



**WATTON WESTFIELD  
INFANT & NURSERY**

**WATTON JUNIOR**

*'A Community of Ambition, Creativity and Kindness'*

# **Behaviour policy**

This policy will be reviewed in full by the Governing Body on an annual basis.

Reviewed By	Local Governing Body
Meeting at which policy was reviewed and approved	September 2025
Next Review Date	September 2026

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## 1.0 Statement of intent

At Watton Westfield and Watton Junior School our aim is to create an environment where positive behaviour is an implicit part of pupils' interactions, built through shared values, consistent high expectations and the explicit teaching of the appropriate ways to behave in different situations, underpinned by developing strategies for self-regulation.

We are committed to:

- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Promoting positive behaviours.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding positive behaviours.
- Challenging unacceptable behaviours (*see Appendix 5 for definitions*).
- Providing a safe environment, free from disruption, violence, discrimination, bullying and all forms of harassment.
- Encouraging positive relationships with parents/carers.
- Developing strong positive relationships with our pupils to enable early intervention.

We aim to empower children by:

- Providing a happy, secure and purposeful environment where warm, friendly and caring relationships can be fostered based on mutual respect and unconditional positive regard
- Ensuring quality teaching and learning reflects the needs of the individual pupil
- Creating the conditions for an orderly community so that effective learning and social development can take place
- Enabling each pupil to develop an appreciation of basic moral values, a sense of self-discipline, self-control and an acceptance of responsibility for their own actions
- Supporting pupils to recognise their emotions and develop strategies for self-regulation
- Enhancing self esteem
- Encouraging pupils to recognise and respect everyone's rights
- Encouraging empathy and co-operation
- Ensuring that the management of pupils is consistent, fair and reasonable
- Treat everyone as equal and positively discourage inequality, prejudice, intolerance and injustice.

## 2.0 How will we achieve these aims?

To achieve these aims, the following strategies are adopted throughout the school. We believe that instilling good behaviour values is the shared responsibility of all adults in school.

### 2.1 Staff behaviours

- All staff endeavour to act as appropriate role models to the pupils by being seen to be visibly consistent in their approach, polite, considerate and fair to everyone at all times. As a staff

we understand that children ‘live what they learn’, meaning that we cannot expect behaviour of them that we do not demonstrate ourselves.

- All staff have high expectations of pupils and use praise, often but appropriately, so that pupils have a clear idea of what is being celebrated.
- All staff remain calm when dealing with incidents of challenging behaviour and focus on reinforcement of positive behaviour choices at all times. The use of raised voices is reserved for situations where an immediate safety concern needs to be addressed, and we encourage use of ‘reflection time’ to allow pupil and staff member to consider their actions and ensure that they are facilitating the pupil to process what it is they have been asked to do.
- Staff will focus on the first behaviour choice and not become distracted by reacting to secondary behaviours. This will allow children to correct and repair the consequences of their behaviour and get back on track as soon as possible.
- We are always careful to ensure the pupil understands that it is the **action** of which we disapprove, **not** the pupil themselves. We do not talk negatively about the pupil in front of them or other pupils. When escalating an incident to Senior Leadership, we keep communication to a minimum in front of other pupils.
- The pupil who misbehaves is encouraged to recognise their own feelings and to talk about them in order that they can deal with them more effectively. This is part of a whole school *Restorative* approach – Restorative conversations teach children to reflect on behaviour and move forward positively. Children need to learn the correct behaviour and this needs to be modelled by everyone consistently.
- Pupils who require a reminder about their behaviour are given a one-to-one clear verbal (or other method if appropriate) reminder in the lesson (brief and precise). This intervention links the child’s behaviour to previous good behaviour to help them get back on track as soon as possible. E.g. ‘I know you can show me excellent listening because you did it yesterday. Show me hands in your lap and listening ears switched on’.
- Pupils are given a clear idea of boundaries which are non-negotiable, and why, e.g. no running in the corridor due to the risk of collision or slipping. However, they are encouraged to negotiate those rules that could be more flexible, e.g. in relation to playtime and peer learning interactions. Adults can introduce the values of democracy in this way.
- We promote discussion on a wide range of issues, and the pupils are given opportunities to voice any anxieties, concerns or questions in a supportive, respectful environment. This promotes sensitivity and empathy. There is also a question box in each classroom where children can post minor concerns which teaching staff respond to.
- Morning Teacher/Pupil greetings promote connectedness and modelling of polite behaviour.

