



TIFFIELD ACADEMY

Behaviour and Motivation Protocol

Review date: September 2026

The purpose of this protocol is to provide staff, pupils, families and our school community with information, strategies and legal requirements regarding how we approach behaviour and motivation at Tiffield Academy.

Our school values and ethos underpin our attitudes, actions and words towards pupils in our care: to be kind, to be curious and to be ambitious. Just as we might support a pupil with the acquisition of academic skills it is fundamental that we also help our children to develop behaviours which are safe, functional, dignified, effective and respectful of others. The school's key drivers of communication, safety, independence, and wellbeing ensure that these skills are not only expected but supported and explicitly taught to children who may have challenges in these areas. All classes develop a code of conduct or agreement around expectations of themselves and each other based on our key drivers and underpinning principles (see below). Individual Support Plans ensure the needs of every child are understood and met.

At Tiffield we have the following underpinning principles

- Positive and meaningful relationships are imperative to our practice between all members of our school community
- Unconditional positive regard should be practiced and always reinforced
- Children and adults have a sense of belonging, feel safe, secure, and valued
- The importance of fostering social relationships in a school community and appreciating and celebrating difference
- Responsibility and accountability for one's own actions and their impact on others
- Respect for others, their views, feelings, and circumstances
- Fairness
- Consistency
- A willingness to create opportunities for reflective change

Tiffield Academy view behaviour as a form of communication. We recognise that there are a wide variety of needs which may result in a particular presentation and that these can change over time for individual children. We recognise that every child and situation is different. There is no one approach that will resolve every child's behavioural challenge. We draw on a range of methodologies and proven techniques and remain curious in terms of establishing the underlying cause for a behaviour. The key to supporting each situation lies in understanding the context and the nature of the individual actions; all behaviour is communication. We engage in a reflective approach that is knowledge based and flexible in response as the situation develops. At Tiffield, behaviour is analysed

through data so that patterns can be identified and strategies used are informed and effectively deployed.

Some of our pupils will not have the verbal language to communicate their need, want or distress. Even where pupils have the capacity of speech to explain, this language is not always effective when they are in distress. When supporting pupils, we recognise this to ensure that our response is appropriate when there is dysregulation and support and encourage all forms of communication. We use the support of speech and language therapists and assistants to remove communication barriers.

We would also regard the pupil's sensory needs as a fundamental physiological need; provision of an appropriate sensory programme or diet is put in place for many pupils to ensure they are sufficiently sensorily integrated before engaging with tasks. Sensory techniques are also used extensively to support the purposeful learning of pupils. We recognise that everyone's sensory needs are different and we use the expertise of occupational therapists to support our understanding of the individual.

Responding to behaviour

At Tiffield, we acknowledge that pupils respond more positively to adults when they have positive and safe relationships. We expect all staff to role model good behaviour (behaviour that is appropriate to the social context) and acknowledge this behaviour to encourage repetition. We expect staff to communicate verbally and non-verbally Tiffield's expectations and values to all pupils. All interactions give staff the opportunity to reinforce routines, expectations and develop meaningful, consistent, and safe relationships with pupils. At Tiffield we use the following to empower our young people:

- Verbal recognition
- Communicating positives to parent/carer via call or email
- Celebrating achievements
- Positions of responsibility

Behaviour support begins with the curriculum and classroom practice across school. Classroom approaches ensure low level disruption is addressed, basic needs are met and a 'readiness to learn' environment supported. Communication and self-awareness are often areas in which our pupils need to further develop skills and our curriculum reflects this.

Natural consequences teach safety as well as ensuring expectations are clear, where possible, and appropriate pupils are given opportunities for reparation. We do not use a punishment-based approach: we work with pupils to develop their strategies around taking responsibility without invoking a feeling of shame. Many of our pupils have encountered adverse childhood experiences and we avoid triggering further trauma

whilst supporting the child to recognise and take responsibility for their behaviour. Consequences may be:

- A verbal/written reminder of expectations of behaviour e.g. conversation, social story, or use of symbols
- Reflection using resources to support understanding
- Change in activity or lesson e.g. not able to access offsite provisions for safety reasons
- Positive contributions to the school e.g. watering gardens or tidying areas of school
- Change of environment – a pupil may need to be supported to work in a different area for reasons of safety
- Suspension
- Permanent exclusion

We recognise that different children have different ways of processing an event and ensure that the above take place at a time that is right for the child. Consistency is important across the academy, however reasonable adjustments to the policy may be made in relation to a pupil's SEND status or their protected characteristics.

