



**Watton Westfield Infant and Nursery School
and Watton Junior School**

BEHAVIOUR AND BEHAVIOUR MANAGEMENT POLICY

Reviewed By	Watton LGB
Meeting at which policy was approved	
Next Review Date	

Document management	
Action	Date
Approved Policy document to SharePoint folder	

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn their curriculum in a calm, safe and supportive environment: **Stimulating, Motivating, Inspiring Learning and Enjoyment - SMILE**
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied appropriately to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Every child has the right to learn, and no child has the right to disrupt the learning of others.

At our Schools we promote our high standards of behaviour by remembering the following:

Our Respect Code

Respect Yourself,

Be honest, work hard and look after yourself

Respect Each Other

Be kind and helpful to others

Respect Learning

Allow yourself and everyone else to learn

Respect Property

Look after everything

Respect Adults

Listen and follow instructions

Respect Everyone's safety

Be gentle and behave in a kind way

Classes will also develop their own set of class rules at the beginning of the school year alongside our respect code.

As a school we also expect:

- Children to line up quietly. (KS2 register order)
- Say please, thank you and you're welcome.
- Move quietly and calmly around the school.
- Everyone to take responsibility for the school environment.

At the start of each school year the Home School Agreement is shared with parents and carers. (See Appendix 1)

Positive Behaviour

The school follows a positive behaviour ethos and rewards this. We use a visual reward system in the classroom where every child starts every day on green. They can move onto silver or gold following exceptional behaviour or an outstanding piece of work, but this must be earned. When a child reaches gold, they come to the Headteachers office to share their work/behaviour and collect their gold sticker. They will be asked to share their work.

The class teacher aims to contact the parents/carers via ClassDojo before the child goes home. Their name will be added to a ticket in the headteachers office for a raffle held at the end of each half term. Four children will be randomly picked for a Forests school activity session.

If a child needs some time out, they are supported to use the Regulation Stations for a set amount of time where they can choose an activity to enable them to become more emotionally regulated. Adults will support a child when required.

We develop strong partnerships with parents through good communication, regular informal contact (ClassDojo), activities, productions, formal reports, and parent teacher meetings.

Child on Child Abuse

The Watton schools have an action plan and have completed training on child-on-child abuse, any incidents are reported on CPOMS and dealt with swiftly.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Please refer to our Anti-Bullying policy

Roles and responsibilities

All Members of the School Community (teaching and non-teaching staff, parents, pupils, Governors and Trustees) work towards the school's aims by:

- seeing children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting positive, trustworthy relationships and a sense of belonging to the school community
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing trustworthy relationships, behaviours and work
- rejecting all conduct involving bullying or harassment
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking a pride in, the physical environment of the school
- working as a team, supporting and encouraging one another.

The Pupil support Team will work towards the school's aims by:

- Meeting and greeting on the playground or gate.
- Standing alongside colleagues to support learners with behaviour.
- Standing alongside colleagues in interactions with parents as needed.
- Facilitate restorative meetings between staff and pupils as needed.
- Regularly reviewing provision for learners who demonstrate consistent negative behaviour.
- Supporting with Pastoral Support Plan setup and review.

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher and the Senior Leadership Team are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Steps training will be arranged for staff regularly.

School Staff are responsible for:

- Creating a calm and safe and tidy environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour and take quick action where necessary
- Implementing the behaviour policy consistently
- Modelling expected behaviour and positive relationships
- Working collaboratively with parents
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS and tagging relevant staff
- Starting every day as a fresh new day
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

- Pupils will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals or for children with additional needs

Corvus Education Trust are committed to promoting positive behaviour management.

Behaviour reminders are given in the first instance by a look, class reminders or quietly speaking with the child. Following this, the **Face Up To It Sheet, FUTIS** (See appendix 2) can be used if appropriate. The staff member dealing with the incident completes the sheet with the child. This might be verbal or written depending on the needs of the child. If a child progresses to FUTIS 3, it is shared with parents/carers, they comment and sign. The class teacher then uploads it to CPOMS for all the DSL's to be aware.

Every incident is assessed individually, and appropriate action taken. Sometimes this may be a suspension rather than a FUTIS 3. Staff may ask children to stay in class at lunchtime to complete a piece of work or to reflect on their behaviour. Sometimes it may be appropriate for a child to have an internal inclusion with a Pupil Support Officer or senior member of staff.

Serious incidents may result in a permanent exclusion.

Behaviour incidents outside of school will be shared with parents and external agencies as appropriate.

Opportunities for the children to develop appropriate behaviour.

We have established a life skills curriculum for children to discuss appropriate behaviour, emotions, relationships and social skills.

Corvus is a Thrive Trust; each school has Thrive practitioners. The teachers use their knowledge of the class to set targets that the children will develop over the year. Children who are identified as needing extra support will have an individual Thrive action plan that will be reviewed every 6-8 weeks.

Paths, Lego therapy, Drawing and Talking, Little Troopers/Forces Family, Young Carers and Norfolk Steps are all used to support children to develop their emotional resilience. The schools work closely with the Local Authority SEND and inclusion teams to support the children.

Sanctions

There are occasions where a further consequence may be needed for those who seriously breach the Respect Code.

Suspension and permanent exclusions are always a last resort (and can only be authorised by the Executive Headteacher) and so where possible decisions regarding other appropriate sanctions are taken to avoid this happening. Following a suspension, parents are offered a reintegration meeting by a senior leader. Details of the incident, sanctions and communication with parents will be recorded on CPOMS.

These sanctions may include:

- Making up learning time lost at break-time or lunchtime

- Completing work at home
- Internal exclusion
- Face up to it sheet may be completed. (FUTIS)
- Restorative session will be completed by a known adult when the child is emotionally regulated. (Where damage to property or environment has occurred, it will be expected that children will make good as far as possible.)
- Discussion with parents will be had at the end of the day, either face to face, via phone call or ClassDojo message if necessary.

Staff will always deliver sanctions calmly and with care. They must not be used as a threat whilst a child is in crisis. Children at the junior school may be invited to join the lunch club.

Confiscation and right to search

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Mobile Phones

With signed parental permission, Year 5 and 6 children can walk to and from school on their own without an adult. To ensure their safety, some parents may wish for their children to have a mobile phone. These will be collected by the class teacher and stored securely in the main office each morning and returned to the child at the end of the day. They are not to be used whilst on the school site.

Recording incidents where physical intervention is used.

All incidents are recorded on CPOMS

- Incidents are recorded as soon as possible and preferably that day.
- An individual pupil may need an Individual Risk Management Plan (IRM) where the parent/carer has agreed specific handling routines.

The following information is recorded on CPOMS via the Restrictive Physical Intervention Forms

- The name(s) of the pupil(s) involved
- When and where the incident took place
- The names of any other pupils or staff who witnessed the incident
- The steps taken to de-escalate/calm the situation. What de-escalation strategies were used?
- The reason that force was necessary
- How the incident began, and progressed, including details of:

1. The pupil's behaviour
 2. What was said by each of the parties?
 3. The degree of force used
 4. How that was applied and for how long
- The pupil's response and the outcome of the incident
 - Details of any injury suffered by the pupil, another pupil or a member of staff and any damage to property.
 - Details of post-incident learning, including reflection, reparation and restoration strategies used.

Parents/carers will be informed of any incident and given the opportunity to discuss it.

Please see Positive Handling Policy (Appendix 3)

The school actively works to support pupils with SEND and to minimise the need for restraint to be used.

Appendix 1

Watton Westfield Infant and Nursery School and Watton Junior School

Home-school agreement

As a school

We will do our best to:

Support your child's wellbeing and safety by providing a safe, supportive and caring environment

Help and encourage your child to reach their full potential

Monitor and communicate with parents and carers regularly on your child's progress

Provide a broad and balanced curriculum that caters for all children

Promote high standards of behaviour so we can maintain a safe environment for all children

Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem

Set homework that supports the delivery of the curriculum and mark it where appropriate

Offer opportunities for parents and carers to get involved in school life

Communicate between home and school through notices, newsletters, text, ClassDojo email and the school website

Respond to communications from parents in a timely manner, following school policies

Encourage good attendance and address any concerns with parents or carers where necessary

Parents/carers

I will do my best to:

Make sure my child attends school regularly and on time. I will notify the school office by 9am if my child will be absent

Make sure my child is dressed in the correct uniform or PE kit where necessary

Support the school to make sure my child maintains a consistently high standard of behaviour

Encourage my child to try their best so they can reach their full potential

Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn

Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff

Understand that I should try to communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't expect that