## 2.2 Curriculum Strategies

Through our PSHE curriculum, pupils are taught how to recognise and deal with emotions and different situations to keep safe and grow into responsible, social citizens. Whole school assemblies are scheduled each week that focus on an aspect of emotional wellbeing and positive life choices; these are reinforced through reference to our school values and the wider British values that we promote.

- Our staff actively teach children about equal opportunities and are always very careful about using appropriate literature and resources, as well as encouraging pupils to question and challenge all stereotypes.
- Thrive and other pastoral interventions teach positive social interaction and self-regulation strategies.

## 2.3 School Environment

Every class will display a set of class expectations which are negotiated with the class at the start of the autumn term.

- The school's 'Behaviour Consequences Chart' is displayed in each learning space, and outside for reference by the MSA team at lunchtimes

## 2.4 Behaviour Routines

Consistent behaviour routines are explicitly taught to pupils for key moments within their day. These routines create clarity and a shared understanding of collective responsibility. (See [Appendix 3](#)).

As a school we are striving to build a connected society where people look out for each other, then leave school understanding the impact of their behaviour on others.

## 3.0 Pastoral Teams

The pastoral team in each school is responsible for both responsive and follow-up action in response to behaviour incidents, under the direction of the senior leadership team.

Pastoral team members are as follows:

<b>Watton Westfield Infant &amp; Nursery School</b>	<b>Watton Junior School</b>
Lisa Bone	Sonja Warnes
Rachel Mitchell	Airida Petrauskiene
Lucy Brackley	Domini Newby
<b>Senior leader with responsibility for behaviour</b>	<b>Senior leader with responsibility for behaviour</b>
Rachel Mather – Head of School	Victoria Spencer – Deputy Headteacher

## 4.0 Celebrating Success

At Watton, we aim to create a positive learning environment. We recognise that pupils achieve more and are better motivated when staff commend and reward success rather than focus on failures and shortcomings. The positive benefits of praise and reward are recognised by all staff.

House points (recorded on Class Dojo) will be awarded for specific positive behaviour attributes (such as hard work, listening, participating, questioning etc.) Some of these behaviours happen as a natural part of school routines and interacting with others and some are explicitly taught, like resilience and independence. It is hoped that this focus on positive attributes will reduce low level disruption and motivate and engage pupils to take an active role in managing their behaviour.

At the end of each week, house points totals are communicated in our weekly celebration assembly so that every success can be acknowledged.

House points can be given throughout the school day, including lunchtimes. MSAs will award house points for politeness, respectful eating manners and general courteous behaviour, which are added on Class Dojo at the end of lunchtime. Equally, we promote and respect our children to identify and celebrate positive behaviour choices within their peer group. Opportunities for children to suggest or recommend a deserving classmate are built into weekly routines.

At Watton, success is celebrated in the following ways:

- Praise and encouragement
- Celebration in assembly of individual or group achievement
- Weekly certificates for demonstrating our school values
- Displaying of pupil work
- Being given the opportunity to show their achievement to other significant adults and pupils
- Stickers
- Privileges (e.g. choice of activities)
- House points
- Special responsibilities within class or the school

As schools, we do not use prize incentives to promote positive behaviour and avoid the use of most material rewards. No member of staff will provide personally purchased material rewards.

