NORWICH SCHOOL

Behaviour Support and Intervention Policy

This policy is reviewed by the Board of Governors – Academic Committee every year. This policy was last reviewed and agreed on Trinity 2022. It is due for review in Trinity 2023.

Confirmed by:

John Ingham	Head of the Lower School	Trinity 2022
Patrick Smith	Chair of Governors	Trinity 2022

Version Control

The version control table should be updated each time:
a **change** is made to an **agreed version** of a document; or
a previously agreed document version is **reviewed with no changes** (i.e. at annual review no changes are required and the document continues to be live for the following year).
Use the following convention: version 1.0 (first version), version 2.0 (major change to version 1.0 and issued as a new version), version 2.1 (second version with minor change)

Version number	Date issued	Author/key contact	Change(s) summary **NB: minor changes can be authorised by a senior staff member and do not need formal approval.** **Major revisions require approval through the confirming authority (typically a Committee)**
1.0	Trinity 2022	James Large	

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Purpose and Aims

At Norwich Lower School we will work together to nurture an accepting environment built on love and compassion. We hope that pupils will come to school looking forward to their day, and we aim to treat everyone with consistency and fairness.

This policy sets out how we seek to be a place for all pupils to grow, in an open, trusting and inclusive community.

We have high expectations for the overall behaviour of pupils, on site, online or out of school – with humility and kindness paramount - and are committed to an environment conducive to learning.

We believe that relationships, high expectations, and unconditional positive regard are at the heart of effective behaviour management.

The objectives of this policy are to promote mutual respect, personal responsibility and positive attitudes towards one another by:

- Emphasising the importance of high support and high challenge in effective behaviour management
- Ensuring that as school staff we all understand the role we play in modelling positive behaviour and the importance of a consistent approach with high expectations.
- Clarifying the positive behaviours expected from pupils, including integrity and empathy.
- Outlining the ways in which positive behaviours will be recognised and rewarded.
- Outlining the framework for behaviour management and intervention and how we support pupils to do the right thing.

This policy should be read in conjunction with the Anti-Bullying Policy, Equal Opportunities Policy, Learning Support Policy and the Suspension and Expulsions Policy. Staff should also be familiar with the annual 'Pupil Expectations and Useful Information' document.

Scope of this Policy

This policy outlines expectations during the school day, whilst travelling to and from school and in school activities on and off site.

If the actions of a pupil online or outside of school potentially threaten the wellbeing or safety of any members of the school community, then the terms of this policy may become relevant.

Where the welfare, safety or continuing education of a pupil requires it, we may investigate an event (or alleged event) outside school. Discretion will be exercised in determining what enquiries are appropriate and proportionate. We may determine that it is appropriate to take action following an investigation.

Where pupil actions arising out of school are the subject of a police investigation, wherever possible we will give priority to ensuring the continuity and effectiveness of the education of all pupils. This may require pupils under investigation to be partly or entirely schooled at home, or separately from other pupils at given times. We will endeavour to set and mark work and provide such separate teaching as can reasonably be arranged in the circumstances.

We have a responsibility to report criminal activity to the police, to seek their guidance and to assist in their investigations as appropriate. This will include (but it is not limited to) a pupil who is alleged to:

- Have created, be in possession of, or has shared youth produced sexual imagery
- Be responsible for sexual assault.
- Be responsible for a hate incident or hate crime (motivated by prejudice).
- Be in possession of drugs or offensive weapons.
- Be responsible for criminal damage.

Positive Behaviour Management

We recognise that effective teaching and learning, high expectations, and consistent classroom management are central to promoting positive attitudes and behaviours.

Members of staff appreciate that the standard we walk past is the standard we accept.

As teachers the elements of our professional practice listed below contribute to both respectful and ambitious standards in classrooms and around school. We should aim to ...

- Be calm and consistent in our interactions with pupils
- Meet and greet pupils at our classroom doors
- Smile warmly and engage positively with pupils as we move around the school
- Model positive behaviours and build authentic relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Recognise and celebrate positive attitudes and behaviours
- Follow up with consistency, retain ownership of our classrooms and engage in reflective dialogue with pupils
- Commit to a culture of not shouting
- Avoid public humiliation
- Reserve judgement and listen to context
- Issue sanctions that we deem reasonable, proportionate and appropriate

Rewards and Recognition

- We seek to recognise positive attitudes, efforts and contributions in all aspects of school life.
- We are aware that a quiet word of personal praise can be the most effective form of recognition for pupils.
- Positive communication with parents / guardians is encouraged where appropriate.

In addition, the rewards outlined below are awarded as follows:

Award	Awarded by	For	Typical frequency
Star (3 types: Academic, Co-Curricular, Community)	Teacher / Member of staff	Notable attainment, effort, attitude or contribution.	Regularly given day-to-day in classrooms, in co-curricular activity and around school.
Golden Stationery	Teacher / Member of staff	Outstanding attainment in a single sustained task or an outstanding action / attitude towards the ethos of the school.	Given less frequently.
Class Rewards	Teacher / Member of staff	Outstanding group effort during a classroom task.	Given less frequently.
Head's Commendation	Head of the Lower School	Outstanding effort or attainment in a single piece of work or action/attitude towards the ethos of the school.	Once per term.
Effort Medal	Head of the Lower School	Outstanding enthusiasm grades (criteria)	Once per term.
Attainment Certificate (L2 – U3 pupils only)	Head of the Lower School	Outstanding attainment grades (min. 3 / 5 '1's)	Once per term.

Class and House Competition

- Enthusiasm grades contribute towards a termly class 'Effort Cup'.
- Total Star counts contribute to a termly House Cup.

Recognising Co-Curricular Competition

- Colours are awarded for excellence in school sport and the performing arts.
- 'Players' Player' and 'Most Improved' prizes reward excellent effort in sport.

Behaviour Support and Intervention

Engagement with learning is always paramount, but pupils will on occasion get things wrong. We should always address disruption to learning, and unkind or thoughtless interactions with others.

In most cases staff should deal with behaviour directly. If a situation does arise where the most appropriate response is unclear, staff should feel able to seek advice from colleagues before further steps are taken.

Pastoral staff will aim to keep colleagues informed if there are personal issues which could impact on the attitude or behaviour of an individual pupil.

In the classroom

The following steps are suggested where intervention is necessary:

- For most pupils, a gentle nudge or redirection will be all that is needed, using calm encouragement and non-verbal cues.
- If a reminder of expectations is then needed this will be verbal.
- A pupil should be given 'take up time' to respond.
- If the concern continues, a clear verbal warning should be issued.
- If time outside the room is needed, the pupil will be sent to the Head of the Lower School's office for a discussion.
- A reparation meeting can be helpful after the lesson or before the next lesson (What happened? How can we improve things to develop a trusting relationship?).
- Ongoing concerns regarding an individual should be discussed with the Form Tutor, this may then be referred to the Principal Deputy Head.

Staff should remember that most individuals will not respond well if they feel shame or humiliation, discrete words are most effective where possible.

Whenever possible, as teachers, we should manage and respond to behaviour / attitude concerns within our own spaces. This promotes credibility and positive relationships.

Around the school site

Teachers should address any concerns we observe – whether in response to unkind / unsafe behaviour, or issues around uniform or appearance. The same suggestions for a consistent and calm response apply, followed by reporting to the Form Tutor or Principal Deputy Head. Professional judgement should be used to act in such cases.

Sanctions

Sanctions do not in themselves change behaviour; however, they do provide a sense of consistency and certainty. Behaviour changes come with education, and as such sanctions should include intervention which encourages reflection, restoration and a sense of moving forwards.

Staff should consider a sanction / intervention that is reasonable, proportionate and necessary.

Where appropriate the following sanctions / interventions are available. Staff are encouraged to discuss individual pupil concerns with the Form Tutor and Principal Deputy Head for an individual pupil.

Intervention	Description	Concern / Issue
Warning	A final verbal warning to be issued before a formal sanction is used.	Behaviour / attitude / effort
Caution	A verbal sanction that is issued and reported to the Principal Deputy Head (PDH). The pupil in question will then report to the PDH that Friday break time to explain their actions. Parents are not informed.	Behaviour / attitude / effort
Notice	A written notification to parents when a pupil receives three Cautions in one half-term.	More significant behaviour / attitude concern.
Stripe	A less common sanction used in instances of more serious misbehaviour. Parents are informed both verbally and in writing.	Behaviour / attitude / effort in a specific subject.
Report	Supportive monitoring of progress / behaviour for a time. Targets will be agreed with pupil.	Ongoing behaviour / progress concern.