We use the following approaches to support relationships and a restorative approach.

- Respect - for everyone by listening to opinions and learning to value them
- Responsibility - taking responsibility for your own actions
- Repair - developing the skills within our school community to identify solutions and repair harm
- Re-Integration - working through a structured, supportive process that aims to solve the problem

Support plans and risk assessments

Each pupil has a Support Plan written by the class team with input from parents, pupils and professionals where appropriate. This plan works in conjunction with risk assessments, where appropriate. All plans and risk assessments are shared with home so that everyone understands the provisions in place.

If a child requires additional support, we will ensure this is communicated home in order to make referrals to outside agencies such as CAMHS, to develop our understanding in terms of meeting a child's needs.

How will we all work together?

Staff are responsible for:

- Practicing unconditional positive regard
- Responding to behaviours in line with our policy and protocol
- Supporting children to identify strategies to help them manage their emotions
- Identifying functions of behaviour and implementing strategies to support children
- Modelling positive behaviour
- Ensuring that support plans are current and individualised
- Ensuring that all children are treated fairly with awareness of the protected characteristics
- Sharing achievements and successes with parents and carers
- Recording incidents and Restrictive Physical Interventions as per policy

Families are expected to;

- Support their child to understand when behaviours are not safe or respectful of others
- Inform the school of any changes in circumstance that may affect their child's behaviour
- Discuss any behavioural concerns with school
- Be a good role model to their child
- Feel welcome in school to discuss their child in a positive atmosphere
- Build positive relationships with staff supporting their child in school
- Be receptive to new ideas and suggestions around their child's behaviour
- Feel informed about activities and events in school

Pupils are expected to:

- Engage positively in their learning
- Learn how to use strategies to self-regulate
- Learn how to respect themselves and others
- Learn how to co-operate with others
- Develop an understanding of how their behaviour may impact on others
- Learn how to resolve friendship difficulties and differing opinions
- Develop an understanding of what makes them feel happy

- Respect their property and that of others
- Learn how to behave in a way which means all pupils can learn

Leaders in school will:

- Ensure policy and protocol is being used consistently
- Communicate with staff/professionals/families
- Ensure that staff training meets the needs of the school
- Review all practices in school and make adaptations, where necessary, and after collaborative reflection
- Ensure the culture in school reflects our ethos

Staff training

Staff will receive a comprehensive programme of training across each academic year. We recognise that behaviour and motivation are impacted by the strategies we use, the learning in our classrooms and the way we support children to communicate. Sessions will be tailored to meet the needs of our cohort and the experience and understanding of our staff team.

PRICE (Protecting Rights in a Caring Environment) is one aspect of our training with regard to the support we provide to our pupils. Our academy PRICE instructors, and instructors employed by PRICE, train staff in behaviour support and restrictive physical intervention in line with the PRICE Safe School's programme. This involves strategies to manage behaviours of concern, de-escalation and diffusing skills and restrictive physical intervention for use as a last resort (and to maintain a safe environment for all). Members of staff at Tiffield also receive regular professional development sessions in strategies which support children's SEND needs from school staff and outside professionals. This complements the PRICE training delivered. New staff are trained in PRICE Safe Schools during the term they arrive and this is refreshed yearly. Instructors also have their training refreshed in line with PRICE requirements. As a school we recognise and follow the standards of the restraint reduction network.

Searching and confiscation

Principals and authorised staff can use force as is reasonable, given the circumstances, to conduct a search for the following prohibited items;

- Knives or weapons
- Alcohol
- Illegal drugs and paraphernalia

- Stolen items
- Tobacco and cigarette papers
- E-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury (physical or psychological) or damage to property

Staff will always give pupils the opportunity to volunteer any prohibited items and support them to identify the dangers related to the items or situation. Where a member of staff suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or of their property, the academy may treat this as a disciplinary matter and apply the appropriate consequence.

Tiffield follows the DFE's guidance on searching and confiscation when disposing of prohibited items. Any cigarettes or e-cigarettes confiscated in the Academy may be destroyed (Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies, July 2022)

Mobile phones are not permitted in school by pupils and should be handed to staff to lock away on arrival.

Exclusions

We adhere to GAT suspension and exclusion policy, where necessary.