## 5.0 Restorative Approaches to Behaviour Choices

A restorative approach looks to work with individuals and support them through a process that helps children better understand why they made a particular behaviour choice and help them find ways to improve their choices moving forward. This restorative practice develops a culture of truth-telling, responsibility, accountability and forgiveness.

The aim of this approach is to enable the child who made a choice to understand the impact of their actions and work to make amends and 'fix' the situation both at the time and through their

behaviour moving forward. It also provides a great forum for discussion and cooperation when two children are involved in a dispute.

Children may be invited to take part in a ‘restorative conversation’ when an incident has occurred to help them communicate their feelings in a structured and controlled way with an adult facilitating the discussion but not ‘owning the process’. The desired outcome is that the unconstructive behaviour choice will cease as both parties have a clear understanding of the *impact* on others and their feelings and fosters mutual respect. Professional judgement is required to determine when or if a child is regulated and ready for a restorative conversation. It is also imperative that no child or adult impacted by an incident are compelled to take part in a restorative conversation.

More serious incidents may result in the need for this restorative process to be led by a senior member of staff and will involve, where appropriate, the parents of the children and other adults that have been involved or impacted on by the incident or ongoing behaviour of an individual or group of children. Where this more formal process is used, a contract may be drawn up between all parties which outline how they will move forward to ensure that the conflict does not arise again and the steps that each person will take to ensure its success.

Restorative conversations are most powerful when the adult who has witnessed the behaviour carries out the restorative conversation. This allows for the child to work together with the adult in reflecting on their choices and making a plan for future success.

A consistent set of prompts is used to structure the restorative conversation:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by your actions? And how?
5. What do you need to do to make things right?

See [Appendix 4](#) for a full-page prompt sheet.

Children may be asked to complete these restorative conversations (with adult support) during break or lunchtime. Restorative work is not completed in front of the rest of the class.

There is no formal display of children’s behaviour in the classrooms as we are wholeheartedly against public humiliation and instead choose to work with children to help them improve their choices. Instead, low level disruption is tracked discreetly so that intervention is proportionate to the behaviour observed.

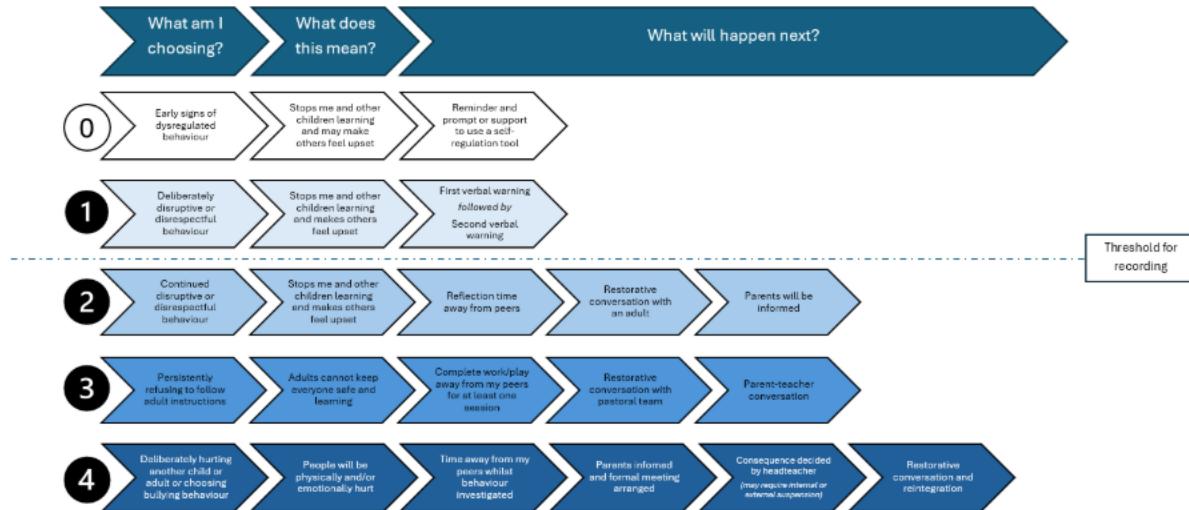
## 6.0 Ensuring a consistent approach

To ensure consistency when managing behaviour, all staff will follow the school’s Behaviour Consequences Chart ([see below and Appendix 1](#)). This chart is shared with pupils and provides the clear rationale for the consequences of deliberate behaviour choices, both for the perpetrator of the behaviour and for those affected.

