

**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	June 2024
Next Review Date	Summer 2025

Document management
Action
Approved Policy document to Website and Governorhub

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: –**Safe, Meaningful, Inclusive Learning Environment – 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 share their work/behaviour and collect their gold sticker.

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. Three children in each key phase 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

### **Clarion Corvus Trust is 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.

The Watton Schools are Thrive schools; 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
- Spending time in a different classroom
- 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 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 personal behaviour Support Plan (PBSP) where the parent/carer has agreed specific phrasing and 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**

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### **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
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### **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

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## 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.

## Appendix 4

### Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance, which helps to instil discipline and pride in appearance in pupils. We believe that children should wear their uniform with pride and enjoy a sense of belonging. However, clothes need to be easily managed so that a child can be independent.

The preferred standard uniform for **Watton Westfield Infant and Nursery School** is as follows:

- A white or blue polo shirt or blouse.
- A royal blue school sweatshirt or cardigan (with logo ordered through Birds in Dereham). **No hooded tops.**
- Grey or black trousers, skirt or pinafore dress.
- A blue gingham school dress may be worn in the summer.
- Grey or black tailored school shorts may be worn in the summer.
- Sensible school footwear that can be easily self-managed and worn to run and play safely. No open toed footwear.
- Socks or tights must be worn; preferably white, black or grey.
- Every child should have a royal blue book bag with school logo.

For P.E. children will be expected to wear plain black or navy **P.E. shorts and a t-shirt in their house colour:**

- Epsilon – Yellow
- Gamma – Green
- Delta – Red
- Beta – Blue

In the hall the children have bare feet permitting freedom of movement and safety on the apparatus. For games and outdoor PE the children need plimsolls or trainers. Shin pads if they play football. Children will also need warm outdoor clothes for outside games. Please put your child's name in all their school clothing.

The preferred standard uniform for **Watton Junior School** is as follows:

- Light blue polo shirt
- Navy blue Sweatshirt or cardigan - (with logo ordered through Birds in Dereham) **No hooded tops.**
- Grey or black trousers or smart tailored shorts
- Grey or black skirt

- A blue gingham school dress may be worn in the summer
- Socks or tights must be worn; preferably white, black or grey.
- Sensible black school footwear that can be easily self-managed and worn to run and play safely. No open toed footwear.

For P.E. children will be expected to wear plain black or navy **P.E. shorts and a t-shirt in their house colour:**

- Epsilon – Yellow
  - Gamma – Green
  - Delta – Red
  - Beta – Blue
- 
- Navy or black tracksuit/jogging bottoms (must be shorts for gymnastics)
  - Shin pads for football (at playtime and school will provide for lessons)
    - **No hooded tops**
  - Children will need trainers for outside PE and sports

In the hall the children have bare feet permitting freedom of movement and safety on the apparatus.

Please put your child's name in all their school clothing.

Watton Westfield Infant and Nursery School and Watton Junior School

### **Jewellery**

On health and safety grounds, we do not allow students to wear jewellery except a pair of small ear studs and a wrist watch. Please note that we do not allow any facial or other body part piercings. Earrings must be removed at home when dressing for PE days. If your child were going to have a piercing, we would insist you arrange it at the start of the summer holidays to avoid disruption to PE lessons and keeping to uniform expectations. Should healing take longer than six weeks, please be aware we will insist on studs being removed for PE. If a parent insists on a child wearing their earrings, the parent/carers must cover them with sufficient tape and padding so as not to cause injury in the case of an accident and the child will take part in the activity in an adapted way in a safe space away from others.

Any jewellery worn for religious reasons, must be kept tucked safely beneath clothing at all times and removed entirely for PE lessons for health and safety reasons.

### **Hair Styles**

Pupils are expected to keep within the appearance standards that we expect at Watton Westfield Infant and Nursery School and Watton Junior School. Hair should be neat, tidy and not exaggerated. Hair should be of a natural colour, not too short or completely shaved, and not over spiked. Hairstyles must be appropriate for school and not infringe health and safety regulations. Long hair must be tied back for practical lessons.

**Hair up** – for PE as soon as it's long enough to do so

Uniform and PE kits are available from our approved supplier Birds of Dereham, either in their store on Yaxham Road in Dereham, or online at <https://www.birdsofdereham.com/>

**Relationship principles and practice for the Apollo Social, Emotional & Mental Health SRB.**

An addition to the Watton and Westfield Infant and Watton Junior School  
Behaviour Policy

The central point of learning in all activities at the Apollo SEMH Base is based on the quality of relationships with children, staff and family members.