Make sure that my child completes their homework on time, and raise any issues that my child has with their teachers

Read and follow the school's policies

Treat all members of the school community with care and respect

Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child

Read all communications sent home by the school and respond where necessary

Pupils

I will do my best to:

Arrive at school on time and ready to learn

Wear the correct school uniform and PE kit

Bring only the equipment I need each day

Do my homework and bring it back to school on time

Read at home every day

Follow the RESPECT code:

Respect yourself,

Be honest, work hard and look after yourself

Respect Each Other

Be kind and helpful to others

Respect Learning

Allow yourself and everyone else to learn

Respect Property

Look after everything

Respect Adults



Listen and follow instructions

Respect Everyone's safety

Be gentle and behave in a kind way

Appendix 2

Face Up To It Sheet

Date:	Name:
What did I do?	1
What did I do?	2
What did I do?	3
How do people feel about my choices?	
What can I do to make it better?	
Parents comments and signature	
Sign pupil	
Sign Teacher	

Appendix 3

Corvus Education Trust POSITIVE HANDLING POLICY

The Trust recognises that there is a need, reflected in common law, to intervene when there is an obvious risk to safety to its pupils, staff and property.

We are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use positive handling as a last resort in line with best practice. If used at all, it will be in the context of a respectful, supportive, trustworthy relationship with the child. We will always aim to ensure minimal risk of injury to YP and staff.

This policy must be read and implemented in conjunction with the schools' behaviour policy and approach to behaviour management.

Section 93 of the Education and Inspections Act 2006 "enables school staff to use force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- (a) committing any offence (or, for a child under the age of criminal responsibility, what would be an offence for an older YP):
- (b) causing personal injury to, or damage to the property of, any person (including the child themselves), or
- (c) prejudicing the maintenance of good order and discipline within the schools.

We are not contractually obliged to carry out restraint procedures and are not contractually obliged to undertake training in any restraint procedures. This policy applies to all staff who are authorised to use positive handling.

Our approach to best practice

The best practice regarding positive handling outlined below should be considered alongside other relevant policies, specifically those policies involving behaviour, bullying, child protection and health and safety.

In line with Education and Inspections Act 2006 in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate:

- Risk to the safety of staff, child or visitors, or
- Where there is a risk of serious damage to property, or
- Where a child's behaviour is seriously prejudicial to good order and discipline, or
- Where a child is committing a criminal offence

This judgement will take into account the circumstances of the incident. All staff should be aware that the use of positive handling in response to a clear or developing danger of injury will always be used to manage behaviour positively to prevent a deterioration of the situation

Staff will view the handling of child as a last resort for the purposes of maintaining a safe environment. If children are behaving disruptively or anti-socially, strategies will be used to manage behaviour positively to prevent a deterioration of the situation. These strategies (which are all Positive Handling techniques) include:

- Positive phrasing
- Limited choices
- Consequences
- Disempowerment
- Scripts.

If effective, incidents of physical handling of a child should decrease in severity and frequency. Regular monitoring of incidents will be carried out to check the effectiveness of any such handling within the team/by the SMT. Where the frequency or severity of incidents is not reducing, the positive handling plan for the pupil will be reviewed

Staff will understand the importance of listening to and respecting children to create an environment that is calm and supportive, especially when dealing with child who may have emotional and behavioural needs, which may increase their aggression.

All staff will understand the importance of responding to the feelings of the child, which lie beneath the behaviour as well as to the behaviour itself.

Practice regarding specific incidents:

All policies and practice regarding the supervision of children during the school day will be appropriate to the identified needs and behaviours of the pupils, this combined with the Norfolk Steps approach to behaviour should minimise the likelihood of requiring positive handling to an absolute minimum.

The physical action taken will take into consideration the age and competence of the child and will be the least restrictive option.

Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

A member of staff recognising that a situation is escalating to a point demanding positive handling yet feeling unable to carry this out must, as part of their duty of care, clearly tell the child to stop the behaviour and seek help by any means available.

Staff who become aware that another member of staff is intervening physically with a

child will have a responsibility to provide a presence and to offer support and assistance should this be required.

Where at all possible no staff member is to be left alone with a child in crisis.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the child if this proves necessary

A child's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the child and member(s) of staff will withdraw to a quiet but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation.

Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner the reason for the intervention is to keep the child and others safe. Staff will explain that as soon as the pupil calms down, she/he will be released.

The force used will be commensurate with the harm prevented.

Positive Handling

Examples of situations where positive handling may be appropriate include:

- **Child attacks member of staff or another child**
- **Children are fighting**
- **Children are engaging in, or on the verge of, committing deliberate damage or vandalism to property**
- **Child is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects**
- **Child absconds from the premises (this only applies if child could be at risk if not kept on the premises)**

Holds to be avoided

The following holds should not be used:

- **Holding a child around the neck, or by the collar, or in any other way that might restrict a child's ability to breathe**
- **Slapping, punching or kicking a child**
- **Twisting or forcing limbs against a joint, pulling or dragging**
- **Tripping a child**
- **Holding a child by the hair or ear**
- **Holding a prone or supine on the ground or basket type holds**

Holds to be used

Only those holds described in the Norfolk Steps handling manual are authorised to be used when physically handling a child.

A copy of the Manual is kept in the staff rooms of the school for reference purposes. Only those people who have up to date Step Up training are authorised to physically restrain a child.

When a child is a prolific spitter, one hand should be placed in front of the staff members face to protect them from spit entering the eyes or mouth. If the hand becomes too wet to hold the child effectively then it will need to be wiped on the nearest available material. In some cases this will be the child's shirt. During debrief any soiled clothes must be changed for clean ones and the soiled clothes sent home for washing.

Recording an incident

All incidents that result in non-routine interventions will be recorded in detail in the incident book with numbered pages

Contemporaneous record (i.e. written within twenty four hours of the incident's occurrence) will be made by the staff member involved in the incident.

Similarly, contemporaneous notes will also be made by any other members of Staff involved (i.e. as witnesses or additional providers of support). The notes dated.

The record will contain the following information:

- **The name(s) of staff who used reasonable force**
- **The name(s) of the child involved**
- **When and where the incident took place**
- **The reason that force was necessary**
- **Behaviour of the child which led up to the incident**
- **Any attempts to resolve or de-escalate the situation**
- **The degree of force used**
- **How it was applied**
- **How long it was used for**
- **Details of any injuries suffered by either staff or child**
- **Details of any damage to property**
- **Details of any medical treatment required (an accident form will be completed, where medical treatment is needed)**
- **Details of follow-up, including contact with the parents/carers of the child involved, reflection, reparation and restoration meeting minutes**
- **Details of follow up involvement of other agencies - police, Social Services**

Copy of this entry will be kept on the pupil's file

The school will report any injuries to child or staff in accordance with HSE Regulations 1995

Child who are identified as likely to require positive handling as part of their Behaviour management will require an Individual Risk Management Plan. This is

drawn up in response to the risk posed by the child's behaviour and is shared with all staff.

Debriefing Arrangements

The child and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The child will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The child will be given the opportunity to explain things from her/his point of view. All necessary steps will be taken to restore the relationship between the child and the member(s) of staff involved in the incident.

Training Needs of Staff

In cases where it is known that a child will require positive handling on occasions, the School will ensure that appropriate training is provided. Staff involved will identify their training needs in this area.

Where the school anticipates that positive handling may be required on occasions, advice will be sought from the Norfolk Steps Team.

Staff trained in positive handling techniques need to update their training on a regular basis and ensure that their training record is kept up to date.

Authorisation of staff to use positive handling

We recognise that positive handling will be seldom used and it is a last resort to maintaining a safe environment

All trained staff are, by the nature of their roles, authorised to use positive handling as appropriate.

Best practice will be monitored. Frequent sessions to practice the use of techniques, as well as to disseminate any revised information will be included as part of the school's normal schedule or pastoral meetings.

These meetings will be open to all staff who have been authorised to use positive handling techniques

In the event of a complaint being received by the school in relation to the use of physical force by staff, the matter will be investigated in accordance with local authority procedures.

Arrangements for Informing Parents

Parents will be informed of the school policy regarding positive handling in the following ways:

In their introduction to the school will be informed that our positive handling policy can be found on our website

Staff who work with particular children who have learning or physical disabilities (and who have Individual Education Plans, Individual Risk Management Plans and/or Pastoral Support Plans), may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded.

All parents will be informed after a non-planned incident where positive handling is used with a child.