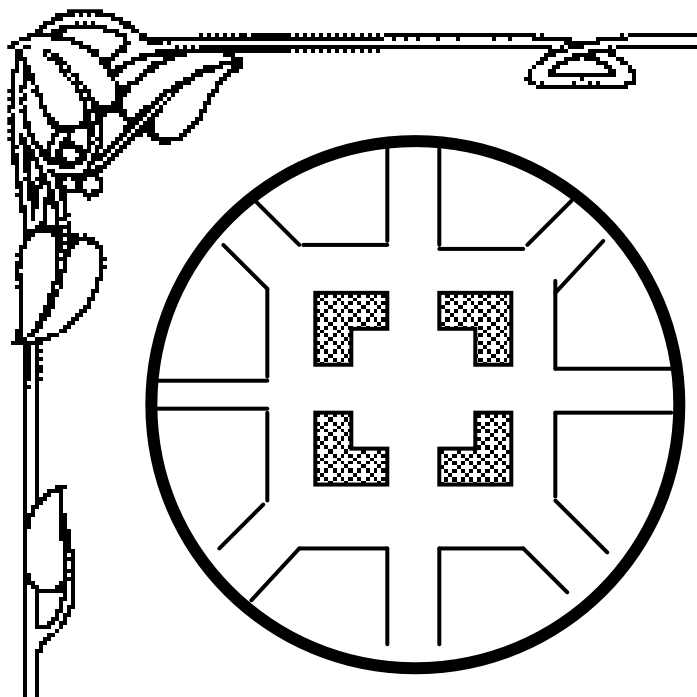


Fakenham Infant and Nursery School



Behaviour Policy

September 2025

Signed:

Executive Headteacher: Adam Mason

Date of next review: September 2026

Our children say:

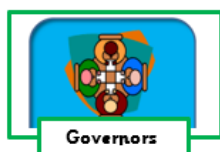
"We are helpful, fair, good friends, kind, have good manners and always say hello! At our school we know everyone is different but we like it that way!"

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"**. Where possible we undertake, a restorative approach.. 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.
- we work with feeder schools and partner agencies to ensure a smooth transition and so that necessary adjustments can be made prior to starting.

Our Vision Statement



Together we welcome everyone in our happy, caring and friendly community.



Together we...



...help each child to be the best they can be.

...take risks and challenge ourselves with exciting learning.

...learn to be honest and respect each other and our world around us.

Together we can!

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 appropriate 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 we are 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 and plan accordingly for these.
- 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 and to let the school know if there are difficulties with this.
- 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.
- 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.

Thank you for:

- being polite, well mannered and helpful.
- remained sitting while eating.
- talking quietly.
- remembering that healthy eating is important.
- helping 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, and Social Education (PHSCE), Relationship Education (RSE) and Personal, Social and Emotional Development in the Early Years are addressed in weekly taught sessions, through 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.

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 developed by teachers in consultation with Pastoral support and senior leaders. This will be shared with other relevant 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 behaviour management and have a thorough knowledge of the school's behaviour expectations, therefore ensuring consistency across the school. Staff do need to recognise however that alternative approaches are required for some children where there is a behaviour plan in place. (see flow chart within annex)

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). Other staff should "check" that a member of staff dealing with a behaviour incident is okay and if additional support is required. Interaction with the child should be avoided unless requested by the member of staff dealing with the incident.
- ✓ Not to label a child.
- ✓ Incident of negative behaviour should be recorded on CPOMS.

Classroom Behaviour Management

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

- Promote our 'School Learning Behaviours'.
- Focus on positive praise and reward what is working well. (celebration thinking times, celebration events)
- Have a safe and welcoming classroom.
- Be prepared for lessons.
- Arrive in class on time.
- Cater for all ability ranges and learning styles –scaffolding etc
- 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.

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. For children in EYFS, two choices to pick from may be more appropriate)
- 7) Give the child 2 warnings, making them aware of the consequence of not making a good choice.
- 8) Consequences may include a restorative conversation or a timely logical consequence. Where possible, consequences should happen the same day and not carried forward. Frequent low level incidents should be logged on CPOMS in line with the federation flow chart. (See annex)

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.

More serious behaviour/disruptions

Children will be asked to leave 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. (unless specifically identified within the behaviour plan)
- Significantly hurting another child without provocation or extenuating circumstances.
-

A restorative session should take place as soon as possible after the incident. As a result of the above parents will be informed by telephone as soon as possible and a meeting with the class teacher 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. These incidents should always be logged on CPOMS which will be monitored by senior leaders/ pastoral team.

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

- A member of our staff who has a Family Support role.
- The Early childhood and family service. (for 0-5 years).
- Advice and guidance from the Schools SENCo.

Further specialist support can be sought from:

- School Nurse.
- Play therapist.

- Speech and Language Therapist.
- School to School Support (advice and support from Special Schools).
- Behaviour Specialist/ inclusion team
- Educational Psychologist.
- Specialist Resource Bases.
- Children's Services.

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 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 2025 "Use of reasonable force in schools". Any restrictive physical intervention will be recorded on CPOMS and parents informed.

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.

Physical intervention should not be part of everyday practice but a last resort and where possible two members of staff should be present.

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

Bullying (can be known as child-on-child abuse)

Bullying will not be tolerated at Fakenham Infant and Nursery School

Bullying is defined via - 'Several times on purpose'. This is more than a falling out between children. It would be judged that one, or more than one child, is deliberately choosing to continually target another child either verbally or physical making them feel scared and worried.

Children will be educated about the impacts of bullying, spotting and reporting bullying and supporting bullied friends via PHSE, Thinking Times and via work with the pastoral worker.

Bullying may occur in person or online, in school or out of school.

If an incident of bullying is reported and recognised as such then staff should alert a member of SLT and record on CPOMS.

Staff and SLT will:

- Speak to the bully and bullied child
- Alert both sets of parents
- Put a plan including monitoring in place to stop the bullying; this may include moving children in class, removing children from the playground, referral to the pastoral lead.
- If bullying continues, fixed term and permanent exclusion will be considered in line with DfE guidelines.

All students are expected to adhere to the E-safety policy and IT agreement.

This policy should be read in conjunction with:

Keeping children safe in education sept 2025

FPF Safeguarding policy

SEN policy and Information report

Staff code of conduct (relates to staff induction/ use of mobile phones)

FPF anti bullying policy

E-safety policy / acceptable use agreement. (Relates to use of technology including use of mobile phones)

FPF Acceptable touch policy

This list is not exhaustive.

Appendix 1

FPF - Managing Behaviour Flow Diagram

