Restorative conversations and reflection opportunities;
- Reintegration meetings following significant incidents or periods of absence from class;
- Reviewing and adapting individual support or behaviour plans;
- Identifying and monitoring potential triggers or barriers to success;
- Regular check-ins with a trusted adult, pastoral lead or member of the Inclusion Team;
- Personalised behaviour or wellbeing targets;
- Emotional regulation support and self-regulation strategies;
- THRIVE-informed interventions;
- Additional pastoral support;
- Working collaboratively with parents/carers and, where appropriate, external professionals;
- Recognising and celebrating progress, effort and positive behaviour choices.

The level of support provided will be proportionate to the needs of the pupil and will aim to promote positive outcomes, wellbeing and successful participation in academy life.

11. Pupil transition

The academy recognises that periods of transition can be both exciting and challenging for pupils. We are committed to ensuring that transitions are planned carefully and that pupils receive the support they need to feel safe, confident and prepared for change.

<u>11.1 Inducting incoming pupils</u>

The academy will provide an inclusive and supportive induction process for all new pupils.

This may include: -

- Opportunities to visit the academy and meet staff;

- Familiarisation with academy routines, expectations and values;
- Information-sharing with previous settings, where appropriate;
- Opportunities to build positive relationships with key adults and peers;
- Additional transition arrangements for pupils who may require enhanced support.

The aim is to help pupils feel welcomed, included and ready to participate successfully in academy life from the outset.

11.2 Supporting transition between classes and settings

To support successful transitions between year groups and educational settings, pupils will be given opportunities to become familiar with new environments, routines and expectations.

This may include: -

- Transition sessions with new teachers and support staff;
- Visits to new learning environments;
- Information-sharing meetings between staff;
- Additional transition activities where required.

Information relating to pupils' strengths, needs, successful support strategies and any behaviour or wellbeing considerations may be shared with relevant staff to ensure continuity of support and promote positive outcomes.

Where appropriate, transition arrangements will be personalised to meet individual needs and reduce anxiety associated with change.

12. Training

The academy recognises that high-quality professional development is essential in creating a positive, inclusive and consistent approach to behaviour.

All staff receive appropriate induction and ongoing training to ensure that they understand the academy's values, behaviour expectations and approaches to supporting pupils effectively.

Training may include: -

- The academy's Inclusive Behaviour Policy and procedures;
- Restorative approaches and relational practice;
- THRIVE-informed approaches;
- Child development and emotional regulation;
- Special Educational Needs and Disabilities (SEND);
- Neurodiversity and inclusive practice;
- Social, emotional and mental health needs (SEMH);
- Trauma-informed approaches;
- De-escalation strategies;
- Safeguarding responsibilities;
- The lawful and safe use of reasonable force and restrictive interventions;
- Norfolk STEPs;
- Equality, diversity and inclusion.

Professional development will be reviewed regularly to ensure that staff remain confident and skilled in promoting positive behaviour, supporting pupil wellbeing and meeting the needs of all learners.

Behaviour, inclusion and wellbeing will form an ongoing part of the academy's programme of continuing professional development.

Academy leaders will regularly monitor behaviour practice across the school to ensure that expectations, support systems, recognition processes and consequences are implemented consistently. Where variation in practice is identified, leaders will provide coaching, guidance and professional development to ensure that pupils experience a fair, predictable and equitable approach to behaviour.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The academy is committed to regularly reviewing behaviour practice to ensure it reflects our values of inclusion, respect, fairness and high expectations for all pupils.

To evaluate the effectiveness of this policy and identify opportunities for improvement, the academy will collect and review information relating to: -

- Behaviour incidents and patterns of behaviour;
- Classroom removals and internal suspensions;
- Attendance, persistent absence, suspensions and permanent exclusions;
- Use of targeted support and interventions;
- Incidents involving restrictive intervention, including reasonable force;
- Searching, screening and confiscation incidents;
- Bullying, discriminatory incidents and safeguarding-related behaviour concerns;
- The views and experiences of pupils, staff, parents/carers, governors and other stakeholders;
- Pupil wellbeing, engagement and inclusion.

