

Behaviour Protocols



Updated 25/03/2026

Review by 30/07/2027

Pride
Passion
Partnership
Professionalism
Positivity

Introduction

Fen Rivers Academy follows the Bridge Trust Behaviour Policy, which is on our website. Our Behaviour Protocols describe our relational approach to behaviour as communication and our practice responses to this which protect, relate, regulate and allow space for reflection and restoration of relationships.

Our school is invested in supporting the very best possible relationships between all stakeholders. This aligns with our school's core aspirations for our community of learners:

Good **People** around me
A safe **Place**
A **Purpose** in life

1. Core Practice Expectations from Staff

Be Good People

1. **Relationships are valued** and staff seek to repair harm.
2. **Personalisation** of all interactions. Every interaction is the opportunity for a conscious intervention.
3. **Staff engage pupils** in lessons, activities, break times and lunchtimes.

A Safe Place

4. **Communication** is positive and professional.
5. **Staff regulate themselves** before pupils. We are emotionally available adults, creating safety.
6. **Staff promote PACE** culture - Playful, Accepting, Curious & Empathetic interactions

Purposeful Learning Environments

7. **Learning Objectives** and **Success Criteria** are explicitly shared, displayed and referenced throughout lessons
8. **Modelling** includes explicit communication of feelings, thought processes, activities, behaviour and attitudes. We wonder, imagine and notice ...
9. **Feedback** promotes progress and growth; Pupils respond to the feedback.
10. **Recording** is timely: CPOMS, interventions, marking and feedback, response to emails

2. Consistent Challenge of Low-Level Behaviours at Fen Rivers Academy

All behaviour communicates something that is not being said in words.

In responding to this we aim to display unconditional positive regard and to:

- create feelings of physical and relational safety (**PROTECT**)
- to enable children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame and to remove blocked-trust (**RELATE**)
- to support regulation by helping children to understand how their brain develops and to bring down stress hormones,
- to support learning and to prevent physical and mental ill health later in life,
- to repair psychological damage caused by traumatic life experiences through emotionally regulating, playful, enriched adult-child interactions, and create safe spaces and time (as long as it takes) for regulation (**REGULATE**)
- train staff in the art of good listening, dialogue, empathy and understanding
- provide skills and resources to support all adults around a child to have meaningful empathic conversations about their lived experiences to empower children.
- Within the context of established and trusted relationships, to support children therapeutically to symbolise and work through painful life experiences, expressing these in a range of ways.
- deliver PSHE lessons that are informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), healthy and unhealthy relationships, emotions, social media and tools for how to 'do life well'. Curricular content will enable children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- provide staff with training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences; through empathic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.
- develop responses to behaviour that model enquiry, reflection, resolution and interactive repair (e.g. restorative conversations) (**REFLECT**)

Personalised (i)

Due to the complex nature of our children bespoke behaviour support plans (BSPs) are created for every child. This understanding of the whole child enables us to develop personalised feedback, adjusting our communication and response to meet individual needs.

The purpose of the BSP is to support each child's signs of safety by providing tailored responses, scripts and strategies to support regulation. Through reflective practice and effective planning, we strengthen relational connections and repair fractures. All children own their BSP which is a working document and annotated to show changing needs. Pupil and parent voice are key to feeding in to this and it is shared to create consistency between home and school.

Our response to behaviour that has the potential to cause harm follows a PACE approach. It is **P**layful, **A**ccepting, **C**urious and **E**mpathic. We see behaviour as connection seeking and attention needing and seek to respond with curiosity about what is going on for the child in that moment. Responses will be in line with BSPs. Daily debriefs allow the opportunity to reflect on our practice responses to behaviours that challenge and seek further understanding of the situation as well as sharing glimmers and golden moments, celebrating the positive progress of all children.

Universal (ii)

Behaviour	Script PROTECT – RELATE – REGULATE – REFLECT	Societal Benefits of positive behaviours <i>People, Place, Purpose</i>
Swearing	<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>Positive communication with others will help you to,</p> <ol style="list-style-type: none"> 1. Win the respect of other people. 2. Get other people to trust you and give you opportunities. 3. Find and keep a good job, and
Invading personal space	<p><i>“So sorry, I need to stop you here. You are in [name’s] personal space.”</i></p> <p><i>How do we deal with the rejection?</i></p>	<ol style="list-style-type: none"> 4. Encourage other people to respond positively to you'.
Damage to property (minor)	<p><i>Stop. What do you need? What are you telling me? Can you help me understand?</i></p> <p><i>“We can repair this together when you are ready.”</i></p>	<ol style="list-style-type: none"> 5. Creates and maintains a nicer community for everyone.
Verbal assault	<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>	

