



# NORWICH SCHOOL

## Behaviour Support and Intervention Policy

This policy is reviewed by Council of Management every year. This policy was last reviewed and agreed on Trinity 2023. It is due for review in Lent 2024.

Confirmed by:

Patrick Smith	Chair of Governors	Trinity 2023
Steffan Griffiths	Head	Trinity 2023

### 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 <ul style="list-style-type: none"> <li>• Minor changes can be authorised by a senior staff member and do not need formal approval.</li> <li>• Major revisions require approval through the confirming authority (typically a Committee)</li> </ul>
1.0	July 2021	Nicky Fairweather	Appendices removed and included in staff policies Minor typos and job titles updated
2.0	Trinity 2022	Nicky Fairweather	Norwich School Pupil Charter updated
3.0	Trinity 2023	Nicky Fairweather	Multiple changes throughout

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## Purpose and Aims

At Norwich School we will work together to nurture an accepting environment built on love, compassion and inclusion. 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 and feel a sense of belonging, in an open and trusting 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, the Safeguarding and Child Protection Policy, the Child-on-Child Abuse Policy, the Special Educational Needs and Disability Policy, Equal Opportunities Statement and Suspension and Exclusion Policy. Staff should also be familiar with the annual 'Pupil Expectations and Useful Information' document.

## Norwich School Pupil Charter

Our school charter has been created by pupils as a frame of reference for daily interactions, attitudes, and behaviours.

At Norwich School we each strive to live by our core values of love, compassion, and inclusion.

- We recognise, value, and celebrate our differences.
- We are kind and fair to all.

- We aim to be the friend we would want to have, especially when times are difficult.
- We recognise that our actions have consequences, and we take responsibility for them.
- We are not afraid to speak up or speak out, with respect for others.
- We appreciate the importance of listening to others and of open dialogue.
- We honour our academic and co-curricular commitments.
- We welcome help, we embrace challenge, and we understand that we can learn when things do not go as planned.
- We take pride in our school, and each play our part in its continuing growth and progress.
- We look beyond our school to make a positive impact in the wider community.

## 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.  
(UKCIS advice will be referenced in decision making)

- 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
Merit (in ISAMS) (3 types: Academic, Co-Curricular, Leadership and Service)	Teacher	Notable attainment, effort, attitude or contribution.	Regularly given day-to-day in classrooms, in co-curricular activity and around school.
Distinction (in ISAMS)	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.
Citation (in ISAMS)	Teacher	Outstanding work for Sixth Form pupils.	Given less frequently.
Head's Commendation (HMC)	Head	Outstanding attainment grades (top six of year-group [plus ties] per set of grades)	When the year group has grades.
Commendation	Head of Section	Excellent attainment grades (next 10 of year-group (plus ties) below HMC winners)	When the year group has grades.
Head of House Award	HoH	Excellent effort grades (top few pupils with many O and V effort grades who have not received an HMC or Commendation)	When the year group has grades

## House Competition

Merits, Distinctions and Commendations earn points which contribute to the Sayer Mason Cup (academic), the Dowdeswell Cup (co-curricular) and to the overall annual House Cup.

## Recognising Co-curricular Excellence

- Arnolds are awarded for distinguished contributions, typically confined to one area.
- Stibbes are awarded for pupils making a distinguished and consistent contribution to the co-curricular life of the school, typically covering more than one area.
- Colours are awarded for excellence in school sport.
- House colours are awarded for notable contribution to house activities or co-curricular life.

- Events throughout the year earn points which contribute to the annual House Cup.

## **Behaviour Support and Intervention**

Engagement with learning and contribution to a positive culture are always paramount, but pupils will on occasion get things wrong. We should always address disruption to learning, and unkind or thoughtless interactions with others (both in timetabled sessions and around the site).

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.

### **Zero tolerance**

Inclusion is one of the school's core values and prejudicial behaviours of any kind are unacceptable – our zero-tolerance position means that appropriate, contextual and proportionate action will always be taken. Zero-tolerance means taking a proportionate and appropriate response to every alleged incident. It does not necessarily mean the use of sanctions in all cases.

### **Context where prejudicial behaviour occurs**

- Investigations must establish whether the Bullying Policy or Behaviour Support and Intervention Policy should be applied ('prejudicial bullying' or 'prejudicial incident')
- Contextual consideration should be given to the intention (was behaviour from a lack of awareness / understanding, or was it targeted?)
- Contextual consideration should be given to any minoritised background of pupils involved in the behaviour
- Reflective work must include exploration of the impact on individuals and on the wider context of the Equality Act 2010 in society more broadly.

Staff with additional pastoral responsibilities will aim to keep colleagues informed if there are personal issues which could impact on the attitude or behaviour of an individual pupil, and where reasonable adjustments may be most appropriate.