On occasion the following sanctions will be appropriate under the terms of the school's Suspension and Expulsion Policy:

Sanction	Description	Offence
Suspension	To complete work at home for a day or number of days.	For serious or repeated behaviour which is a significant cause for concern.
Expulsion	To leave the school.	Pupil's actions at school or outside, make their place untenable.

Work and Academic Progress

In the event of a pupil struggling academically, we will contact parents / guardians. In such circumstances it is important to determine whether progress is affected by unidentified additional needs, academic profile, mental health challenges or disengagement.

On occasion difficult decisions may need to be made regarding the progression of the pupil on to the next academic year.

The indicators listed below may be considered.

- A persistent pattern of a lack of positive engagement in lessons.
- Persistent low-level disruptive behaviour in lessons.
- Effort grades are a cause for concern.

- Teachers are concerned about quality and quantity of classwork; preparation for routine tests; lateness or lack of homework.
- Performance in end of year examinations or in public examinations are a cause for concern.
- Persistent lack of engagement in lessons.
- Plagiarism.

Appeals

Pupils can appeal against any sanction, other than suspension for more than five days during term time (excluding holidays) or expulsion, to the Principal Deputy Head or the Head of the Lower School if the Principal Deputy Head has been involved in imposing the sanction. Any appeal must be made within 24 hours of the sanction being given.

Details of how to appeal against a suspension for more than five days during term time (excluding holidays) or expulsion, can be found in the school's Suspension and Exclusion Policy.

Document control

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Prepared by:	James Large
Authorised by:	Board of Governors – Academic Committee
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APPENDIX 1 - GUIDANCE ON CONFISCATION OF PUPILS' BELONGINGS

The Guidance for Schools on "Screening, Searching and Confiscation" (DfE, April 2013) provides that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of Norwich School staff may confiscate, retain or dispose of a pupil's property in order to enforce the school's code of conduct, school rules and to maintain an environment conducive to learning, where the rights of all pupils to be educated in a safe and orderly environment are safeguarded. Such circumstances may include those listed below.

- An item that poses a threat to others or distracts from learning.
- An item that is against school uniform rules.
- An item that poses a health or safety threat.
- An item which is counter to the ethos of the school.
- Any other prohibited, illegal or dangerous items.

In general, items should be confiscated for the duration of a lesson or until the end of the school day. Pupils have a right to expect that confiscated items, will be stored safely until they can be returned. Staff can hand these in to the PDH Office with details of the confiscation.

Where any item is thought to be a weapon, a controlled substance or stolen goods the police will be informed and it may be passed to them.

Care should be taken when deciding whether to confiscate which could have religious or cultural significance. When confiscating items, staff should avoid all physical contact with a pupil.

APPENDIX 2 - PUPIL SEARCHES

Guidance issued by the DfE (April 2013) makes it lawful for the Head of the Lower School (or staff designated by him) to search pupils for any item banned under the school rules, with their consent. There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the pupil has certain prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner. School staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to school discipline. The law also allows the school to require pupils to undergo electronic screening, though the school currently has no plans to introduce this facility.

Prohibited or banned items include:

- Knives (including imitation)
- Weapons (including imitation)
- Alcohol
- Cigarettes, tobacco and papers
- Illegal drugs, solvents or “legal highs”
- Stolen items
- Fireworks, smoke bombs
- Pornography
- Inflammatory material of a religious, political, racist, homophobic or sexist nature
- Items of clothing that prevent an individual’s identity being readily established
- Electronic equipment that could be used to breach the school’s ICT Acceptable Use Policy
- Any other item that it could be reasonably assumed may be used, or mis-used, to disrupt effective learning and good order in the school or environs or to commit an offence, cause personal injury or damage to property.

The power to search pupils with consent allows a teacher to ask a pupil to turn out their pockets, bag or locker. If a pupil refuses to cooperate then, under the terms of the Behaviour Policy, they will be treated in the same fashion as a pupil who refuses to comply with instructions from staff and they will be temporarily excluded from lessons until an appropriate investigation by the Principal Deputy Head can take place.

The power to search pupils without consent, with the authorisation of the Head of the Lower School, should be carried out by a staff member who is the same gender as the child. There must always be a member of staff as a witness to the search. The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags and lockers.

If it is felt necessary for a pupil to be subject to an intimate search, or if staff feel that they will encounter any resistance from the pupil, then the school will contact the police, following notification to parents.