Intimidation, goading and physically provoking	<p><i>Call the action out.</i></p> <p><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. One voice only. Consider change of face.</p>	
Spitting	<i>"Stop. I will give you space. Can you help me understand what the problem is?"</i>	
Bias/Prejudice Misogyny, sexualised language, hazing, gas lighting)	<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></p> <p>Consider further learning interventions/ education.</p>	

3. Behaviour Incident Response Flowchart

<p>Student displays challenging behaviour</p> <p>Ask yourself: What do they need?</p> <p>What are they seeking?</p> <p>How can I help?</p> <p>What does my response need to look and feel like for this child?</p>	
Step 1: Observe & Assess	↓
Step 2: Initial Response	<p>Use of strategies outlined in the behaviour support plan</p> <p>Use of scripts</p> <p>↓</p> <p><i>If this resolves go to step 3; if not go to step 4</i></p>
Step 3: Consequence & Reflection	<p>(once regulated) Support student to reflect on emotions and feelings in the moment and where these sit in the body</p> <p>Make a plan for next time big feelings hit and how you will repair relationships</p> <p>Amend BSP as necessary, including pupil and parent voice as appropriate</p> <p>Update CPOMS</p>

	<p><i>ends</i></p> <p>↓</p>
<p>Step 4: Escalation</p>	<p>If this continues to escalate call for support</p> <p>Support arrives and asks the adult</p> <p><i>“What do you need from me?”</i></p> <p>Adult directs ‘support’ to work with others to create space to facilitate unpicking needs and restoring safety or to change face to support the child in crisis.</p> <p>There is ‘one voice’ to create calm and clarity and signal safety, de-escalation strategies used</p> <p>Strategies from the BSP are offered again, a change of space, time, different energy, a snack / drink to ensure basic needs are met / change of face</p> <p><i>If this resolves go to step 3, if not go to step 5</i></p> <p>↓</p>
<p>Step 5: High-Risk Behaviour</p>	<p>Call code orange</p> <p>Level of physical and psychological safety / risk determines response</p> <p>Reiteration of BSP – offering strategies</p> <p>Use Norfolk Steps de-escalation training to continue to verbally de-escalation – the one voice determines if reasonable, necessary and proportionate to move child to create safety / restore safety - warns child and initiates move in line with training</p> <p>Child is supported in safety to regulate, taking as much time as is needed for them to feel safe, seen, heard</p> <p><i>Once safe, calm and ready (may not be same day) go to step 3</i></p> <p>↓</p>
<p>Step 6: Long-Term Support</p>	<p>The effective reflective debrief (same day) reflects on incident from start to finish – considering antecedents, behaviours seen, staff practice (what could we do differently or better to prevent escalation), identified training needs, any RPI,</p>

	<p>records of the incident and next steps to support the child</p> <p>Longer term – changes to the BSP, classroom provision, adaptations of the core offer, feed in to the learning plan and review of the EHCP</p>
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4. Harmful behaviour - Consequences, Consistent Responses and Repair

- A 'natural consequence' is the outcome of all behaviours whereas a sanction may not be always be appropriate. Restoration and reparation is more likely to reduce the severity and frequency of behaviours that challenge.
- Suspension is an absolute last resort because one of our top priorities is for every pupil to achieve excellent attendance. Given many of our pupils have suffered early childhood trauma, we are determined that they feel cared for, not rejected.
- We are bespoke in our response to behaviour. This avoids automatically applying a list of consequences which correspond to specific behaviours. The context is never the same from one incident to the next, and our responses must be related to context.
- In the right way and at the right time, we explain our decisions to pupils and also to their families. This helps build perceptions of fairness and conveys our thoughtfulness and care for pupils. Decisions about responses to behaviour will always be rooted in the best interests of pupils and the wider school community.
- It is important for us to be clear and state behaviour expectations calmly but confidently. Behaviours that have a disproportionate effect on learning are usually best supported by an emotionally available adult, awareness of need and fluid strategies that do not lend themselves to a list of hard and fast rules. If we are proactive and anticipate common behaviours that are outlined in the BSP these can be avoided by preparing well and reminding the children of expectations. We will always explain what is expected before activities begin. It is important for us to stick to our expectations and not give up when it is inevitably hard at the beginning. We will persist in supporting children in their best interests.

Exclusion / Suspension / Inclusion

Although we retain the right to suspend or exclude a child in extreme circumstances, as a school we do not believe that exclusion is in the best interests of the child. We believe that children's behaviour is a form of communication and that it is our job as a school to work creatively with the child, parents and other agencies in order to teach them more appropriate ways of communicating need. An intervention outside of the classroom can support a child to reflect and prepare to repair relationships and ensure readiness for a successful return to the bigger class group.