Behaviour that reaches the threshold for recording will be recorded on CPOMS as a ‘Behaviour-related incident, under the appropriate sub-category.



## Behaviour Consequences Chart



An adapted version of this chart is used in our specialist provisions ([Appendix 2](#)).

## 7.0 Behaviour Management at Playtime and Lunchtime

Our lunch and play breaks are very important times in the school's timetable. It is essential that they are well managed and that the same high standards of behaviour are expected from all pupils as during the rest of the school day. Constant high-level supervision is crucial – this is in order that issues can be identified early and resolved before they become serious. Staff should model positive play and communication and ensure that adults are dispersed across the playground to supervise each area.

Lunch time staff follow the same consequences chart as for learning time, and report behaviour to the class teacher at the end of lunchtimes so that a child's transition back into learning can be proactively managed.

## 8.0 Confiscation and right to search

The school will confiscate any item which is harmful, detrimental to learning or inappropriate for school use. These items will be returned to pupils (or, in the case of harmful or prohibitive items, to a parent/carer) 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](#). See the school's **Mobile Phone Policy** for more information.

## 9.0 Individualised Behaviour Support

### 9.1 Positive Behaviour Support Plans

For pupils where there is an emerging pattern to their behaviour responses which may or may not require restraint, a specific 'Positive Behaviour Support Plan' is written in consultation with staff and parents/carers. Involving the parents/carers in discussion from the onset ensures they are fully aware of the actions that may be taken if their child is involved in an incident.

It is the class teacher's responsibility to ensure all teachers, learning support assistants and the MSA team are made aware of any Behaviour Plan which is in place to ensure a unified approach and consistent handling. Staff should consult with the child's class teacher if a plan is difficult to follow in some situations.

Information relating to a Behaviour Support Plan must be treated as confidential.

Any supply staff working with classes will be made aware of Behaviour Support Plans for children within the group they are working.

### 9.2 Behaviour Daily Report Cards

For some pupils, a daily report card to track behaviour can be supportive in reinforcing and celebrating positive behaviour following an incident or pattern of incidents and to facilitate regular home-school communication to support behaviour (*see [Appendix 7](#)*).

As with Positive Behaviour Support Plans, these will be tailored to the specific child.

It is the class teacher's responsibility to ensure all teachers, learning support assistants and the MSA team are made aware of any report card which is in place to ensure a unified approach and consistent handling. Staff should consult with the child's class if it has been difficult to determine an appropriate grade for a session.

## 10.0 Positive handling

All school staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Watton uses 'Norfolk Steps' positive handling techniques to deal with this issue. Please also see policy for positive handling (Norfolk Steps).

In cases where emergency physical intervention has been necessary, a full report must be made immediately on CPOMs and the Headteacher informed.

Due to the age and stage of our children, the school has a policy of using positive physical contact with pupils on a day-to-day basis so that they are comfortable with trusted adults physically intervening in an emergency situation. This includes holding hands, placing hands on the pupil's shoulder or back, the use of 'high fives' and, when appropriate, comforting strategies such as an arm around the shoulder. These are used on a discretionary basis and if we are aware that a pupil has a reason to dislike physical contact, these strategies will not be used for that individual. When we

become aware that a child does not feel comfortable with physical contact it is important that this is shared with other staff members as soon as possible. (**See Positive Handling Policy**)