Behaviour information will be reviewed regularly by academy leaders and the Inclusion Team.
Analysis will consider a range of factors, including: -

- Whole-school trends;
- Year groups and classes;
- Time of day, week or term;
- Individual pupils and groups of pupils;
- Pupils with SEND;
- Vulnerable pupils;
- Protected characteristics and other relevant demographic information.

The purpose of this monitoring is to: -

- Ensure behaviour systems are being applied fairly, consistently and equitably;
- Identify patterns, trends and emerging needs;
- Evaluate the effectiveness of interventions and support strategies;
- Reduce barriers to learning and participation;
- Promote equality of opportunity;

- Ensure that no group of pupils is disproportionately affected by behaviour systems or outcomes.

Where monitoring identifies trends, disparities or concerns, the academy will review its practice and implement appropriate actions to improve outcomes for pupils.

13.2 Monitoring and review of this policy

This Inclusive Behaviour Policy will be reviewed at least annually by the Headteacher and Chief Executive Officer, or sooner if required in response to: -

- Changes in legislation or statutory guidance;
- Findings from behaviour monitoring and evaluation;
- Feedback from stakeholders;
- Changes in academy practice or provision.

The review process will consider whether the policy continues to reflect the academy's commitment to inclusion, positive relationships, restorative practice, pupil wellbeing and high expectations for all.

The Board of Directors will review and approve the policy as part of its governance responsibilities. The accompanying Behaviour Principles Statement (Appendix 1) will also be reviewed annually to ensure continued alignment with the Trust's values, statutory requirements and best practice guidance.

14. Links with other policies

This policy is linked to the following policies: -

- Exclusions policy
- Safeguarding incorporating child protection policy
- Policy for the Use of Restrictive Interventions (including reasonable force and seclusion)
- Mobile phone policy

Appendix 1: Written statement of behaviour principles

The Board of Directors is committed to fostering a safe, inclusive, nurturing and respectful school community in which every pupil feels valued, supported and able to achieve their full potential.

Our approach to behaviour is underpinned by the Trust's values and a commitment to high expectations, positive relationships, inclusion, wellbeing and aspirational outcomes for all pupils. We believe that positive behaviour should be explicitly taught, consistently promoted and supported through strong relationships, clear routines and a culture of mutual respect.

The following principles guide the academy's approach to behaviour: -

1. Every pupil has the right to learn, participate and thrive in a safe, calm, inclusive and purposeful environment that is free from disruption, bullying, discrimination, harassment and prejudice.
2. Every member of the academy community has the right to be treated with dignity, kindness, fairness and respect and has a responsibility to contribute positively to a safe and orderly environment.
3. High expectations for behaviour, conduct and attitudes to learning will be maintained for all pupils, while recognising that some pupils may require additional support, reasonable adjustments or personalised approaches to achieve success.
4. Positive behaviour is explicitly taught through the academy's behaviour curriculum, values, relationships and daily routines. Pupils are supported to develop self-regulation, resilience, responsibility, emotional literacy and respect for others.
5. Positive relationships are central to our approach. We believe that relationships characterised by trust, consistency, empathy and mutual respect support pupils to flourish academically, socially and emotionally.
6. We recognise that behaviour can be a form of communication. Staff will seek to understand the factors influencing behaviour and respond in a manner that is supportive, inclusive, relational and, where appropriate, restorative.
7. The academy values of Curiosity, Co-operation, Ambition, Resilience and Respect underpin expectations, decision-making, relationships and behaviour across all aspects of academy life.
8. Positive behaviour, effort, achievement, personal development and contributions to the academy community will be recognised, celebrated and encouraged.
9. Behaviour expectations, support systems, recognition processes and consequences will be applied fairly, consistently and proportionately, taking account of pupils' age, stage of development, individual needs and circumstances.
10. Restorative approaches form an important part of our practice. They are used, where appropriate, to support reflection, accountability, relationship repair and positive behavioural change. Restorative approaches complement, rather than replace, appropriate consequences.
11. Pupils will be supported to take responsibility for their actions, understand the impact of their behaviour on others and make positive choices in the future.

