Great Massingham & Harpley CofE Primary Schools Federation

United. Resilient. Respectful.

Behaviour Policy

[Including positive physical handling and use of touch]

Policy produced by	Headteacher	
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Reviewed and approved by	Governors	
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We believe that all within the school community, both adults and children, have the right to be safe and respected.

At Great Massingham and Harpley C. of E. Primary Schools, we believe that positive behaviour is a necessity for effective teaching and learning to take place. We will therefore strive to create an environment in our schools which encourages and reinforces positive behaviour.

Aims

- To develop a shared understanding of behaviour as a form of communication.
- To provide consistency of response to all behaviour.
- To support all pupils to communicate their needs and feelings effectively.
- To create an environment that encourages and reinforces positive behaviour.
- To promote positive relationships and social-emotional learning.
- To provide effective and evidence-based behavior interventions that are individualised for pupils where appropriate.
- To ensure that our school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To identify any unmet needs and seek to plan for them.
- To include child voice in behaviour plans and planned responses.

Expectations: We expect everyone in our schools to:

- Take responsibility for their own actions.
- Show care, courtesy and consideration for others.
- Work and play cooperatively with others.
- Show respect and equal regard for all members of our Federation community.
- Be honest and truthful.
- Respect the school environment and all property.

We will promote positive behaviour through our Christian Values for Life and our five core values: Kindness - Koinonia - Compassion - Responsibility - forgiveness.

Staff

- Staff are responsible for:
- Creating a calm and safe environment for pupils Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly using CPOMS.
- Challenging pupils to meet the school's expectations

Parents and carers - Parents and carers, where possible, should:

- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any meetings following any significant incident (for example, attending re – integration meetings).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to address barriers to improvement

Promoting Positive Behaviour:

At the Great Massingham and Harpley Federation (GMH Fed) we use a holistic and restorative approach to behaviour based on reinforcing positive behaviours and disempowering behaviours that challenge or harm. We do this in a number of ways.

Adults as Role Models

- All adults in our schools have a responsibility to model the behaviour we expect to see.
- High Quality Teaching and an Engaging Curriculum with accessibility for all.
- Teaching positive values as part of our curriculum, e.g. through Collective Worship and RSE/PSHE lessons.
- Partnerships with parents and carers. Please see the parent behaviour policy alongside this policy. GMH Fed expects all parents and carers to behave in a respectful and appropriate manner when interacting with school staff, other children and their parents, modelling prosocial behaviours.

All behaviour is communication. Positive behaviour management describes a broad spectrum of strategies to respond to behaviour; these include policy, guidance, environment management, staff deployment, personal behaviour, diversion, diffusion and de-escalation techniques.

Responding to behaviour- Classroom management - Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will: Create and maintain an environment that encourages pupils to be engaged. Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

Safeguarding The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's inappropriate behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and make any necessary referrals to external services Please refer to the safeguarding policy

De-escalation:

We use the following techniques to de-escalate behaviours that are becoming challenging.

•Disempowerment - Example: Child refuses staff instruction to come to the carpet to listen. Disempowering 'You can listen from there, thanks'.
•Expectation - We use 'thanks' and 'well done' on the end of instructions to convey expectation and give children a sense they have already achieved it. In other words we are not expecting them to do something negative before they have.
•Scripting - We use a fixed script for more challenging/crisis behaviours. 'I can see something has happened, here to help, talk and I'll listen…' and a suggestion to go and talk somewhere or go and do a job to help the mind return to regulation.
•Other scripts vary depending on what is happening. They usually involve stating the task that the child should engage with, communicating you are here to help, offering a limited choice and option. Example: We are writing our opening sentence for the story, I can help with the spelling, using black or gold pen, your choice.
•We consider our body language, tone of voice and how close we are to children when intervening and supporting.
•First and then boards - some children may be supported using a first and then board. Example: English first, then playtime.
•Change of environment - working elsewhere. Change of adult - working with someone else.
•Considering if there are unmet needs that we need to address and identifying and planning for these. Example: Daily check in with an emotionally available adult for time to talk or providing sensory opportunities.

At GMH Fed we do not punish or blame our children, however as part of creating a safe environment for all in our schools, where behaviour causes harm, damage or disruption, we support our children with a range of protective and/ or educational consequences.

Consequences:

At GMH Fed we respond to challenging and harmful behaviours with consequences not punishments.

Consequence: A conclusion derived through logic. Something that logically or naturally follows from an action.

Punishment: The infliction or imposition of a penalty as retribution for an offence.

Consequences can be protective or educational.

Protective consequence: Removal of a freedom to manage harm, including the following (this is not an exhaustive list).

• Increased staff ratio to supervise pupil(s).

• Removal from social spaces and/ or from others to protect from harm, including verbal, emotional, sexual or physical harm.

• Escorted in social situations.

• Differentiated teaching space.

• Suspension.

Educational consequence: The learning, rehearsing, or teaching so the freedom can be returned e.g. including the following (this is not an exhaustive list).

• Expecting work to be completed at home, at break or lunchtime or after normal school hours.

• Rehearsing expected behaviour.

• Reflective conversations to explore understanding of harm and impact on others.

•Supporting ownership of behaviours through home – school liaison books.

•Reflect, repair and restore opportunities.

•Educational opportunities directly related to the incident.

• Assisting with repairs.

• Educational opportunities.

• Conflict resolution / peaceful problem solving.

Working with families: GMH Fed recognises that when home and school work together, consistency supports improved behaviour. We work with families in a variety of ways (this is not an exhaustive list).

•Letters or phone calls home to parents/ carers .

• Agreeing a behaviour contract.

Early help and support programmes for the family.

Further intervention:

We use physical intervention involving using our hands to guide and escort children away from situations if behaviour is escalating. This is not restrictive and children can walk away from this intervention. We also use physical intervention in the form of contingent touch, to comfort, reassure or reward, such as a sideways school hug or hand placed gently on a shoulder or arm.

Hand holding can be a compliant form of physical intervention to support when walking to and from spaces within, or outside of, school. However we recognise that if this is not compliant it becomes restrictive. Staff immediately stop hand holding if met with resistance.

We do not sit children on our lap in school for any reason. Physical comfort and reassurance is offered with a sideways sitting school hug or sideways sitting deep pressure hug (arm around child provides more support).

If behaviours become harmful school has the legal right to use restrictive physical intervention RPI (including restraint) to maintain the safety of the child and anyone at risk of harm.

What is harmful behaviour? This is not an exhaustive list.

- Physical aggression towards staff and/or peers.
- Significant damage to property.
- Absconding - leaving site where safety is compromised.

Restrictive physical intervention is only used for the minimum amount of time, using the minimum amount of force and only when it is - **Reasonable, proportionate and necessary** to do so. Only appropriately trained staff will be involved in RPI unless a new situation has occurred which covers any staff member to act under common law. Once RPI has been used a plan will be put in place as this is now a foreseeable event. Parents and carers will be informed and involved.

Great Massingham and Harpley schools strive to avoid the use of restrictive physical intervention wherever possible. All instances are recorded and parents and carers informed. Support is offered to the child and staff following the use of RPI.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. This includes:

• Knives or weapons;

• Alcohol;

• Illegal drugs;

• Stolen items;

• Tobacco and cigarette papers;

• Fireworks;

• Pornographic images;

• Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the pupil).

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to learning and general school order. Example: Toys/items from home where not previously agreed with the school.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on

searching, screening and confiscation.
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Suspensions:

Also sometimes known as fixed term exclusions. This is where a child is not allowed in school for a temporary period of time while further planning takes place to support the behaviours that have occurred. This is used only in extreme cases where the schools need to seek further advice from outside agencies in order to continue to respond to increasingly harmful behaviours or where previous support has failed and negative behaviours have continued without improvement.

Permanent exclusion (PEX):

This is extremely rare and is used only when all other strategies have failed to support the child back into prosocial behaviours. Parents and carers would be aware of the risk of permanent exclusion well

in advance. It is likely the child will have received at least one suspension, however in extreme cases it is possible to receive a permanent exclusion for a new behaviour. The government issues suspensions and exclusions guidance for schools. This is used by schools, in conjunction with collaborative work with the local authority SEND and inclusion support, to determine if a child should receive a PEX, or if further support can be provided for the child and their family. Permanent exclusions are the decision of the headteacher, they are never taken lightly and include the consideration of all context, circumstances, support so far, support still available but not yet accessed, mitigating factors for the child and/or family, school's role in whether planned support has taken place appropriately to support the child and the impact of the behaviour.

Please refer to the following documents alongside this policy:

Behaviour in schools

https://www.gov.uk/government/publications/behaviour-in-schools--2

Mental health and behaviour in schools.

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Use of reasonable force in schools and restrictive interventions in schools.

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Reducing the need for restraint and restrictive physical intervention

https://assets.publishing.service.gov.uk/media/5d1387e240f0b6350e1ab567/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Keeping children safe in education 2025

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

You may also wish to read Great Massingham and Harpley Federation of schools;

Safeguarding policy.

Whistleblowing policy.