## 11.0 Management of any Extreme Behaviour

The school takes seriously any incident where a pupil assaults another pupil or member of staff. This means that every incident involving physical aggression will always be referred directly to the pastoral team and decisions made with regards to sanctions will be decided based on a full investigation of the incident. For such incidents, the executive headteacher will consider all available sanctions, including internal suspension, fixed term suspension and permanent exclusion. The age and stage of the child(ren) will be taken into account when determining an appropriate response.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour using the school's restorative approaches. Any form of prejudicial behaviour including racism, sexism, homophobia or religious discrimination will be recorded and reported on CPOMS. (**See Anti-Bullying policy**)

There are rare circumstances when a pupil may not react appropriately to the approaches outlined above. In cases like this, the pupil will be sent to the Head of School (for Watton Westfield) / Deputy Headteacher (for Watton Junior School) or Executive Headteacher, who will make a discretionary decision as to the sanction that suits the situation. This may include the use of fixed term suspension or in extreme cases permanent exclusion (**see Exclusion Policy**). In line with DfE guidance, only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds.

## 12.0 Home-School Partnership

We believe in the importance of clear communication between the school and home. Where a child's behaviour gives us cause for concern, we will follow the restorative approach set out in this policy. The class teacher is initially responsible for the child's welfare and will communicate concerns to the Headteacher and discuss possible solutions. Where necessary, parents/carers are involved informally at first so that we can work together and try to prevent the behaviour from escalating. Parents/carers and teachers working together can make a huge difference.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement (which we ask all parents/carers to sign upon registration).

We endeavour to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. If a parent/carer is contacted to attend a meeting or take part in the restorative process around their child's behaviour, it is expected that parents/carers will attend and take a full part in the conference.

If school has to use reasonable sanctions in order to deal with an incident of any behaviour inconsistent with our school values, we respectfully request that parents/carers support the actions of the school, this is particularly important when discussions including your child are had so that mixed messages are not received.

If parents/carers have any concern about the way that their child has been sanctioned, they should initially contact the Class Teacher. We ask that these queries be raised without your child present for

the reasons stated above. If this contact does not resolve the issue, parents/carers are invited to arrange a meeting with a member of the leadership team. We also ask for parents/carers to respect the teaching staff and contact the school directly to address any concerns rather than posting grievances on social media or group messaging apps.

If these school discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (see the school's Complaints Policy).

Please also refer to the school's Anti-Bullying Policy.

## 13.0 Safeguarding

Watton is committed to Safeguarding and Child Protection. By making our children feel safe and secure we create an atmosphere where it is acceptable to speak to a trusted adult.

All pupils are regularly reminded that they may speak to a trusted adult about any concerns they may have, however large or small.

## 14.0 Record Keeping

Clear and accurate record keeping is vital in ensuring that the school has a solid evidence bank about how it is dealing with incidences of unwanted behaviour and tracking the improvements that are made when a particular intervention has been used. On occasion, records can help the school to secure further intervention from external agencies to help meet the needs of an individual child.

It is imperative that the systems used are consistent and transparent and as with other areas of a child's school record, a parent/carer can request to see a full copy of their child's behaviour record at any time.

The school uses CPOMs to record behaviour where a specific sanction has been applied, such as a fixed term suspension or restorative process that has been escalated to the senior leadership team. Teaching and support staff will record any behaviour incidents where a classroom or lunchtime sanction is implemented.

If persistent unwanted behaviour continues, then the parents/carers will be invited into school with their child by the class teacher to attend a restorative meeting. The Headteacher or a delegated member of senior staff will be made available to attend this meeting, if deemed appropriate, and work with the child, parent/carer and teacher to resolve the situation and move forward.

## 15.0 References

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)

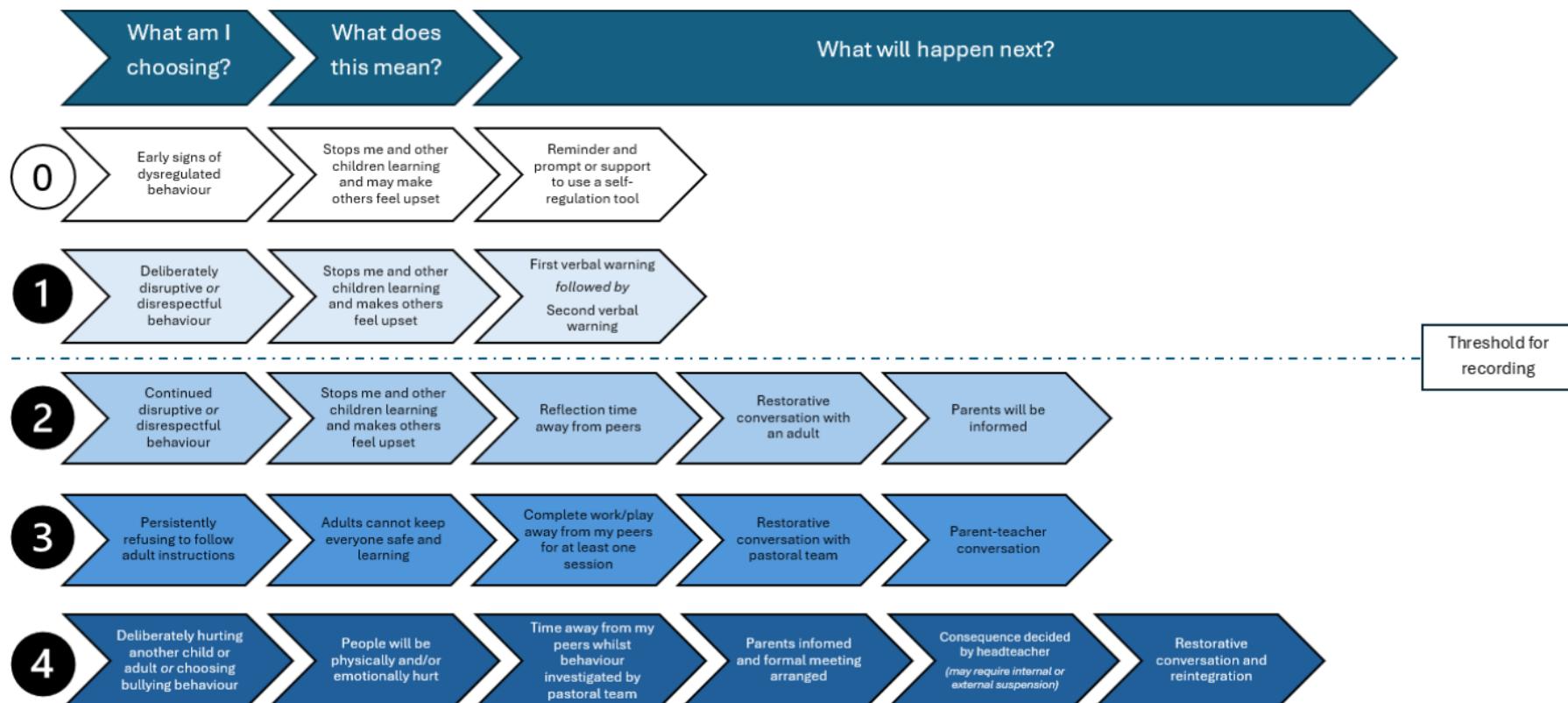
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

...and Norfolk County Council's (NCC) guidance on managing behaviour:

- ['NORFOLK STEPS'](#) programme and training



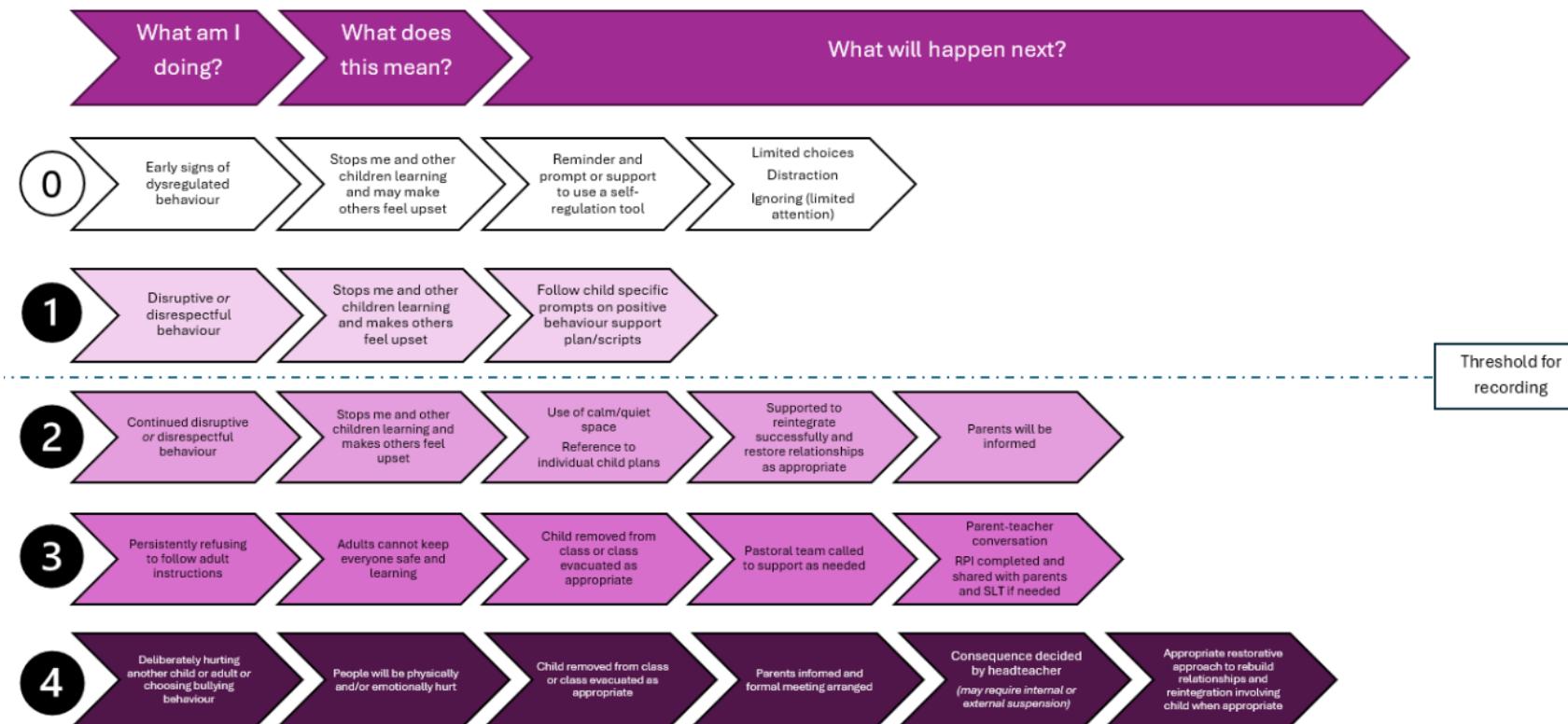
# Behaviour Consequences Chart





# Behaviour Consequences Chart

For Enhanced SEND Provision



## Appendix 3 – Explicit Behaviour Routines

The following behaviour routines are explicitly taught to pupils in line with guidance provided to teaching and learning support staff.

It is expected that all pupils (except where reasonable adjustment are necessary) follow these routines as taught.

<b>Routine</b>	<b>Rationale</b>
Ready to Learn	Ensures that learning time is maximised and pupils understand the expectations for learning in every classroom.
Lining up	Ensures that time spent lining up is minimal and that all pupils are safe.
Assembly time	Ensures that assemblies are orderly and purposeful and that respect for the speaker is always maintained.
End of break and lunch	Ensures that play time is maximised, time spent lining up is minimal and that all pupils are safe.
Dining hall expectations	Ensures a calm environment for pupils when eating their lunch and promotes good table manners and respect for lunch staff
Smart walking	Ensures a calm and safe school environment during transition times

Additional routines may be introduced at any time based on need.