Whatever previous experiences a child has and whatever their self-perception is, we believe they have the potential to flourish at the Apollo SEMH Base and at their home school. We will support them to meet the daily challenges of school life.

Success at the Apollo SEMH Base is built on relationships that have mutual trust, care and having high expectations at the core of every activity.

Children will come to the Apollo SEMH Base with a wide range of past experiences at home and at school. For a number of different reasons and circumstances, they are having difficulties within their current school facing the demands of mainstream schooling. For this reason, children are initially immersed fully within the Apollo SEMH Base placement. Our aim is to build caring, trustful and supportive relationships. This will be central to every interaction and involvement with children at the Apollo SEMH Base.

All children that attend the Apollo SEMH Base will have individualised plans to support children and all staff will read, edit and understand them. They will be working towards the aims of them.

These targets and detailed ways of working with individual children will be outlined and built around 4 central plans for pupils. These are: the placement plan, targets to re-engage children with learning, a social and emotional plan incorporating personalised targets and a positive behaviour management plan. These will be the core documents where we will record targets and structure individualised approaches of working with children.

We will re-engage the child with learning that will support the development of success through a personalised programme of learning. This will be shared with the home school. These will support the sense of the child as a successful learner and incorporate challenge that is achievable for children.

Each child will have a social and emotional plan that recognises the different challenges that each child has within school and at the Apollo SEMH base. This is where we outline how we are going to meet the needs of the child and what strategies and approaches are required. Within this, we will set specific emotional and social targets that are challenging but achievable. We will also outline what support is required to ensure that the child can meet these targets and gains self-coping strategies leading to greater self-efficacy.

The positive behaviour management plan will describe how we keep children safe during their time at the Apollo SEMH Base. The approaches in the plan will map out how staff are to best work with the child through co-regulation and support. These are designed to teach

the children techniques and self-coping mechanisms. These will highlight for children and all adults working with the child how we encourage regulation of emotion and what we will do to support them at stages of dysregulation. Within this, we will highlight early signs of triggers towards dysregulation, strategies for the child and adult that will help the child towards self-regulation.

These key plans for children are monitored by the staff at the Apollo SEMH Base and are reviewed regularly. They will also form part of the monitoring and support process from the SRB Adviser and the Educational Psychologist. Any additional support from professionals, may lead to advice and strategies that will be incorporated as part of the plans that are in place for each child.

### **Base/Class Agreement:**

The Apollo SEMH Base will have an agreement with all pupils, staff and visitors that will be clear to understand and will be visible and available. This will outline all of the expectations for everyone within the Base.

### **Roles and responsibilities within the Bases:**

Good practice principles for classroom ethos are included below.

### **Staff's role:**

- Build effective, consistent relationships promoting emotional safety for pupils.
- Adopt a calm and consistent approach using language and scripts to embed consistency for children.
- Use supportive approaches to enable transparent and aspirational expectations and outcomes for children.
- Use language, tone and body language to create strong safe relationships with pupils.
- Have high expectations for behaviour and promoting self-efficacy for pupils, supporting them to thrive in a mainstream provision in the future.
- Build strong pupil-adult relationships on a foundation of promoting positive, safe behaviour.
- Use approaches based on understanding and supporting complex Apollo SEMH needs following plans set out for pupils.
- Provide co-regulation to pupils at all times to support the development of their self-regulation.
- Treat all children with respect.
- Understand that everybody is an individual and respond to their needs effectively.
- Form strong effective relationships with parents.
- Act as a positive role model within all interactions.
- Create and support an exciting and engaging curriculum that creates interest from the child.
- Follow, lead and model all aspects of the class agreement at all times.

- Support the self-esteem of the child and show interest in what the child does.
- Have high expectations and ensure that all children follow the class agreement that is in place.
- Ensure that the child is working towards their targets and reward these successes.
- Ensure that the Base is welcoming and well presented.

### **Child's role:**

- To work as well as you can in all activities in the school.
- To treat others with respect and kindness.
- To have a say in the class agreement.
- To follow the class agreement in all parts of the day.
- To take part in making the Apollo SEMH Base look as nice as possible, taking care of equipment and the building.
- To work together with the adults and children in your class.
- To follow the instructions of all of the staff.
- To follow the instructions of parents/carers.

