

Fakenham Infant and Nursery School



Behaviour Policy Including Anti-Bullying and Touch Policy

September 2019

Signed:
Headteacher:

Signed:
Chair of Governors:

Date of next review: September 2021

Fakenham Infant and Nursery School Behaviour Policy 2020/21 Covid-19 Addendum

At Fakenham Infant and Nursery School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in Fakenham Infant and Nursery School Behaviour Policy remain pertinent. It is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance. Children will enter and will go straight to their designated classroom, keeping a 2m distance from any other individual who is not in their bubble.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them.

Movement around the school will be limited. When the children leave their bubble to go outside for break, lunch or outdoor learning, they will follow their adult who will ensure COVID-19 safety measures are being met.

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel before entering school, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children who are old enough will be expected to socially distance from peers and adults not in their bubble in school and on the playground/field at all times. When children enter their bubble, they will be expected to go straight to their table after washing their hands. Children will put their hand up if they need an adult's support, they will not get out of their seats. Should a child refuse to follow social distancing measures, disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each bubble will have their own toilets to use. These will be sign posted. Children will be encouraged to use the toilets one at a time (this may not always be possible with nursery and reception children). When a child has finished in the toilet they must wash their hands. Staff will wipe down hands taps etc. at regular periods throughout the day.

Break and Lunch times

Children will have a designated place to play during break and lunch times. They will have their own equipment that will be cleaned after use.

Children will be expected to remain socially distant from both peers and adults that are not in their bubble during play and break times. Children must stay in their designated area at all times.

Lunch will be eaten in their bubble/classrooms. Children will eat at their table or in their own space. They will not get out of their seats. Children will have packed lunches or a school lunch which will be brought to them in their bubble.

Rewards

Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted. Our Special Bench weekly celebration will be recorded by the head teacher for the children to watch in their bubbles and certificates will be sent electronically. This recording will be sent to parents via a YouTube link and shared on the School Facebook page.

Behaviour

The peg system KS1 and traffic light system (EYFS) is still in place for those children in school.

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

1. Referral to Headteacher
2. Parents/Carers called to collect child from school immediately
3. Immediate swap from onsite education offer to online/virtual education offer
4. Fixed term exclusion
5. Permanent exclusion

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. At Fakenham Infant and Nursery School we use Step on/step up training to do this.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Headteacher and a decision of whether the onsite education offer will be withdrawn in favour of the online/virtual offer if this is deemed safer for all pupils and staff.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate WILL be used to help avoid cross contamination or any potential virus spread.

Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously and could result in a referral to the police. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

END OF COVID ADDENDUM

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 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.*
- This links closely to our school vision.



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 persist 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.

Further specialist support can be sought from:

- School Nurse.
- Pastoral Support Worker
- 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 .

Norfolk Steps Approach De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is: 1. Child's name 2. I can see something has happened 3. I'm here to help 4. Talk and I'll listen 5. Come with me and... It is important that all staff use the same script, although it can be in a different order. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

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.

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.