### **Behaviour for learning**

- Pupils are aware that within any lesson the following basic expectations will always apply:
- Pupils should arrive ready for learning (this includes in a timely manner)
- Pupils should be equipped for learning
- Mobile phones should be in pockets / bags and on silent - they should not be used unless with permission or under guidance of a teacher
- Chewing gum is not allowed
- Behaviour should not disrupt the learning of others.

**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 caution and consequence\* should be issued.
- If time outside the room is needed, this should accompany a calm reset by the teacher.
- 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 Head of Department and House team, this may then be referred to the Section team.

\*Consequences will be determined by individual professional judgement but can include:

- pupil to be moved within the room
- stay behind at the end of the lesson\*\*
- log incident on CPOMS
- e-mail / phone call home

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.

### **Behaviour for community**

**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 and recording in CPOMS using neutral and objective language. Professional judgement should be used to act in such cases.

### **Interventions and Sanctions**

In managing pupil behaviour, the desired outcome is for behaviour to change. Sanctions do not in themselves achieve this, 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.

Appropriate intervention will be considered on a case-by-case basis. We make distinction between cases where there are academic issues, and cases where behaviour is prejudicial, unkind or dangerous. Details are outlined in the tables below.

In some cases, the Anti Bullying Policy will be referenced, in others the Pupils Expectations and Useful Information document may be key. Where appropriate the Farrers publication "Addressing child-on-child abuse: a resource for schools and colleges" will be referenced in decision making

[www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf](http://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf)

Where appropriate the following sanctions / interventions are available and should be recorded in CPOMS. Staff are encouraged to discuss individual pupil concerns with the Tutor and Head of House for an individual pupil.

Situations where suspension or exclusion are deemed appropriate will be approached under the terms of the school's Suspension and Exclusion Policy. Disciplinary matters which could expect a response within this policy are outlined in the annual School Expectations guidance.

Parents / guardians will be informed and involved in discussions as appropriate; this is likely where a pattern of Stage 1 behaviour evolves and /or when intervention moves to After-School level.

\*In following tables indicate where staff issuing sanctions must communicate with home before intervention notifications are sent from Principal Deputy Head (PDH) office.

## INTERVENTIONS (PASTORAL)

Our practice is founded on unconditional positive regard and relationships

BEHAVIOUR <i>Action</i>	RECOGNITION <i>Consequence</i>	REFLECTION <i>Understanding</i>	RESTORATION <i>Change</i>
<b>STAGE ONE INTERVENTION</b>			
Low-level disruption; failure to follow instructions; unkindness	Immediate words of guidance	Immediate reflection in situ	Positive behaviour immediately
Further incident of low-level disruption, failure to follow instructions, or unkindness	Words of guidance at end of lesson or after the event	Moment of reflection with <b>teacher</b>	Positive behaviour thereafter
Repeated incidents of low-level disruption, failure to follow instructions, or unkindness	Teacher informs tutor who provides words of guidance <i>(record on CPOMS)</i>	Time of reflection and discussion with <b>tutor</b> ; identification of strategies needed to improve behaviour	Acknowledgement of actions and in-person apology; positive behaviour thereafter
<b>STAGE TWO INTERVENTION</b>			
<i>Either a</i> culmination of stage one behaviour, <i>or</i> a serious incident of disruption, ignoring instructions, or unkindness	<b>House Detention</b> Break/lunch - 30 mins <i>(record on CPOMS)</i>	Written reflection and discussion with <b>Head of House</b> ; support by pastoral prefects; identification of strategies needed to improve behaviour	Restorative actions agreed with in dialogue with HoH. Communication with other parties involved
A serious incident of disruption, ignoring instructions; bullying or prejudicial behaviour	<b>After-School Detention*</b> Friday - 60 mins <i>(record on CPOMS)</i>	Written reflection and discussion with <b>Head of House</b> ; identification of strategies needed to improve behaviour	Restorative actions agreed with in dialogue with HoH. Communication with other parties involved
Repeated incidents of disruption, ignoring instructions; bullying or prejudicial behaviour	<b>After-School Detention*</b> Friday - 120 mins <i>(record on CPOMS)</i>	Written reflection and discussion with <b>Assistant Head</b> ; identification of strategies needed to improve behaviour	Restorative actions agreed with in dialogue with AH. Communication with other parties involved

Repeated or very serious incident(s) of disruption, ignoring instructions; bullying or prejudicial behaviour	<b><u>Saturday Detention*</u></b> Saturday - morning <i>(record on CPOMS)</i>	Written reflection and discussion with <b>Principal Deputy Head</b> ; identification of strategies needed to improve behaviour	Restorative actions agreed with in dialogue with PDH. Communication with other parties involved
<b><u>STAGE THREE INTERVENTION</u></b>			
<i>Either a culmination of stage two behaviour, or a very serious incident e.g. illegal or dishonest or harmful conduct</i>	<b><u>Suspension*</u></b> (including Internal Inclusion, where appropriate)	Pre-suspension meeting with <b>DoS and / or HofS</b> to set targets, followed by back-to-school meeting to identify strategies to meet them	Restorative actions agreed with in dialogue with DoS / HofS. Communication with other parties involved
A last resort: when a pupil has committed an offence or series of offences which makes a place at the school untenable	<b><u>Exclusion*</u></b>	Meeting with <b>Head</b>	Support/guidance provided for onward educational pathway as appropriate.