### **Reward and repair:**

The ethos is based on building positive relationships with all pupils treating them as individuals. This is built on showing interest, engagement and caring and is set out in the expectations for all staff, pupils, parents/carers and visitors to the Apollo SEMH Base. All staff in the school need to have knowledge and understanding of and respect the Base class agreement.

Detailed plans of working with each individual will be outlined in their plans. They will all follow and support these holistic principles:

- All staff will ensure that children understand the expectations of everyone within the Apollo Base.
- We immediately praise positive behaviour and efforts.
- We encourage children with high expectations using standard scripts and individual plans.
- We support all children to be positive towards others.

### **Types of reward:**

- Initial praise given as soon as we see positive behaviour or effort.
- Copies of work to be taken home.
- Notes, postcards, charts completed, and copies taken home, sent to school, placed on display with agreement of the child.
- Showcase meeting to show what has been done well.
- Certificates to be sent home.

**Consequences of actions:**

There are at times two naturally occurring consequences of actions that may be needed across the school day. These are supervision or repair. These may arise due to the dysregulation of the child, the safety of the child, safety of other children, safety of adults or the need of additional support to follow the class agreement that everyone has agreed to.

**Supervision:**

This is where we may supervise a child either with others or away from others for a period of time to ensure safety and protection to the child and their relationships with the other children and adults within the Apollo SEMH Base. A child may need increased support from supervision at times across the day. At these times, we will ensure that we are supporting the child to either make the right choices towards the day or to support them in co-regulation.

**Repair:**

These are opportunities that the child has with the support of an adult to restore equilibrium and develop relationship building, with the other children and/or adults. This could be for a number of reasons, and we will support they are able to return to the group or activity that they were finding challenging.

Each of these will be recorded and there may need to be adaptations to plans for the pupil to inform future staff practice and support.

**Therapeutic approach to supporting children:**

When children at the Apollo SEMH base are showing moments of heightened emotions and resultant behaviour, staff will support them by guiding and teaching children about their emotions and having more effective responses to them.

All staff will respond with empathy and care towards children's emotional state and support them in their own emotional regulation. This is based on the principle that all emotions are totally natural and normal to feel, and we will support children in learning what to do with them.



**Step 1:**

- Recognising the child's feeling and empathising with them.
- This is where we recognise all emotions as natural and normal.
- Recognise behaviour as communication- relational rather than behavioural.
- Look for physical and verbal signs that the emotion is being felt.
- Provide a narrative/translation for the emotional experience.

**Step 2:**

- Validating the feelings and labelling them.

**Step 3:**

- Setting limits on the behaviour.
- Set limits keeping the child and others safe, stating the limits of the behaviour.
- Retain the child's self-regulation.
- Meeting the emotional need not allowing the actions.

**Step 4:**

- Problem solving with the child.
- When the child is calm and in a relaxed state.
- Explore the feelings that gave rise to the behaviours.
- Scaffold – alternative ideas and actions that could lead to more appropriate and productive outcomes.
- Empower – the child believes they can overcome difficulties and manage feelings/behaviour.

**Social, Emotional and Mental Health SRB based at Watton Junior School for Physical Intervention Practice.**

An addition to the Watton and Westfield and Watton Junior School Behaviour Policy

Core to the offer and practice across all Bases and as required as part of the partnership agreement is working to a Norfolk Steps approach.

All staff must be trained in Norfolk STEPS approaches. Within the SEMH Base at Watton Junior, we strive to have at least 1 Norfolk Steps tutor that has completed the 5-day Train the Trainer training, and all members of staff will have completed

the Norfolk STEPs: STEP ON and STEP-UP training at the earliest opportunity. This is an approach that gives an understanding to staff of:

- The importance of ethos and policy
- The importance of consistency
- Internal and external discipline
- The importance of relationships
- Conscious and subconscious behaviour
- The therapeutic approach - experiences, feelings and behaviour
- The language of de-escalation
- The need for planning
- The difference between punishment and consequence
- 'Duty of Care' around harm
- Appropriate physical intervention strategies
- The importance of restorative approaches and conflict resolution

At the Apollo SEMH Base, we understand that there may be exceptional circumstances where to physically restrain a child is the most appropriate course of action.