12. The academy will work in partnership with pupils, parents/carers, staff, governors and external agencies, where appropriate, to promote positive behaviour, wellbeing, inclusion and successful outcomes.
13. Reasonable adjustments and personalised support will be provided where necessary to ensure behavioural expectations are accessible and achievable for all pupils, particularly those with SEND, social, emotional and mental health needs, or other identified vulnerabilities.
14. Early identification, intervention and support are fundamental to our approach. The academy will seek to address emerging needs promptly and provide appropriate support before difficulties escalate.
15. The academy recognises the importance of balancing the needs of individual pupils with the safety, wellbeing and learning of the wider school community. Decisions regarding behaviour support, interventions and consequences will be made with this balance in mind.
16. Suspension and permanent exclusion are serious sanctions and will only be used in accordance with statutory guidance. They will normally be considered only after appropriate support, intervention and reasonable adjustments have been explored, unless a serious incident requires immediate action to protect the safety, wellbeing or education of others.

Commitment to safety

The Board of Directors is clear that behaviour which causes harm, threatens safety, infringes upon the rights of others or undermines the dignity and wellbeing of any member of the academy community is unacceptable.

Violence, intimidation, threatening behaviour, discriminatory behaviour, harassment, bullying, abuse and any form of child-on-child abuse will be addressed promptly, fairly and appropriately.

The academy will take all reasonable steps to maintain a safe, calm, respectful and inclusive environment in which pupils and staff can learn, work and flourish. In doing so, the Board expects behaviour systems to be implemented consistently, fairly and with due regard to the individual needs of pupils, while ensuring the safety and wellbeing of the wider academy community.

Appendix 2: Restorative Approaches

At Reffley Academy, we believe that every individual has value, deserves to be treated with dignity and respect, and has the capacity to learn, grow and make positive changes. We recognise that behaviour is a form of communication and that positive relationships are fundamental to creating a safe, inclusive and effective learning environment.

Our restorative approach is built on the understanding that pupils learn best when they feel connected, valued and supported within their school community. Through fostering strong relationships and encouraging meaningful dialogue, we help pupils develop the skills they need to reflect on their actions, understand their impact on others and make positive choices.

We aim for all pupils to leave Reffley Academy as confident, reflective and responsible individuals who are equipped with the communication, problem-solving and interpersonal skills needed to succeed in the next stage of their education and beyond.

Restorative approaches support pupils to: -

- Build and maintain positive relationships;
- Develop empathy, emotional literacy and effective communication skills;
- Take responsibility for their actions and understand the impact of their behaviour on others;
- Repair harm and restore relationships when difficulties arise;
- Resolve conflict in a constructive and respectful way;
- Develop resilience and the confidence to overcome challenges;
- Feel a sense of belonging within the school community; and
- Contribute positively to a safe, inclusive and respectful environment.

Through the consistent use of restorative practices, we seek to: -

- Strengthen relationships across the school community;
- Promote accountability and personal responsibility;
- Support the social and emotional development of pupils and staff;
- Address conflict, prejudice-based incidents and bullying effectively and fairly;
- Reduce the need for exclusion and other punitive responses;
- Facilitate successful reintegration following periods of absence, suspension or other significant events; and
- Create a culture where mistakes are viewed as opportunities for learning, reflection and growth.

Restorative approaches are used alongside other supportive strategies to ensure pupils feel understood, supported and empowered to make positive choices, while maintaining high expectations for behaviour and conduct.