## INTERVENTIONS (ACADEMIC)

Our practice is founded on unconditional positive regard and relationships

BEHAVIOUR <i>Action</i>	RECOGNITION <i>Consequence</i>	REFLECTION <i>Understanding</i>	RESTORATION <i>Change</i>
<b>STAGE ONE INTERVENTION</b>			
Forgetting equipment, inappropriate amount or level of work or lack of effort	Immediate words of guidance	Immediate reflection	Positive application immediately
Further incident of forgetting equipment, inappropriate amount or level of work or lack of effort	Words of guidance at end of lesson	Moment of reflection with teacher	Positive application next lesson
Repeated incidents of forgetting equipment or inappropriate amount or level of work or lack of effort	Teacher informs tutor who provides words of guidance ( <i>record on CPOMS</i> )	Time of reflection and discussion with <b>tutor</b> ; identification of strategies needed to improve application	Acknowledgement of actions and in-person apology; positive application thereafter
<b>STAGE TWO INTERVENTION</b>			
<i>Either a</i> culmination of stage one incidents, <i>or</i> a serious incident of ignoring instructions/lack of work	<b>Department Supervised Study</b> Break/lunch – 30 mins ( <i>record on CPOMS</i> )	Written reflection and discussion with <b>Head of Department</b> ; identification of strategies needed to improve application	Restorative actions agreed with in dialogue with staff. Communication with other parties involved
A serious incident of ignoring instructions / lack of work; plagiarism or inappropriate conduct	<b>After-School Supervised Study*</b> Wednesday - 60 mins ( <i>record on CPOMS</i> )	Written reflection and discussion with <b>Assistant Head</b> ; identification of strategies needed to improve application	Restorative actions agreed with in dialogue with staff. Communication with other parties involved
Repeated incidents of ignoring instructions / lack of work; plagiarism or inappropriate conduct	<b>After-School Supervised Study*</b> Wednesday - 120 mins ( <i>record on CPOMS</i> )	Written reflection and discussion with <b>Director of Studies</b> ; identification of strategies needed to improve application	Restorative actions agreed with in dialogue with staff. Communication with other parties involved

### STAGE THREE INTERVENTION

<p><i>Either a culmination of stage two behaviour, or a very serious incident e.g. illegal or dishonest or harmful conduct</i></p>	<p><b><u>Suspension*</u></b> (including Internal Inclusion, where appropriate)</p>	<p>Pre-suspension meeting with <b>DoS and/or HofS</b> to set targets, followed by back-to-school meeting to identify strategies to meet them</p>	<p>Restorative actions agreed with in dialogue with DoS/HofS. Communication with other parties involved</p>
<p>A last resort: when a pupil has committed an offence or series of offences which makes a place at the school untenable</p>	<p><b><u>Exclusion*</u></b></p>	<p>Meeting with <b>Head</b></p>	<p>Support/guidance provided for onward educational pathway as appropriate.</p>

## 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.
- Emotionally based school avoidance.

## Progression to the Sixth Form

We will consider both a pupil's academic and their disciplinary record upon deciding whether to offer a pupil a place in the Sixth Form. We are not obliged to permit a pupil to enter the Sixth Form unless satisfied that it is appropriate to do so, having regard to a pupil's academic attainment and behaviour and all other relevant circumstances.

## Appeals

Pupils can appeal against any sanction, other than suspension for more than five days during term time (excluding holidays) or exclusion, to the Principal Deputy Head or the Head 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 exclusion, can be found in the school's Suspension and Exclusion Policy.

## Document control

Document title:	Behaviour Support and Intervention Policy
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Authorised by:	Council of Management
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Other internal policies / documents referenced:	<ul style="list-style-type: none"> <li>▪ Anti-Bullying Policy</li> <li>▪ Child-on-Child Abuse Policy</li> <li>▪ Equal Opportunities Statement</li> <li>▪ Pupil Expectations and Useful Information</li> <li>▪ Safeguarding and Child Protection Policy</li> <li>▪ Special Educational Needs and Disability Policy</li> <li>▪ Suspension and Exclusion Policy</li> </ul>
External documents referenced:	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ <a href="http://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people">www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people</a></li> <li>▪ <a href="http://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf">www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf</a></li> </ul>