This is something that is done with the understanding that it can be a distressing experience and can cause high levels of anxiety for children and staff. This is why it is always used as a last resort and when all other courses of action are not possible or have been exhausted and cannot be avoided due to the adult's duty of care to the children at the Apollo SEMH Base.

The underlying principle is that restraining a child at the right time, in the right way, for the right reasons can be a better thing to do than failing to restrain the child.

Within the Norfolk STEPS framework physical intervention is only a small part of the approach staff will be trained in:

- Use of space
- Safe environments
- Comfortable environments
- Diversions
- Calm stances and postures
- Non-threatening facial expressions
- Low tone, volume and pace in communication
- Careful use of words
- Physical reassurance and prompts

- Effective guides and escorts
- Releases and holds with minimum drama and effort

All pupils within the SEMH Base will have a positive behaviour support plan that highlights the most effective ways of supporting a child to use every step to minimise the need for the use of restraint.

### **Training:**

At least 1 member of staff must have completed the 5-day Train the Trainer training in Norfolk STEPS.

All members of staff will be trained in the Norfolk STEPS: STEP ON and STEP-UP training and this will be completed as soon as is possible when working within the Apollo SEMH Base. This is a certificated course and will be refreshed within the minimum required cycles of training. Records of training will be kept at the Base and copies will be given to all staff members.

All visitors will have the approach and overview of Norfolk STEPS explained to them so they are aware of any approaches used, however they will not be asked to support any actions without full training from the Norfolk STEPS team.

Additional training can be given where required and this will be monitored by the Lead Teacher, Trust SENCO and the Executive Headteacher of Watton Junior School and Watton and Westfield Infant School.

### **Temporary inability to physically intervene:**

If a member of staff is unable to physically intervene for any reason such as an injury, it is their responsibility to inform their line manager within the school and they will implement and support measures that are required. This information should be shared with all staff within the Apollo SEMH Base.

### **Relationships:**

Physical restraint is used as a last resort and staff responsibilities are laid out in the Relationships Practice. These practices should be applied first. As a result of using all of these approaches, alongside the trained approaches from the Norfolk STEPS training, will reduce the need for restraint.

### **Harm reduction plans:**

The principle of training is that all members of staff have the skills and training to cope with extreme circumstances and support children when they are displaying extreme emotions and need to support to keep them safe.

The positive behaviour support plans that are in place for all pupils take into account the individual pupils. The intention of the document is to protect the child and staff. The techniques and support that are outlined in the plans are designed to highlight risk factors and inform staff in an attempt to reduce the need to use physical intervention. As a child spends more time at the Apollo SEMH Base, these plans will be adapted as we learn more ways of supporting individuals. It is the duty and responsibility of each staff member to be fully aware of the content of the Positive Behaviour Support Plan and the strategies within them.

### **Physical intervention:**

You may only physically intervene when it is the only practical means of securing the welfare of the child, or other children and there are exceptional circumstances.

You must reasonably believe that the physical intervention will:

- prevent or stop the committing of any criminal offence by a pupil
- prevent or stop injury to the pupil themselves
- prevent or stop injury to other people
- prevent or stop damage to the property
- prevent or stop a pupil significantly prejudicing the maintenance of good order

The key consideration to intervene is whether the actions of the member of staff are reasonable, proportionate, necessary and in the best interests of the child.

It is important that staff needing to use physical management do so in a way that does not damage the relationship with the child. Body language, being calm, communicating clearly and considering the needs of the child all impact on this.

During physical intervention Norfolk STEPS protocol needs to be followed at all times. This includes:

- Monitoring the health of the child
- Minimising as far as possible any pain or discomfort
- Avoiding pressure on or across joints

- Constantly reviewing the need for the physical intervention to continue and the nature of that physical intervention
- Staff to be aware of elevated risks connected with separate techniques and warning signs that may be apparent, for example, monitoring the young person's breathing. In particular, they should ensure that they have read the Norfolk Steps documentation on this.

It is important to ensure that we are using physical restraint for the shortest time possible, using the least intrusive approaches as we can. For this reason, we may wish to regularly change staff involved in physical interventions. When we release holds, we communicate clearly with the child, releasing in a controlled manner.

#### **After physical intervention:**

It can take a long time for a child to become fully calm after being heightened in a physical intervention. Staff will need to be sensitive to the needs of the child and they may need to spend time away from the group until they are safe to return.

#### **Well-being:**

After physical intervention, the well-being of the adults and the child needs to be checked by other members of staff within the Apollo SEMH Base.