This approach helps to create a school culture in which everyone feels respected, included and able to thrive.

Appendix 3: THRIVE

Rationale

At Reffley Academy, we use the THRIVE Approach to support pupils' social, emotional and mental wellbeing. THRIVE is informed by research in neuroscience, attachment theory, child development and effective learning. It helps adults to understand that behaviour is a form of communication and provides a framework for responding to pupils' emotional and developmental needs in a supportive and effective way.

The THRIVE Approach enables staff to understand the reasons behind a child's behaviour and identify the support they may need to engage successfully in learning, build positive relationships and manage their emotions. It recognises that children develop at different rates and may require targeted support to overcome barriers to learning and participation.

Understanding behaviour

We recognise that emotions play a significant role in behaviour and learning. Through THRIVE, pupils are supported to recognise, understand and express their feelings appropriately, while developing the skills needed to regulate their emotions and behaviour.

By helping pupils make connections between their feelings, thoughts and actions, we support them to: -

- Develop emotional awareness and self-regulation;
- Build resilience and confidence;
- Understand the impact of their choices and behaviours;
- Develop positive relationships with others;
- Increase their engagement in learning; and
- Take increasing responsibility for their actions.

Relationships

Positive relationships are central to the THRIVE Approach. Supportive and trusting relationships between pupils and adults help children feel safe, valued and understood, enabling them to flourish both socially and academically.

Through these relationships, THRIVE helps pupils to: -

- Feel safe, secure and ready to learn;
- Develop a positive sense of self-worth and belonging;
- Strengthen friendships and social skills;
- Improve emotional wellbeing;
- Increase engagement and participation in learning; and
- Achieve positive educational outcomes.

Developmental needs

THRIVE identifies six developmental strands that support healthy emotional and social development:

- Being
- Doing
- Thinking
- Power and identity
- Skills and structure
- Separation and independence

Understanding these developmental stages enables staff to provide appropriate support and experiences that meet pupils' individual needs.

Intended outcomes

Through the implementation of THRIVE, we aim to create a culture where all pupils feel included, understood and supported. We seek to reduce barriers to learning, improve wellbeing and promote positive behaviour through early intervention and relational support.

Through THRIVE, we aim for pupils to:

- Feel valued and know that they matter;
- Develop resilience and emotional wellbeing;
- Build positive, trusting relationships;
- Develop empathy, compassion and self-awareness;
- Become confident and resourceful learners;
- Participate positively in school and the wider community;
- Cope effectively with challenges, difficulties and setbacks; and
- Achieve their full potential both academically and personally.

By embedding THRIVE throughout school life, we promote an inclusive environment in which all pupils are supported to succeed, belong and thrive.

Where appropriate, reasonable adjustments may be made to routines, expectations and support strategies to ensure all pupils can successfully access the behaviour curriculum and achieve positive outcomes.

Appendix 4 Appendix 4 Norfolk STEPS

Norfolk Steps is a programme devised by Norfolk County Council which supports all staff in our academy to promote positive behaviour. Every member of staff working with pupils is trained to use the Steps principles in their everyday practice and in all interactions with pupils. Steps principles are all about understanding: -

- The importance of ethos and policy - Steps is a whole school approach and our academy is an inclusive space in which a culture of positive behaviour promotion is shared by all staff.
- The importance of consistency - consistent approaches and responses to behaviour ensure a 'certainty' and 'predictability' for children. This certainty establishes safe and understood boundaries around behaviours.
- The importance of relationships - this underpins everything we do. We develop professional and trusting relationships with pupils through every interaction.
- Conscious and subconscious behaviour - staff are trained to consider the need that is being met by the pupil through their behaviour in order to consider the best way to approach a response.
- How experiences and feelings affect behaviour - staff regularly analyse pupils' behaviour through 'roots and fruits' exercises. Staff map how behaviour is a method of communication which derives from pupils' experiences and feelings.
- The language of de-escalation. Staff use a variety of scripts to ensure a consistent and calm approach is adopted for all responses to behaviour.
- Staff are trained to use non-restrictive (supportive) physical intervention (Step On). These are low-level, everyday techniques used to guide, reassure, or redirect a child, and are typically used to prevent a situation from escalating. For example: -
    - Physical presence/proximity: standing alongside a pupil to help them feel safe.
    - Guiding away: gentle, non-restrictive guiding to move a child away from danger or to a safer area.
    - Hand-holding: holding a child's hand (often referred to as a "compliant hand hold").
    - Supportive touch: a light touch to guide, such as placing a hand on the shoulder or arm to calm.
    - Supportive hug: an offered, comforting, and nurturing touch.
    - Blocking: physically interposing between children or blocking a child's path to prevent them from causing harm
- Staff complete care and risk management plans which highlight pupils' needs, recognised triggers and strategies to manage and educate staff and the pupils themselves around their behaviour.

Appendix 5 Reffley Anti Bullying strategy

1. Statement of intent

The Trust is committed to providing a safe, caring, inclusive and respectful environment where all pupils are treated with dignity and respect and are able to learn free from fear, intimidation and bullying. We believe that every member of our school community has the right to feel safe, valued, supported and included.

Bullying of any kind is unacceptable and will not be tolerated. We are committed to preventing bullying through the promotion of positive relationships, mutual respect, equality, inclusion and emotional wellbeing. We believe that positive relationships, the development of social and emotional skills and the promotion of our Academy Values are fundamental to creating a culture where all pupils can thrive.

Where bullying does occur, we will act promptly and effectively to address concerns, support those affected, promote positive behaviour change and prevent recurrence. Our approach is underpinned by restorative principles, safeguarding responsibilities and a commitment to ensuring that all pupils feel safe, respected and able to participate fully in school life.

2. Definition of bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore: -

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult for the victim to defend themselves against.

Bullying can take many forms, including: -

Emotional bullying - including exclusion, intimidation, humiliation, manipulation or deliberately causing distress to another person.

Physical bullying - including hitting, kicking, pushing, damaging property or other forms of physical aggression.

Verbal bullying - including name-calling, insults, teasing, sarcasm, threats or spreading rumours.

Prejudice-based and discriminatory bullying - including bullying related to race, religion or belief, disability, sex, sexual orientation, gender identity or any other protected characteristic.

Sexual bullying - including unwanted sexual comments, sexualised language, inappropriate touching, sexual gestures, sexual harassment or the sharing of sexual images.

Cyber-bullying - including bullying through social media, messaging platforms, online gaming, mobile devices, websites, email or content generated or shared using artificial intelligence (AI) technologies.

The Trust recognises that some incidents of unkindness, prejudice, harassment or harmful behaviour may not initially meet the formal definition of bullying. Such incidents will nevertheless be taken seriously, addressed promptly and recorded appropriately to prevent escalation and ensure all pupils feel safe and supported.

3. Preventing bullying

We adopt a proactive, whole-school approach to preventing bullying by: -

- Promoting a culture of respect, kindness, inclusion, tolerance and belonging.
- Embedding the Academy Values throughout school life.
- Establishing clear expectations through our Inclusive Behaviour Policy.
- Teaching pupils' emotional literacy, empathy, self-awareness, self-regulation and conflict-resolution skills.
- Teaching positive relationships, equality, diversity and respectful behaviour through Relationships Education, PSHE, assemblies and the wider curriculum.
- Raising awareness of different forms of bullying, including cyber-bullying, discriminatory bullying and online harms.
- Encouraging pupils to celebrate difference and challenge prejudice, discrimination and harmful language.
- Using restorative approaches to strengthen relationships and resolve difficulties.
- Providing opportunities for pupil voice and involving pupils in promoting a positive school culture.
- Ensuring effective supervision during breaks, lunchtimes and other less structured parts of the school day.
- Participating in national initiatives such as Anti-Bullying Week and Safer Internet Day where appropriate.
- Working in partnership with parents and carers to promote positive relationships and prevent bullying.

