

# Behaviour Protocols



Pride  
Passion  
Partnership  
Professionalism  
Positivity

## Introduction

Fen Rivers Academy follows the Bridge Trust Behaviour Policy, which is on our website. Our Behaviour Protocols describe the day-to-day approaches that help promote strong behaviour and attitudes.

### 1. Core practice expectation from staff

#### Safe Place

- 1. **Communication** is positive and professional.
- 2. **Staff regulate themselves** before pupils.
- 3. **Staff promote PACE** culture - Playful, Accepting, Curious & Empathetic interactions

#### Purposeful Learning Environment

- 4. **Learning Objectives** and **Success Criteria** are explicitly shared, displayed and referenced throughout.
- 5. **Modelling** includes explicit communication of feelings, thought processes, activities, behaviour and attitudes.
- 6. **Feedback** promotes progress and growth; Pupils respond to the feedback.
- 7. **Recording** is timely: SIMS, CPOMS and lesson recording

#### Good People

- 8. **Relationships are valued** and staff seek to repair harm.
- 9. **Personalisation** involves all interactions.
- 10. **Staff engage pupils** in lessons, activities, break times and lunchtimes.

### 2. Consistent challenge of low-level behaviours at Fen Rivers Academy

#### Personalised (i)

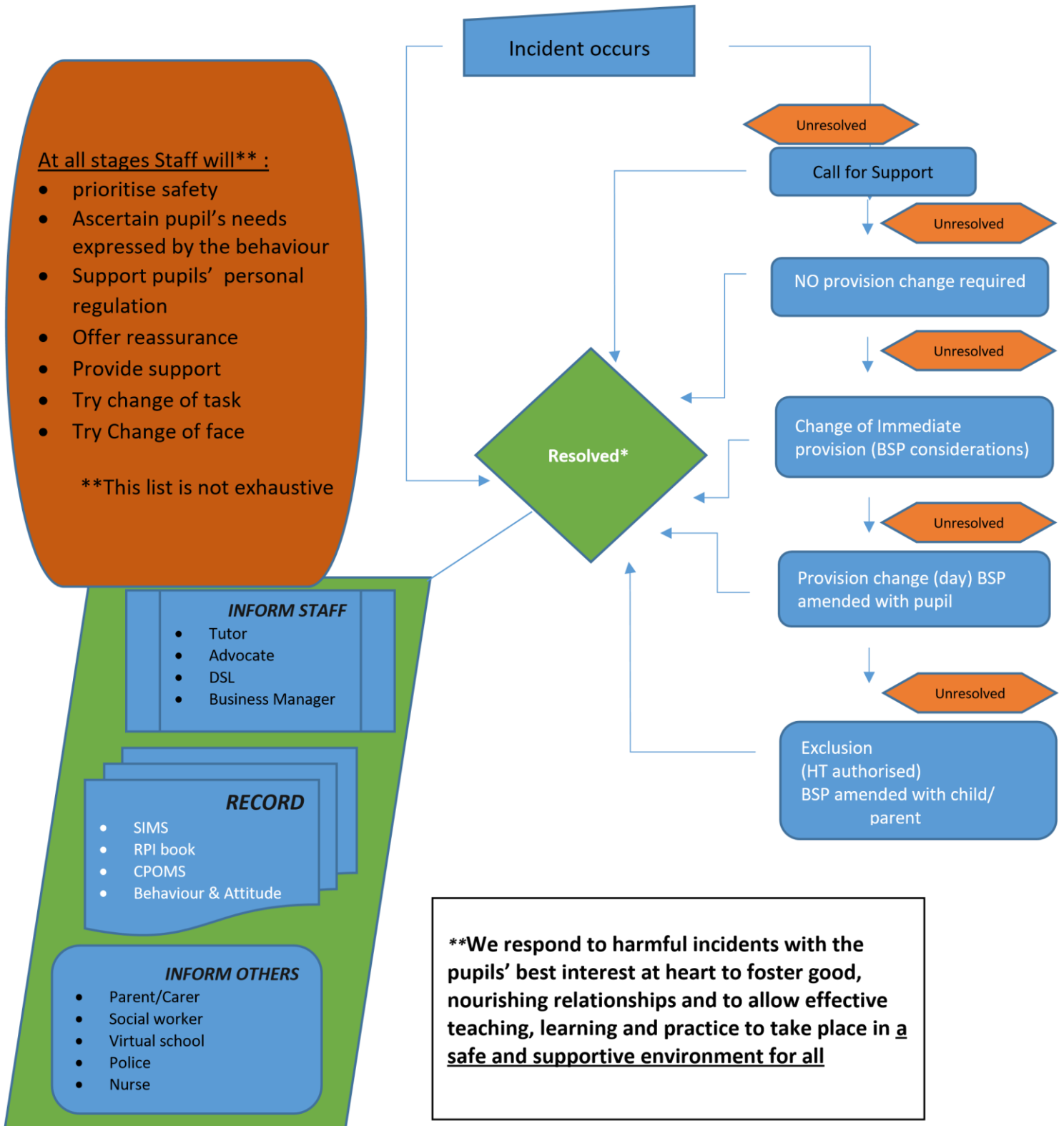
Due to the complex nature of our children, ‘bespoke’ behaviour plans are created for every child to support with personalised feedback that may mean communication and response is adjusted to meet varying needs. These are called Behaviour Support Plans (BSPs). The purpose of the BSP is to support each child’s signs of safety, including tailored responses, scripts and strategies to support regulation. Through effective BSP planning and reflecting we strengthen/rebuild connections. All children have their BSP readily available through class teachers.