#### **Reflection:**

Every incident of physical intervention should be reflected on by the team in terms of were there any other approaches that could have been used, were the techniques the least intrusive and for the shortest period of time, what was the most effective de-escalation technique and what amendments are required to the Positive Behaviour Support Plan.

#### **Recording and informing:**

After the use of physical intervention, the following procedures need to be completed:

- An incident form has been completed prior to staff leaving that day.
- A pupil de-brief relative to the age and understanding of the child has taken place.

- A review of the positive behaviour support plan has taken place.
- Parents/carers have been informed.

### **Monitoring:**

The Headteacher of the school, Lead Teacher and the SRB Adviser will review the physical interventions records to inform understanding of any patterns, frequency, trigger points and staffing to improve practice and attempt to minimise risks.

This will include monitoring the following:

- How often each pupil is involved in physical intervention
- How often each employee is involved in physical intervention
- Time and place of physical intervention
- Causes of physical intervention
- Techniques used
- Injuries sustained
- Complaints
- Supportive meetings for both staff and pupils
- Where necessary, consultation with the Norfolk STEPS Team

### **Social, Emotional and Mental Health (SEMH) SRB at Watton Junior School Policy for Safe Touch/Safe Holding. (An addition to the Watton Junior School Touch Policy)**

#### **Why is this needed?**

Children attending the SEMH SRB at Watton Junior School have significant difficulties with managing their behaviour due to interruptions in their emotional development and other neurological difficulties. Safe holding is a key opportunity for emotional learning. A child without boundaries is a danger to themselves and contributes to school communities that do not feel safe. Therefore, their ability to learn is affected and harm to learning of self and others is caused.

Safe touch is developmentally necessary as it is recognised as a physical way of soothing, calming and containing distress. Research studies have indicated the necessity of human contact and touch in the healthy development of children.

To whom does this policy apply?

**All adults and children working at the SRB.** All members of staff need to have had STEP on and Step-up training in order to know how and when to hold children in safe ways. As an ELSA based unit, adults trained in the ELSA Approach are able to identify and use safe touch as a developmental intervention. The SRB is adopting an informed, evidence-based decision to allow safe touch in special cases as a developmentally appropriate intervention that will aid healthy emotional growth and learning.

**This includes allowing a child to sit on an adult's lap, massage of hands and touch to calm. For example: drawing shapes on backs of children if they are comfortable to do so.**

Research shows that healthy brain development requires access to safe touch as a means of calming, soothing and containing distress for a frightened, sad or angry child.

It is essential that children learn the difference between safe and unsafe touch and have their strongest emotions contained and soothed by a significant adult.

In recognition of this, specially trained staff will consider using safe touch as one of the means available to them to **support a child in their learning.**

Safe touch is one of the keyways of regulating a child's emotions, but it is a strategy used at the SRB by fully trained staff **only under supervision in line with the whole school Touch Policy.**

**Guidelines for the use of Safe Touch – Lap-Sitting.**

- Teachers/Support Staff should be trained in all aspects of safe touch.
- Parents should be informed of this policy.
- No adult should use safe holding when alone with a child.
- When safe containment is required, the adults involved should have a positive and secure relationship with the child.
- The need to sit on an adult's lap should always be child led and not the need of the adult.
- The child should always sit back facing to the adult. This is a safeguarding requirement for the supporting adult and child.
- Adults need to be aware of where body contact is made. Consider where hands and arms are placed if necessary.
- Contact should be gentle and comforting in order to contain the child and give a safe boundary.
- Contact should not be forced. Where force occurs, this is a restraint and should be logged in accordance with the restraint policy.
- Where possible, encourage the child to sit next to you in a 'safe hug' sideways position.
- Other strategies to use include breathing more deeply, talking in a quiet and gentle voice, slowing the pace of the activity, provide clear consistent boundaries and expectations.

**Guidelines for the use of Safe Touch – Massage**

Parents should sign a consent form allowing their child to engage in ELSA Activities that include safe touch.

- Adults should be trained in the ELSA Approach.
- Massage should only take place on a child's hands.
- The child has the right to refuse, and this should be respected.
- If the adult is comfortable, it is acceptable for the child to massage the adult's hands.
- Massage should take place in a quiet, public space e.g. a quiet area of the classroom.
- The adult and child should never be alone when massage is taking place.