4. Reporting bullying

All members of the school community have a responsibility to report concerns about bullying.

Pupils can report bullying by: -

- Speaking to a teacher or trusted adult.
- Reporting concerns to a member of the pastoral or safeguarding team.
- Using any school reporting systems available to them.
- Reporting concerns on behalf of themselves or another pupil.

Parents and carers can report concerns by: -

- Contacting the class teacher.
- Contacting a member of the leadership team.
- Contacting the Designated Safeguarding Lead (DSL), where appropriate.

Staff are expected to report all concerns relating to bullying promptly and follow school procedures for recording, investigating and escalating concerns.

All reports will be treated seriously and pupils will be reassured that concerns will be listened to and acted upon.

5. Responding to bullying allegations

All reports of bullying will be taken seriously and investigated promptly, fairly and sensitively.

When an allegation of bullying is received, the school will: -

1. Gather information from all parties involved.
2. Listen carefully to the experiences and views of the pupil raising the concern.

3. Speak with witnesses where appropriate.
4. Review any available evidence, including online communications where relevant.
5. Determine whether the incident meets the definition of bullying.
6. Consider any safeguarding concerns.
7. Inform parents and carers where appropriate.
8. Agree and implement appropriate support and intervention.

The school's primary aims are to: -

- Stop the bullying;
- Ensure the safety and wellbeing of those affected;
- Prevent recurrence;
- Address the causes of the behaviour;
- Support positive behaviour change;
- Promote understanding and accountability;
- Restore relationships where appropriate through restorative approaches.

Support and responses will be tailored to the circumstances and needs of those involved.

6. Bullying beyond the school site

The school recognises that bullying can occur outside school, including online.

Where bullying affects the safety, wellbeing or education of pupils, the school may take appropriate action, including: -

- Investigating incidents where information or evidence is available.
- Working closely with parents and carers.
- Providing support for pupils affected by bullying.
- Implementing appropriate behaviour responses and support measures in line with the Inclusive Behaviour Policy.
- Referring concerns to external agencies where necessary.

The school may respond to bullying that occurs beyond the school site where it impacts members of the school community or affects the orderly running of the school.

7. Recording, monitoring and analysis

All confirmed bullying incidents will be recorded in accordance with school procedures.

The school will: -

- Maintain accurate and detailed records of incidents.
- Monitor patterns and trends over time.
- Analyse incidents by type, location and protected characteristic where appropriate.
- Identify emerging concerns and vulnerable groups.
- Use findings to inform preventative work, staff training and curriculum development.
- Report significant trends and concerns to the CEO and Directors where appropriate.

The school will also analyse data to identify whether any groups of pupils are disproportionately affected by bullying, either as pupils experiencing bullying or pupils displaying bullying behaviour, and will take appropriate action where disparities are identified.

8. Supporting pupils

Support for pupils who have experienced bullying

The school will provide support tailored to individual needs, which may include: -

- Opportunities to talk with a trusted adult.
- Pastoral support and regular check-ins.
- Restorative approaches, where appropriate.
- Safety planning and increased supervision.
- Support to rebuild confidence, wellbeing and positive relationships.
- Referral to additional support services where required.

The wellbeing and safety of pupils who have experienced bullying will remain a priority throughout the process.

Support for pupils who display bullying behaviour

We recognise that pupils who display bullying behaviour may also require support to understand their actions, address underlying needs and develop more positive ways of interacting with others. While bullying behaviour is never acceptable, we seek to understand the factors contributing to the behaviour and support pupils in making positive changes.