## Appendix 4 –Restorative Conversation Prompt Sheet

### **Restorative Conversation Prompt**

Name:

Date:



What happened?



What were you thinking about at the time?



What have your thoughts been since?



Who has been affected by your actions? And how?



What do you need to do to make things right?

If a child has a positive behaviour support plan, please discuss with appropriate adult as to whether it needs amending.

## Appendix 5 – Definitions of serious unacceptable behaviour

### Definitions

Watton defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Arriving at school under the influence of drugs or alcohol
- Possession of banned items
- Truancy
- Smoking
- Refusing to comply with reasonable requests from adults
- Theft
- Swearing
- Violence, including: Fighting/ play fighting, hitting, kicking, punching, biting etc
- Any other illegal behaviour
- Leaving the school premises without permission

Watton defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the instigator and/or other pupils.

## Appendix 6 – Positive Behaviour Support Plan

Name:	DOB:	Date:	Version of plan: Review Date:
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	<b>Areas of strengths:</b>  <b>Motivators:</b>	<b>SEN stage:</b>  <b>Areas of Need:</b>	<b>Pupil voice:</b>
<b>Presenting behaviours that challenge or cause harm:</b>	<b>Possible triggers:</b>  <b>Possible functions</b>	<b>Positive behaviours we are supporting:</b>	

- Differentiated measures to promote / support positive behaviours

Positive behaviours:	What we will say and do to regulate behaviours and reinforce positives:
First signs of escalation:	What we will say and do to de-escalate/divert:

<b>Behaviours that challenge:</b>	<b>What we will say and do to de-escalate/divert:</b>
<b>Behaviours that harm:</b>	<b>What we will say and do to best ensure safety:</b>
<b>De-escalation and Reflect / Repair / Restore</b>	

Signature of plan co-ordinator.....Date .....

Signature of parent / carer..... Date .....

Signature of young person (if appropriate) .....Date.....

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....Signature of parent / carer.....		
Signature of young person (if appropriate) .....		

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....Signature of parent / carer.....		
Signature of young person (if appropriate) .....		

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....Signature of parent / carer.....		
Signature of young person (if appropriate) .....		

***Ensure support and strategies outlined on this plan are regularly reviewed in line with a cycle of 'assess, plan, do, review'.***

## Appendix 7 – Behaviour Daily Report Card

### DAILY REPORT CARD

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

	Session 1 /5	Break /5	Session 2 /5	Lunch /5	Session 3 /5	Total Max (25)	Signature of adult	SLT member reviewed
<b>Monday</b>								
<b>Tuesday</b>								
<b>Wednesday</b>								
<b>Thursday</b>								
<b>Friday</b>								

#### OBSERVED BEHAVIOURS:

1. NAME will follow all reasonable instructions given by school adults
2. NAME will interact positively with his classmates, showing kindness and respect
3. NAME will play safely at break and lunchtimes and not engage in physical contact with others
4. NAME will reflect on his choices honestly, with support where needed

#### CONSEQUENCES:

1. NAME will score a maximum of 5 points for each session when all relevant observed behaviours are shown
2. Every adult that works with NAME will contribute to this scoring
3. NAME will show this card to a member of the pastoral team at the end of each day
4. The class teacher will communicate with parents/carers to notify them of success or in the case of less than 18 points being scored the reasons why NAME has not achieved their target

*This report card will be reviewed on DATE to determine if any further support is required, including the extension of the report card to subsequent weeks.*

## Appendix 8a – Physical Intervention Policy for the Apollo Social, Emotional & Mental Health SRB at Watton Junior School

### *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

## Appendix 8b – 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 adaptions 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.