[Pupil Behaviour and Exclusions Policy \(greenwoodacademies.org\)](https://www.greenwoodacademies.org)

Bullying

It is important to accurately identify bullying - bullying is a behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is not an isolated incident.

At Tiffield Academy we have high expectations of all of our pupils and expect our pupils to conduct themselves in the best way possible at all times. We aim to provide a supportive, caring and friendly environment which allows all our pupils to learn, grow and develop to achieve their full potential. The school does not tolerate bullying in any form and actively works to prevent it: when it is identified we are committed to tackling it.

Our school ethos promotes inclusion at all levels, whether that is based on race, sexuality or disability. Due to the complexity of need for some of our pupils they may not know or understand that their behaviour constitutes bullying. Similarly, some of our pupils would not have the understanding to know or the verbal communication to express that they

were being bullied. As practitioners it is our role to ensure that we are recognising when these behaviours occur and support our pupils to behave and respond in a way that is more appropriate and desirable.

Bullying behaviour may include, but is not limited to:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls

The following types of bullying would also be defined as a hate crime:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability

At Tiffield Academy we use our curriculum strategies and interventions as a tool to teach anti-bullying. Pupils learn about prejudice at a level that is accessible to them. We celebrate diversity, both within our own community as well as nationally and globally. We teach our pupils to be good citizens, to be kind and to understand we are all different but equally valued. We foster a culture of acceptance and this is taught throughout all aspects of our curriculum including through PSHE and RSE.

We work collaboratively with families to ensure that they are able to share concerns with staff and that those concerns are dealt with sensitively and promptly. This may include incidents that happen outside of school.

We use our restorative approach to address bullying (as outlined above). Pupils are involved in the process and our model promotes collaboration rather than punitive measures to tackle incidents of bullying.

All incidents of bullying and child on child abuse is recorded on our internal system, CPOMS. Appropriate actions are also recorded as well as any external agency involvement. The system is robust and ensures that we are routinely monitoring incidents and our effectiveness at dealing with them.

Physical Intervention

At Tiffield we strongly believe that when our children are happy and their needs are understood and met this allows them to self-regulate and behave well. We consider self-regulation as something that we need to support and teach.

At Tiffield we use PRICE (Protecting Rights In A Caring Environment) to support our staff training around de-escalation and diffusion when children are dysregulated and if they reach crisis point. All our staff access this training and in addition to this we will have PRICE Instructors within the staff team. Physical Intervention is only used as a last resort and for reasons of safety. If safety can be maintained in other ways, the approach is to step back from a child displaying physical behaviours, giving space and time for them to regulate. In the majority of cases, de-escalation and diffusion are the appropriate methods of managing situations. Our practice is guided by the recommendations of the Restraint Reduction Network (RRN).

Physical intervention may be needed in the following situations:

- Injury, or risk of injury to another learner
- Injury, or risk of injury to a member of staff
- Serious damage to property
- Behaviour which is prejudicial to maintaining the good order of the school

Reasonable force will only be used when there is no other option to maintain the safety of the pupil, other pupils or staff. It may be used if the risk of not intervening will lead to a further escalation of behaviour, putting people at risk.

We protect people's fundamental human rights and promote person-centred, best interest and therapeutic approaches to support people when they are distressed. Our individual Support Plans enable us to understand the needs of our pupils and these plans are followed to ensure that the child receives the most appropriate response when challenging situations arise. Families will be asked to contribute to our Support Plans, including for pupils who may have experience physical interventions in other settings.

Our aim, through the support we offer, is to improve the quality of life of our pupils, including those who have experienced a physical intervention. Our aim is to always reduce the use of restrictive practices by promoting positive culture and practice that focuses on prevention de-escalation and reflective practice. Our professional curiosity means that we will always strive to understand the root causes of a behaviour in order to put preventative strategies in place and to avoid reaching crisis point.

If a physical intervention is required, we focus on the safest and most dignified use of restrictive interventions including physical restraint. These incidents will always be communicated to families and will result in an adaptation of a pupil's Support Plan to ensure that staff and families understand what interventions a pupil may need.

All physical interventions are recorded in school and communicated home on the day the incident has taken place. Specific details are recorded on our system in order to document what has taken place. We will use this information to adapt a pupil's Support Plan and also analyse this to identify any patterns and trends.

We recognise the impact physical intervention can have on a pupil and will work with them to support their feelings and help them to understand events if this is appropriate and as part of the restorative practice.