Support may include: -

- Reflection and restorative discussions.
- Opportunities to understand the impact of their behaviour on others.
- Behaviour support programmes.
- THRIVE-informed interventions.
- Mentoring or pastoral support.
- Emotional literacy and relationship-building work.
- Work with parents and carers.
- Referral to specialist services where appropriate.

The aim is to support accountability, promote positive behaviour change and strengthen positive relationships.

9. Behaviour responses and consequences

Where bullying is confirmed, the school will implement appropriate support, interventions and behaviour responses in line with the Inclusive Behaviour Policy.

Responses will seek to: -

- Ensure safety;
- Stop the bullying;
- Prevent recurrence;
- Support positive behaviour change;
- Promote accountability;

- Repair relationships where appropriate.

When determining appropriate responses, the school will consider: -
- The severity and frequency of the behaviour;
- The impact on those affected;
- The age, understanding and needs of those involved;
- Any safeguarding concerns;
- Previous incidents or patterns of behaviour.

Responses may range from restorative actions and educational interventions to more significant consequences, including suspension or permanent exclusion in the most serious cases.

10. Supporting vulnerable pupils

The school recognises that some pupils may be more vulnerable to bullying, including: -
- Pupils with Special Educational Needs and Disabilities (SEND);
- Neurodivergent pupils;
- Pupils with protected characteristics;
- Looked-after and previously looked-after children;
- Young carers;
- Pupils with social, emotional and mental health needs (SEMH);
- Pupils experiencing social, emotional or family difficulties.

Additional support, monitoring and protective measures will be implemented where appropriate to ensure vulnerable pupils feel safe, included, respected and supported.

11. Staff and governance training

The Trust is committed to ensuring that staff and those that govern are equipped to prevent, identify and respond effectively to bullying.

Training may include: -
- Recognising different forms of bullying.
- Understanding prejudice-based and discriminatory bullying.
- Online safety, cyber-bullying and emerging technologies.
- Emotional wellbeing and behaviour as communication.
- Restorative and relational approaches.
- Recording, reporting and monitoring procedures.
- Safeguarding responsibilities and statutory requirements.
- Equality, diversity and inclusion.

Staff training will be reviewed regularly to ensure practice remains effective and aligned with current guidance.

12. Monitoring and review

This Anti-Bullying Strategy will be reviewed regularly by school leaders and the Board of Directors to ensure it remains effective, reflects current legislation and guidance, and continues to meet the needs of the school community.

The review process will consider:

- Bullying data and trends;
- Pupil, staff and parent feedback;
- Emerging risks and safeguarding concerns;
- The effectiveness of preventative and responsive approaches.

Pupils, staff and parents/carers will be consulted where appropriate to support continual improvement.

Through regular review, the school aims to ensure that its approach remains consistent with its commitment to inclusion, wellbeing, positive relationships, equality and respect for all.

Appendix 6: Specialist Resource Base (SRB) behaviour and inclusion guidance

Purpose of the Specialist Resource Base

The Specialist Resource Base (SRB) provides specialist provision for pupils whose primary identified need is Social, Emotional and Mental Health (SEMH). All pupils accessing the SRB will have identified Special Educational Needs and may present with additional needs alongside SEMH.

The SRB operates within the principles and expectations of this Inclusive Behaviour Policy whilst recognising that pupils may require highly personalised support, reasonable adjustments and specialist interventions to successfully access learning, regulate their emotions and develop positive behaviour choices.

The SRB maintains high expectations for all pupils. Through personalised support, reasonable adjustments and specialist provision, pupils are supported to develop increasing independence, self-regulation, resilience and responsibility, enabling them to participate successfully in academy life and prepare for the next stage of their education.

Specialist SRB approaches

Behaviour support within the SRB is underpinned by: -

- Restorative Approaches;
- Zones of Regulation;
- Emotion Coaching;
- ELSA-informed interventions;
- Positive Behaviour Support Planning (PBSP);
- Norfolk Steps approaches;
- Positive relationships, trust and unconditional positive regard.

