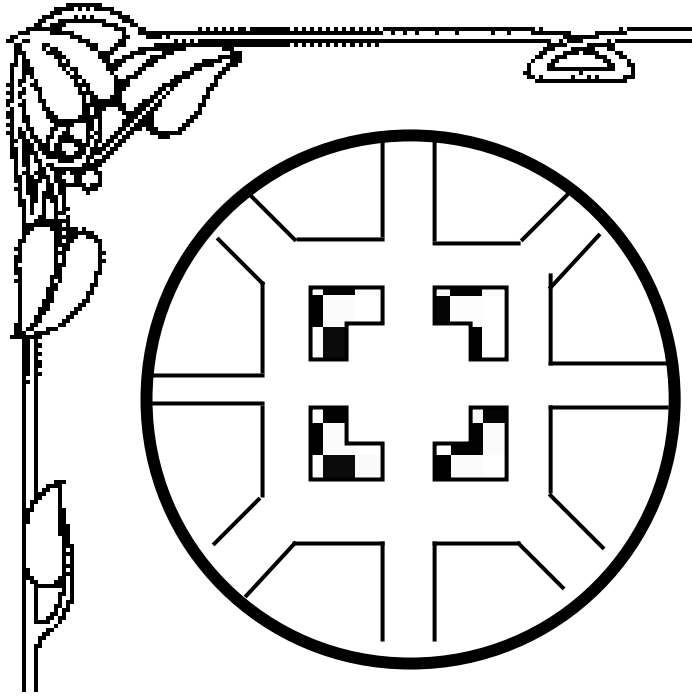


Fakenham Infant and Nursery School



Behaviour Policy Including Anti-Bullying and Touch Policy

September 2018

Signed:
Headteacher:

Signed:
Chair of Governors:

Date of next review: September 2019

Our children say:

“We are helpful, fair, good friends, kind, have good manners and always say hello! At our school we know everyone is different but we like it that way!”

School Council

At Fakenham Infant and Nursery School we aim:

- To help each child feel secure and happy to develop his/her full potential.
- To put children into secure situations that encourage good decision making and self discipline.
- To ensure that interactions between children and adults are fair and adults provide a good example for the children.
- To show children that wrongs, injustices or differences can be sorted out by reasonable means **“Talk it out to sort it out”**. We undertake, a restorative approach is taken. What happened? How do you feel? How can we sort it out?
- To ensure that adults are consistent and fair.
- To provide class activities that support positive attitudes and behaviour. *To support this point, we do not allow children to bring in toys from home as this can cause upset and lead to disruptive behaviour. Children may be allowed to bring in a toy from home on a certain day as part of a show and tell activity. All toys will be kept securely by the teacher until needed for show and tell.*

In our school everybody has ‘rights’.

Every child has the right:

- To learn, work and play in a friendly, safe and helpful school.
- To be treated with fairness and equality by adults and children regardless of race, gender, culture or religion.
- To express and share ideas and opinions and to ask questions.
- To expect to be listened to without prejudice and to have help in solving any problems.

All adults in our school have the right to:

- Work without disruption in a friendly, safe environment.
- Be treated with fairness and equality by adults and children regardless of race, gender, culture or religion.
- Express and share ideas and opinions and to ask questions.
- Expect to be listened to without prejudice and to have help in solving any problems.

All Parents/Carers and families have a right to:

- Feel welcome and know that their children belong to a community that cares.
- Be treated with respect and equality by adults and children regardless of race, gender, culture or religion.
- Express and share ideas and opinions and to ask questions.
- Expect to be listened to without prejudice and to have help in solving any problems.

Everyone has Responsibilities

Children’s Responsibilities

Each child needs to know that they are responsible for the way they behave.

They should behave in accordance with our vision statement and ‘Learning Behaviours’. They should understand that if they choose not to there will be a consequence.

Our Learning Behaviours

Everyone is expected to show good learning behaviours in order

'To make learning fun for everyone'

Together we can....

- Be honest**
- Do what I am asked to do**
- Talk it out to sort it out**
- Listen**
- Be gentle and kind**
- Show respect**
- Try our best**

Staff Responsibilities

Staff will:-

- a) Understand each child's ***individual*** needs.
- b) Encourage children to do their best at all times by consistent teaching and reinforcement of good learning behaviours.
- c) Be consistent and fair.
- d) Work in partnership with parents to ensure their child's well being and progress.

Parents' Responsibilities

We expect parents to:

- Ensure that their child comes to school regularly and on time.
- Ensure that their child has sufficient sleep, so that they come to school ready to learn.
- Let school know about any concerns or problems that might affect their child's work or behaviour.
- Support their child's learning at home.
- Understand and support the school's expectations for their child's behaviour and learning.
- Encourage their child to live a healthy lifestyle.

We hope that by working within a framework of Rights, Responsibilities and Rules the children will develop the characteristics of:-

- Self discipline and decision making
- Respect for others
- Co-operation
- Fairness and honesty
- High self esteem

Lunchtime Supervision

The staff will support pupils positively at lunchtime.

Midday Supervisory Assistants will:

- Take an active role in encouraging safe, enjoyable play at lunchtimes using the apparatus available.
- Monitor children who are likely to have difficulty in playing safely, to avoid dangerous or unhappy incidents.
- Encourage children to resolve their own disagreements with the knowledge that they can always request an adult to intervene if this is not successful.
- Encourage Red Hats to pro-actively play with other children and to assist as appropriate.
- Communicate continuously with class teachers to inform about issues, concerns etc.
- Actively support and implement the agreed lunchtime behaviour strategy.

After discussion with teachers, children and MSAs, a set of lunchtime rules for the hall have been agreed. These are displayed in the school hall.

- Do be polite, well mannered and helpful.
- Please stay sitting while eating.
- Please talk quietly.
- Remember that healthy eating is important.
- Please help to keep the hall clean and tidy.

Praise and Reward

Everyone thrives in a positive atmosphere where effort and achievement are both recognised and celebrated. When children are getting it right, working hard and trying their best, they deserve encouragement and praise.

We acknowledge this by giving lots of praise, well done stickers and a range of certificates. We hold reward and praise Thinking Times, known as Special Bench to celebrate our children's achievements.

Personal, Health, Social and Citizenship Education (PHSCE) and Personal, Social and Emotional Development in the Early Years is addressed in Thinking Times and integrated throughout the curriculum. Throughout the day we reinforce positive thinking and show children how to enjoy the success of others and by using good role models we inspire achievement.

Friday Fun is a weekly reward for those children in Years 1 and 2 who have 'got it right' and this session links to our behaviour systems.

It is important to understand that just like academic and sporting ability, a child's ability to respond to standard behaviour strategies can be different from others. Such children (once identified) will have a behaviour support plan in place which will be shared with staff to ensure consistent strategies are used for that child.

Whole School Protocols for Behaviour Management

All staff need to practice a **consistent** approach to discipline and have a thorough knowledge of the school's behaviour systems, therefore ensuring consistency across the school.

When carrying out corrective action staff should try to:

- ✓ Maintain eye contact –*some SEND children may find this difficult.*
- ✓ Minimise embarrassment and hostility.
- ✓ Use respectful but assertive tone of voice.
- ✓ Encourage and praise positive behaviour.
- ✓ Return the child to task having offered clear choices.
- ✓ Avoid confrontation whenever possible.
- ✓ Avoid unnecessary argument and give clear 'choices' to encourage the child's sense of responsibility.
- ✓ Always be consistent and make sure that consequences are followed through.
- ✓ Use a wide range of support (colleagues, senior staff, support staff etc).

- ✓ Not to label a child.

Classroom Behaviour Management

In developing a positive approach to discipline, to prevent or minimise unnecessary disruption to the class, all adults will:

- Promote our 'School Learning Behaviours'.
- Have a safe and welcoming classroom.
- Be prepared for lessons.
- Arrive in class on time.
- Cater for all ability ranges and learning styles – differentiate.
- Plan appropriate seating arrangements.
- Establish clear class routines.
- Use a visual timetable.
- Have clear behaviour management systems in the classroom which identify good learning behaviours and acts as a visual reminder to children who may not make good choices.

Good learning behaviours will be discussed with the class, with good examples highlighted and praised during the day, as appropriate, to reinforce expectations and provide positive role models.

Dealing with low level disruption (off task behaviour) in the classroom

We define low level disruption as:

- Distracting others by talking, poking etc.
- Talking/singing/whistling to themselves.
- Anything that interrupts learning.

Strategies and consequences used

These are actions which may be taken to deal with disruptive behaviour from the least to the most disruptive:

- 1) Tactical ignoring (where appropriate). To be aware and observe action which might be self corrected. No action is required if this happens.
- 2) Simple brief direction – to quietly return the child to task.
- 3) Simple use of 'Stop' may be effective.
- 4) Use a simple countdown – this is effective for some children e.g. 'By the time I count to 5 I expect you to.....'
- 5) Keep language simple - use the language of learning behaviours.
- 6) Rule reminders e.g. remember to make the right choice.
- 7) Give the child 2 warnings, making them aware of the consequence of not making a good choice.
- 8) Follow expected steps in the school behaviour system.
- 9) If issues persist a behaviour support plan/risk management plan may be put in place following consultation between class teacher, Senior Leadership/pastoral and parents.
Children will be expected to take responsibility for their choices and if appropriate, to put it right.

Behaviour at playtime and lunchtime

When children do not 'get it right' at break time or lunchtime the following procedures will be followed:

- The child will 'shadow' an adult.

- If the child refuses to comply they will be sent inside. A teacher in Year 1 and 2 will be available during break times and a Teaching Assistant will be 'on call' at lunchtime to discuss and record issues and talk about making good decisions.
- If a child is sent inside this will be recorded in a diary.
- If behaviour persists or for serious incidents, parents will be invited to a meeting with a senior member of staff.

More serious behaviour/disruptions

Children will be removed from the classroom for:

- Dangerous behaviour.
- Persistent disruption.
- Behaviour which puts the child, their peers or adults at risk of harm. If necessary the class will be removed from the classroom.
- Hurts another child without provocation or extenuating circumstances.

As a result of the above parents will be informed by telephone as soon as possible and a meeting with the class teacher and/or a senior member of staff should be arranged and a plan will be put in place to support the child. The victim's parents should also be informed in the case of a child being hurt.

The school can access the following support for children and their families:

- A member of our staff who has a Family Support role.
- Lunchtime Nurture group.
- Our Children's Centre (for 0-5 years).

Further specialist support can be sought from:

- School Nurse.
- Speech and Language Therapist.
- School to School Support (advice and support from Special Schools).
- Behaviour Specialist.
- Educational Psychologist.
- Specialist Resource Bases.
- Children's Services. / The short stay school for Norfolk

Where behaviour is seriously escalating the de-escalation script as advised by Norfolk Steps will be used by all staff (refer to Appendix B).

Restrictive Physical Intervention

The school follows the guidance issued by the DFE in 2013 'Guidance of using physical restraint for Headteachers and Governors'.

The Norfolk Local Safeguarding Board states

'Every organisation working with children and young people, whether they are paid or Voluntary has a **duty of care** to keep children and young people safe and protect them from harm.'

If a child is likely to be at risk from harm if you do not physically intervene, you must take action. The action that will be taken will be dependent on the dynamic risk assessment that is made at the time. You must take action if a child is at risk of harm, this may include physical intervention. Some staff (a list of which can be available) have been trained in the 'Norfolk Steps' approach to Restrictive Physical Intervention techniques and would use these in an emergency situation.

In extreme cases it may be necessary to use exclusion, however this would only be used after all other disciplinary procedures have been followed. In most cases the child would have Behaviour support plan and possibly a risk reduction plan. Parents would already be fully aware and involved.

Our Anti-Bullying Policy

Bullying is **persistent** behaviour which intimidates individuals or groups through verbal, emotional or physical aggression.

Bullying is a serious issue. It is important to give immediate support and attention to anyone who may be being bullied.

The bully, bullied and bystanders are all victims and need support.

The school will:

1. Continue to maintain a school environment characterised by warmth, positive regard and mutual respect.
2. Support children who are being bullied.
3. Try to remove the fear of retribution from those who report bullying.
4. Treat bullying seriously and investigate the incidents fully.
5. Ensure that pupils know how to communicate incidents of bullying through a trusted adult.
6. Respect the right of pupils to their own space without fear of intimidation.
7. Help bullies and victims to change their behaviour.
8. Set firm limits to unacceptable behaviour.

When an incident of bullying is reported all participants should be treated with equal regard.

All incidents of bullying should be recorded.

When an incident of bullying occurs, the following procedure should apply.

Implications for the whole school

1. We will adopt a consistent approach to the problem.
2. All reports of bullying will be treated seriously.
3. All participants will be treated with equal regard.
4. We will enable pupils to understand and accept diversity.
5. Training when available will be used to support whole school policy.

Implications for pupils.

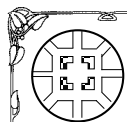
1. Positive management will help to raise self esteem.
2. They will accept diversity.
3. They will be encouraged to make and maintain friendships.
4. They will recognise and respect the needs of others.

All incidents of bullying will be reported to the DFE annually via the local authority.

This policy is reviewed annually and shared with the children through our School Rules, PHSCE and PSED (EYFS) sessions, Thinking Times and day to day experiences.

This policy will be available on the school's website.

Appendix A



Fakenham Infant and Nursery School

Touch Policy

At our school we have a Touch Policy. This means that as a member of staff you are able to physically guide, touch or prompt in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why do we use touch?

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How do we use touch?

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting. We recognise it is important for some children, for reassurance and comfort to seek a hug from an adult. Whilst we discourage 'front on' hugging we recognise that this may be necessary.

Hand holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint.

Lap-Sitting

At our school we try to find alternatives to lap sitting although we recognise that this may sometimes be necessary.

At our school, we recognise that some children need the comfort of lap-sitting, usually when a child is distressed. Alternatives will be sought if appropriate, such as distraction, school hugs or asking another member of staff to sit with the child.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, it should also be realised that some children will not want to be touched.

We also have within our Behaviour Policy, a section on restrictive intervention. Therefore if a child is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you will take will be dependent on the dynamic risk assessment that you make at that moment in time. You must take action if a child is at risk of harm, this may include physical intervention. Any intervention should be in accordance with Norfolk steps training undertaken by staff and a record of any intervention must be made and given to the Head Teacher.

Staff and volunteers will be made aware of this policy as part of the induction process.

If you have any questions or would like a further discussion regarding this policy, please speak to a senior member of staff.