The Use of Physical Restraint

Physical restraint will not occur as a matter of common practice. Whenever possible staff will use their skills to deescalate a situation rather than intervening physically unless it would be unsafe to do so. Staff will only physically intervene in line with the guidance.

Norfolk Steps techniques seek to avoid injury to the child being held, 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 young person remains safe.

In every incident care will be taken to use only a level of force that is necessary, reasonable and proportionate to create safety and for a duration that is as short as possible. All holds are tracked and analysed so the child’s experience can be understood and to inform any training needs.

Behaviour	Repair of Harm / Building positive relationships and connections
Name calling. intimidation / goading	<p>*Focus on something positive that you like about that person and share it with them with support.</p> <p>*Use of consistent scripts from all staff <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. One voice only. Consider change of face.</p>
Spills something	Cleans it up themselves
Disruptive during lunch	Eats lunch by self, right away or next day
Steals something	Replaces it directly to the person with an apology.
Damages property	<p>*Repairs it (this is everyone’s place)</p> <p>*Makes a contribution from P (Place) points towards cost of repair,</p> <p>*or parent is asked for a contribution towards repair costs.</p>
Physical Assaults and Fighting	<p>*Consideration of past traumas and triggers on all sides</p> <p>*Safety planning for time away from others until ready to repair</p> <p>*Planned interventions considering others’ viewpoints</p> <p>*Therapeutic work to unpick what sits beneath the behaviours</p>
Verbal Assault	<p>*Consideration of past traumas and triggers on all sides</p> <p>*Safety planning for time away from others until ready to repair</p> <p>*Planned interventions considering others’ viewpoints</p> <p>*Therapeutic work to unpick what sits beneath the behaviours*Use of consistent scripts from all staff</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> [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>
Swearing	<p>*Reminder in the moment – I understand you are frustrated. Please don’t use that word.</p> <p>*Use of consistent scripts from all staff <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>
Spitting (targeted and deliberate not accidental due to over-excitement or other reason)	<p>*Use of consistent scripts from all staff <i>“Stop. I will give you space. Can you help me understand what the problem is?”</i></p> <p>*Clean up the mess with support</p>

<p>Sexualised Behaviour (Consumption of pornography; Sexual violence, sexualized language)</p>	<ul style="list-style-type: none"> *Correction of language used in the moment. *Curiosity – What has happened to you? What are you trying to communicate? *Use of a safe space to create safety – consideration of risk (safety planning) *Exploration of understanding that sits beneath the action - physical or verbal. *Education / specific training eg) A Call to Men *Referral to the harmful sexual behaviour team / CADS (Children’s Advice and Duty Service - Safeguarding)
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Changes to National Guidance on the Use of Reasonable Force

Important changes to national guidance on the use of restrictive interventions in schools, which includes the use of reasonable force, restraint, and seclusion. The Department for Education has updated its guidance, and these changes will take effect from 1 April 2026.

The new framework replaces the previous 2013 guidance. It introduces clearer definitions of restrictive interventions, and new duties for schools relating to recording and reporting incidents. The key changes are described below, most of which we already do. We already record and report to parents every time. The new guidance requires us to additionally put this in writing.

1. New duties to record every significant incident

From April 2026, schools must record every significant incident where a reasonable force, restraint, and seclusion is used. This includes details such as why it was necessary, what happened, how long it lasted, and who was involved.

2. Parents must be informed promptly

The guidance requires that parents are notified as soon as practicable, ideally the same day, when their child has been involved in an incident involving the use of reasonable force, restraint, and seclusion - unless doing so could cause serious harm.

3. Clearer definitions and safeguarding expectations

The guidance now provides clearer definitions of terms such as reasonable force, restraint, and seclusion. Seclusion is now explicitly defined as a non-disciplinary safety measure used only when a pupil is at immediate risk of harm due to severe distress.

4. Strong emphasis on prevention and de-escalation

Schools are expected to reduce the need for reasonable force, restraint, and seclusion by strengthening early help, emotional regulation strategies, positive relationships, and staff training.

5. Additional protections for pupils with SEND

The guidance highlights that pupils with special educational needs or disabilities may be particularly vulnerable. Schools must ensure that support is personalised and carefully planned.

What this means for our school

We already ensure that reasonable force, restraint, and seclusion are used only as a last resort. Over the coming weeks, we will be updating some of our policies, including our Behaviour Policy, and ensuring that parents are informed promptly, transparently and in writing when incidents occur.

Our commitment to you and your children

The safety, dignity, and wellbeing of all pupils is our highest priority. These changes provide a clearer national framework.

If you have any questions about these changes or would like to discuss how they may relate to your child, please do not hesitate to contact us.

Please find the link to the new guidance should you wish to read further https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Policy Owner: Head teacher - Amanda Fewkes / SLT

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