These approaches recognise that behaviour is a form of communication and seek to understand and address underlying needs while maintaining safe, positive learning environments.

SRB values

The SRB promotes three key values drawn from Reffley Academy's Famous Five values: -

- Co-operation
- Resilience
- Respect

These values underpin expectations, relationships and behaviour support throughout the SRB.

Personalised behaviour support

Every pupil attending the SRB will have an individual Positive Behaviour Support Plan (PBSP) that is developed collaboratively with the pupil, parents/carers and relevant professionals. The plan will identify proactive strategies, reasonable adjustments and support approaches that enable the pupil to experience success and minimise barriers to learning and participation.

Plans may include: -

- Identified strengths and interests;

- Known triggers and signs of dysregulation;
- Emotional regulation strategies;
- Agreed de-escalation approaches; safe spaces and sensory regulation opportunities;
- Strategies agreed with families and professionals;
- Norfolk Steps approaches where appropriate.

Responses to behaviour will be guided by the pupil's PBSP and reviewed regularly with families, professionals and home schools.

Pupil voice

The views, experiences and aspirations of pupils attending the SRB will be actively sought and considered when developing, implementing and reviewing support plans. Pupils will be supported to contribute to decisions about the strategies and approaches that help them feel safe, regulated and successful.

Responsibility and reflection

Pupils within the SRB will be supported to understand the impact of their behaviour on themselves and others, take responsibility for their actions and develop strategies that enable them to make positive choices in the future.

Where appropriate, restorative conversations, reflection activities and relationship-repair processes will be used alongside behaviour support strategies. These approaches help pupils develop self-awareness, accountability and positive social relationships.

Regulation and de-escalation

Where pupils require additional support to regulate, strategies may include: -

- Verbal reminders and prompts;
- Emotion Coaching;
- Sensory regulation activities;
- Access to outdoor spaces;
- Access to sensory spaces;
- Time with a trusted adult;
- Temporary access to a quieter learning environment;
- Individualised support identified within PBSPs.

Staff will use de-escalation strategies and agreed scripts to reduce distress and prevent behaviours from escalating.

Restrictive intervention

The SRB seeks to minimise the use of restrictive interventions through preventative and proactive support.

Where a pupil presents an immediate risk of harm to themselves or others, trained staff may use reasonable force in accordance with: -

- Reffley Academy's Restrictive Intervention Policy;
- Current statutory guidance;

- Norfolk Steps training principles.

Any intervention will be lawful, reasonable, proportionate and necessary and will be recorded and reviewed in line with academy procedures.

High-risk incidents

Where a pupil enters a period of significant dysregulation or behaviour presents an immediate risk to safety: -

- A lead member of staff will coordinate the response.
- Staff will use de-escalation and containment strategies.
- Other pupils may be moved to safe alternative locations where necessary.
- The focus will remain on reducing risk, maintaining safety and supporting successful regulation.

Following periods of dysregulation, pupils will be supported to reintegrate successfully into learning through restorative conversations, emotional regulation support and, where appropriate, review of support plans and strategies. The focus will be on learning from the incident, repairing relationships and promoting future success.

Following any significant incident, a review will take place and support plans will be updated where appropriate.

Placement reviews and adaptations

In exceptional circumstances, where evidence suggests that the pupil's needs may require a different level or type of provision than that currently available within the SRB despite the implementation of agreed support strategies, the academy may review or temporarily adapt SRB provision.

Any review will focus on identifying the most appropriate provision to meet the pupil's identified needs and will be undertaken in partnership with the Local Authority, parents/carers and relevant professionals.

Prior to this, the academy will: -

- Review the pupil's PBSP;
- Consider additional support and reasonable adjustments;
- Liaise with parents/carers, professionals and the home school;
- Review risk assessments and support arrangements.

Where further adaptation is required, the academy will follow the agreed Local Authority SRB placement review processes and convene review meetings involving relevant professionals and family members.