Regarding items found as a result of a search - alcohol will be retained and disposed of as appropriate; controlled substances (or suspected controlled substances) will be delivered to the police in accordance with the school's Substance Abuse Policy; the school will judge if stolen items also need to be reported to the police and, when appropriate, the goods will be returned to their rightful owner.

The school is not required by law to inform parents before a search takes place or to seek their consent to search their child. However, Norwich School will seek to inform parents of any serious disciplinary incident that may involve a search of their child as soon as is practicable.

APPENDIX 3 - RESTRAINT OF PUPILS AND THE USE OF FORCE

Norwich School does not use corporal punishment. DfE guidance "Use of reasonable force" (May 2013) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school or among the pupils receiving education at the school, during lessons, or at any other time during the school day.

All members of the teaching and support staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Head of the Lower School to take charge of pupils, such as unpaid volunteers or parents accompanying pupils on school activities.

Reasonable force will never be used as a punishment for a child – this is unlawful and unacceptable. The school also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled children or pupils with SEN.

Detailed written records of serious incidents, including those requiring physical intervention by staff, will be maintained by the school and reported to senior pastoral staff, including the designated child protection officers. Parents will also be informed as soon as possible. All injuries will be recorded according to the school's Health and Safety Policy.

The historical frequency and severity of such incidents at Norwich School is low and the projected risk of such situations occurring in the future is correspondingly low. The provision of specific additional training for staff in the use of force or restraint will be considered if these circumstances change or if a specific risk assessment for a particular pupil requires it.

Nevertheless, the school seeks to minimise the circumstances whereby each intervention would be necessary by:

- creating a disciplined and orderly atmosphere in school and providing pupils with a clear framework for good conduct
- providing guidance and encouragement for pupils, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation
- fostering positive working relationships between staff and pupils, creating an atmosphere of tolerance, respect and trust that is conducive to good order
- appointing designated pastoral staff that pupils can approach in difficult circumstances and who can help resolve and defuse situations
- planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

In circumstances where the member of staff believes that he or she may be at the risk of injury, staff should not intervene without additional support or should immediately telephone the emergency services.

However, the appropriate and proportionate use of force or restraint may be necessary based on the age of the pupil, the specific circumstances and seriousness of the situation.

Staff must decide upon their actions based upon the potential for injury, damage or serious disorder should they decide not to intervene, the chances of achieving the desired results by other means and the relative risks of physical intervention compared to other means. The use of force or restraint would be reasonable if it is clear that the behaviour, or the consequences of that behaviour, was sufficiently dangerous or disruptive and could not have been effectively dealt with by other means.

Before using force, staff should (wherever practicable) tell the pupil/pupils to stop misbehaving and communicate in a calm and measured manner that the use of force may be necessary. Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary. Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration or is sexually inappropriate.

Circumstances that could justify intervention include:

- immediate risk of death or injury, such as a pupil running into a busy road or preventing a pupil threatening another with a dangerous object
- a pupil attacks a member of staff, or another pupil
- pupils are fighting, causing injury to themselves and others
- a pupil is committing, or is on the verge of committing, deliberate damage to property
- a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by means of an object or materials
- a pupil absconds from a lesson or school (this, in itself, is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff/pupils or the good order and discipline of other classes
- a pupil persistently refuses an instruction to leave a classroom, is behaving in a way that seriously disrupts a lesson or a school event.

Types of physical intervention that a member of staff could consider:

- passive physical contact, eg standing between pupils and/or blocking a pupil's path
- active physical contact, eg leading a pupil by the arm, ushering a pupil away with a hand on their back or shoulder or, in extreme circumstances, using appropriate restrictive holds.

Following the incident:

- investigate thoroughly and make a record of the incident, in accordance with the requirements of the school's Health and Safety Policy and the Safeguarding and Welfare policies

- the physical well-being of pupils and staff involved will be a priority, with appropriate medical care
- seek to provide emotional and psychological support to all concerned where necessary
- apply appropriate sanctions where necessary, according to the school's Behaviour Policy

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the school's Complaints procedure.

Where a member of staff has acted within the law in using reasonable force, DfE guidelines (May 2012) state that the onus is on the person making the complaint to prove that his/her allegations of excessive force are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by the school. Careful consideration will be given by the Head of the Lower School and his senior colleagues to each individual case and its particular circumstances to decide the most appropriate course of action.

If a decision is made to suspend a member of staff then the school will ensure that it fulfils its duty of care to that colleague and options for appropriate pastoral care will be offered, along with access to a named contact who can provide support.