#### Universal (ii)

Behaviour	Script <b>PROTECT – RELATE – REGULATE – REFLECT</b>	Societal Consequences <i>People, Purpose, Place</i>
-----------	--	---

<p>Swearing</p>	<p>[Seeking adult/peer attention, and regulated] <i>“Are you okay? I’m here! What do you need? Use words that help me understand. You don’t need to swear!”</i></p> <p>[Dysregulated, in crisis] <i>“You are angry, I can feel your anger and energy. It must be so hard for you. I wish I knew how I could support you right now.”</i></p>	<p>Unkind, upsets others who may not be tolerant, can offend, intimidate, incites anger (or violence), rudeness</p>
<p>Invading personal space</p>	<p><i>“So sorry, I need to stop you here. You are in [name’s] personal space.”</i> <i>How do we deal with the rejection?</i></p>	<p>Makes people uncomfortable, respecting others space and boundaries, intimidation, being considerate</p>
<p>Damage to property (minor)</p>	<p><i>Stop. What do you need? What are you telling me? Can you help me understand?</i> <i>“We can repair this together when you are ready.”</i></p>	<p>Cost of repair, respect for one’s things, care, deliberate damage is selfish, legal repercussions/ punishment, aftermath responsibility</p>
<p>Verbal assault</p>	<p>[Seeking adult/peer attention, and regulated] <i>“Are you okay? I’m here! What do you need? Use words that help me understand. You don’t need to use those words!”</i></p> <p>[Dysregulated, in crisis] <i>“Are you okay? I’m here! “You are angry, I can feel your anger and energy. It must be so hard for you. I wish I knew how I could support you right now.”</i></p>	<p>Harassment, provokes anger, bullying, victimising, shaming, illegal acts, respecting rights of every citizen</p>
<p>Intimidation, goading and physically provoking</p>	<p><i>Call the action out.</i> <i>“I can see you are ... “You are angry, I can feel your anger and energy. It must be so hard for you. I wish I knew how I could support you right now.”</i> Regulate: split peers, distraction techniques. <b>One voice only.</b> Consider change of face.</p>	<p>Illegal acts, intimidation, provoking an escalated response, victimising</p>
<p>Spitting</p>	<p><i>“Stop. I will give you space. Can you help me understand what the problem is?”</i></p>	<p>Disgusting habit, health risks to others, fining offence, intimidating, unpleasant</p>
<p>Bias/ Prejudice Misogyny, sexualised language, hazing, gas lighting)</p>	<p><i>“Stop saying that. What’s going on for you? What are you thinking/feeling? What did you mean? This view is [state prejudice].”</i> Consider further learning interventions/ education.</p>	<p>Lack of tolerances and education, criminal offense, insensitive, tarnished as a bigot by others, a responsibility to accept everyone in British society</p>

### 3. Behaviour incident response flowchart



#### 4. Harmful behaviour - consequences, set responses and sanctions

Escalating according to frequency and level of harm by Tutor, Advocate & SLT

Behaviour	Consequences	Preventing harm – Boundaries setting	Repairing harm – Building relationships
<b>Physical Assault</b>	<input type="checkbox"/> Physical injury caused <input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety	<ul style="list-style-type: none"> <li>• <b>Fixed term exclusion (FTE) ½ day if believed to be related to mental health</b></li> <li>• <b>1 day FTE if believed to be chosen</b></li> <li>• Police involvement</li> <li>• Permanent exclusion</li> <li>• Tutor contact parent/carer</li> <li>• Change of provision</li> </ul>	<ul style="list-style-type: none"> <li>• Reintegration meeting with those involved (this may include parent/carer)</li> <li>• Exchange of messages through 3<sup>rd</sup> party</li> <li>• Written communication</li> </ul>
<b>Verbal Assault</b>	<input type="checkbox"/> Emotional harm <input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety	<ul style="list-style-type: none"> <li>• Phone call home</li> <li>• Meeting with parent/carer</li> <li>• Fixed term exclusion</li> <li>• Police involvement</li> <li>• Change of provision</li> <li>• <b>Lose reward points/prize</b></li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with those involved (this may include parent/carer)</li> <li>• Exchange of messages through 3<sup>rd</sup> party</li> <li>• Written communication</li> </ul>
<b>Swearing</b>	<input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety	<ul style="list-style-type: none"> <li>• Challenged <b>EVERY</b> time</li> <li>• Recording log</li> <li>• Phone call home</li> <li>• Meeting with parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with those involved (this may include parent/carer)</li> <li>• Exchange of messages through 3<sup>rd</sup> party</li> <li>• Written communication</li> </ul>
<b>Spitting (targeted and deliberate not accidental due to overexcitement or other reason)</b>	<input type="checkbox"/> Emotional harm <input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety – particularly during covid19	<ul style="list-style-type: none"> <li>• *Hold child if spitting, until they stop spitting</li> <li>• Challenged EVERY time</li> <li>• Recording log</li> <li>• Phone call home</li> <li>• Meeting with parent/carer</li> <li>• Fixed term exclusion</li> <li>• Change of provision</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid work with the family around spitting to eradicate it.</li> <li>• Meeting with those involved (this may include parent/carer)</li> <li>• Exchange of messages through third party</li> <li>• Written communication</li> </ul>
<b>Sexualised Behaviour; Consumption of pornography</b>	<input type="checkbox"/> Damage to relationship <input type="checkbox"/> Reduced sense of safety <input type="checkbox"/> Repeat into wider community and adulthood	<ul style="list-style-type: none"> <li>• Fixed term exclusion</li> <li>• Police involvement</li> <li>• Permanent exclusion</li> </ul>	<input type="checkbox"/> Specific education intervention (free up training and 'A Call to Men')

Norfolk Steps techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe.