



Dereham Church of England Infant and Nursery Academy



DRAFT Behaviour and Relationships Policy 2024

"Everything is possible for one who believes" Mark 9:23

Intent

At Dereham Church of England Infant and Nursery Academy, we believe that 'everything is possible for one who believes (Mark 9:23)'. In order to reach their full potential, children need to learn how and why to behave.

We recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst maintaining our own needs and setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities. We aim to create an environment where exemplary behaviour is at the heart of productive learning.

Our Christian values are threaded through our approach to supporting positive behaviour to develop our children to enable them to reach their full potential.

Friendship: We know how to learn, play, and get along together.

Hope: We can rely on God and each other.

Trust: We care about others showing gentleness, kindness, forgiveness and honesty.

Love: We learn together in God's love and our love for each other.

Happiness: We share joy and find happiness in every moment.

Peace: We are gentle. Follow our school rules and help those around us.

Courage: We feel confident enough to challenge ourselves, take risks and make mistakes.

Aims:

- To establish a positive school ethos and promote effective learning
- To build a community which values kindness and empathy for others
- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs
- To create a culture of exceptionally good behaviour and ensure that excellent behaviour is a minimum expectation for all
- To ensure all learners are treated fairly, show respect and promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To promote community cohesion through improved relationships.



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Legal framework

This policy is written in line with the guidance provided in, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour and discipline in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- DFE (2023) Schools Suspensions and Exclusions

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy*
- Safeguarding Policy
- School Complaints Policy
- Positive Handling Policy

**The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met and where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.*

Roles and responsibilities

Teaching and support staff

- Meet and greet at the classroom door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Use a visible recognition mechanism throughout every lesson.



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- Be calm when going through the steps.
- Follow up every time, engage in reflective dialogue with children and focus on the repair of the relationship.
- Always remind children about the expectations.

Senior leaders

- Meet and greet children at the beginning of the day on the gate.
- Be a visible presence around the school, especially at transition times.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support colleagues to support learners with behaviour.
- Regularly review provision for children who demonstrate consistent negative behaviour.
- Support colleagues in interactions with parents as needed.
- Identify and respond to staff training needs.
- Use behaviour data on Arbor to target and support staff and pupils.

Children

Following the school rules:

- We will always try our hardest
- We will respect ourselves, others and their property
- We will keep ourselves and others safe

Parents

- Take responsibility for the behaviour of their child.
- Work in partnership with the school and support the school's behaviour policy and procedures.
- Attend school meetings and events, including parents' evening.

Promoting Positive Behaviour

As a school we believe in the power of 'positive example' and praising appropriate behaviour. Praising positive behaviour in other children helps those who are not sure what is expected by providing them with a role model. School staff should be consistent, firm and fair in their expectations of children's behaviour and deal calmly with inappropriate behaviour. Where possible, staff should advise the children what to do rather than stressing 'don't'. The Christian teaching and values of our school reinforce behaviour expectations.



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Strategies to promote positive behaviour

- Circle time is used throughout the school. This impacts positively on children's behaviour and attitudes towards each other, learning and their own self-esteem.
- ELSA Support – group and 1:1 sessions with an emotional literacy support assistant
- Nurture lunches
- Playford our Parent Support Advisor works with children and their families
- Dinosaur Awards are presented weekly during assembly. One child from each class is nominated and reasons provided for why they have received the award. Each child receives a certificate, which outlines their achievement. The awards are linked to the Characteristics of Effective Learning and reflect positive engagement with learning. Each class will have a display to reinforce these characteristics.
- Stickers are given in class and at lunchtimes to reward a child's positive behaviour and achievements. Children may also receive an award from the Headteacher to acknowledge and celebrate positive behaviour.
- Staff will take every opportunity to praise appropriate/positive behaviour in the children and will celebrate this with the child's parents/carers, either via a note in the Home/School Link Book, uploading a note on Tapestry or by having a brief chat at the end of the school day.
- Each class will discuss and agree classroom rules and procedures with their class. These specific rules are displayed in each classroom. Class teachers will need to make sure that the children understand how their classroom rules link with the School Rules. Classroom Rules are reviewed throughout the school year to reflect changing behaviours of a class.
- Children are chosen to be Playground Buddies to help support other children at lunchtime and playtime. These children provide a good role model to others and support other children during these sessions.
- Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed, and that inclusion is not optional: children have defined entitlements in this area and settings have legal responsibilities to make reasonable adjustments.





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Behaviour outside the classroom

Playtime and lunchtime

At playtime, children are to play on the playground only. This excludes the field, trim trail, areas behind the sheds, garden and fences on the playground. Children will be given a two minute warning before the end of break, staff will ring a hand bell. Once the second bell is rung, all children will stand still. The adult leading playtime will call each class at a time to line up.

At lunchtime, midday supervisors will have games and activities out for the children to play with. These will be modelled and children will know how to use these safely. Children are allowed on the trim trail at this time. Five minutes before the end of lunchtime, a midday supervisor will ring the bell to prompt the children to go to the toilet and to tidy up. Similarly to playtime, the children will be asked to stand still and one class at a time will line up.

In the hall at lunchtime, calm music will be played and children will walk in and out of the hall. Reminders will be given for children who are running. Children with bands will line up at the front of the queue and children will queue quietly. Children will be given a sticker for eating all of their lunch.

Collective worship

It is important that Collective Worship is a quiet time where children have the opportunity to reflect. Adults will sit with children as positive role models and place themselves with children requiring extra support. It is important for teachers to seat specific children in suitable places, such as the end of the line, so that they can be supported if needed. Children will sit silently with crossed legs, voices off and eyes looking at the adult leading, raising their hands to participate when necessary.

School visits

Risk assessments will be completed in advance and shared with the Educational Visits Coordinator. Any pupil specific risk assessments that are required will be undertaken and additional adults including parents and carers if necessary, will be planned in to support. Children will wear the school's uniform on the day. A pre-visit discussion, sharing of itinerary and photographs if possible will be shared with classes before the children go on the school visit.

Gemstones breakfast and after school club

The school behaviour policy applies to Gemstones and children will behave as expected to during school hours. Staff will follow the planning for Gemstones and ensure that age appropriate and varied activities are available for the children prior to them arriving and spread out around the room. If there is only one adult, all children are to walk to the door



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when the door bell is rung. Children will use inside voices and will walk around the space, no running or shouting will be tolerated.

Sanctions for inappropriate behaviour

There are occasions where a consequence is needed for those who breach the school rules. Inappropriate behaviour is defined as disruption in lessons, negative attitude to learning or towards others, refusal to complete work set, speaking inappropriately to others, not following reasonable instructions. Sanctions will never be threatened or used as a coercion technique. Children are merely reminded that behaviour has consequences and these will be delivered calmly after the behaviour event. It is recognised that some children may need a considerable period of time to calm down. Where possible, the sanction is delivered on the same day as the behaviour incident. Circle time is used throughout the school. This impacts positively on children's behaviour and attitudes towards each other, learning and their own self-esteem.

Adults will take a restorative approach to the sanction, allowing children the opportunity to reflect on what happened and how things might be different next time. Alongside this, staff reflect on any necessary adjustments and support that may be needed to best support the child. Staff will also make contact with parents if necessary, either at the end of the school day or via telephone.

Recording and reporting

- Incidents will be logged and onto Arbor, the behaviour type and behaviour level will be recorded.
- Each class has an incident file to record persistent and significant misbehaviour. Individual books are used for specific children who cause concern.
- Incidents must be logged by the person who witnessed/dealt with the situation.
- A parent/carer should be informed by personal contact or telephone of incidents (at the discretion of the class teacher).
- Necessary incidents and information are relayed to the Parent Support Advisor, Deputy Headteacher, Headteacher so that they are equipped to have supportive conversations with parents/carers

Suspensions and Exclusions

Suspensions and exclusions are always a last resort and so where possible other appropriate sanctions are taken to avoid this happening. Amongst other disciplinary sanctions, the school recognises that suspensions of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils should only be used as a means of last resort.



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We adhere to the statutory guidance in 'Exclusion from maintained schools, academies and pupil referral units in England' DfE (2023) when considering any exclusions.

Strategies

There is a 'stepped' approach to addressing behaviour. The 'level' of action is determined by the severity of the behaviour and assessed by the member of staff. These levels match the levels available to record on Arbor.

Level 1-2 The child will be spoken to about their behaviour:

- Teachers may use Thinking Time in a quiet area within the classroom to give children who are upset or angry a chance to calm down before the behaviour is discussed.
- Each class will have a particular area set aside as a reflective area that can be used by individual children if they feel they need time on their own to think or calm down.
- They will be spoken to by a member of staff about their behaviour and are encouraged to begin to recognise and manage their own behaviour whenever possible.
- Discussion during RSHE lessons provide opportunities to reflect on how to respond to conflict situations.

Level 3 - If disruptive behaviour continues or a more serious incident has occurred then:

- The teacher may send for the Deputy Headteacher to speak to the child in class; or a member of staff may bring the child to the Deputy Headteacher (Headteacher in their absence)
- The child may be issued a warning and miss play or lunchtime play. Parents/carers are spoken to by the class teacher.
- The teacher will inform the parents of their concerns regarding behaviour and report what has happened.
- If disruptive behaviour persists, then the Deputy Headteacher will ask the parents/carers to come into school for a meeting to inform them of the school's concerns around their child's behaviour. The next step of being placed onto a Daily Behaviour Record will be discussed.
 - The Daily Behaviour Record is completed after every session (including playtimes and lunchtimes) and shared with parents/carers through the home/school link book.

Level 4-5 - Repetition of disruptive behaviour will result in internal or ultimately external exclusion.

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Level 1	Level 2	Level 3	Level 4	Level 5
Lack of attention	Repeated refusal to work / follow instructions	Persistent disruption of teaching and learning	Persistent defiance	Discriminatory language / behaviour: ableist, homophobic, racist, religious, sexist, social, emotional and mental health (SEMH)
Failure to follow instructions	Dishonesty	Use of mobile phone / smart watch on school site	Ongoing disrespect to adults / peers	Sustained verbal abuse / bullying (not online)
Low level disruption to learning (e.g. calling out)	Name calling	Potential bullying behaviours (not online)	Inappropriate language or gestures (including swearing)	Sustained online verbal abuse / bullying
Disrespecting resources	Minor physical assault (e.g. poking, pulling hair)	Potential online bullying behaviours	Threatening behaviour towards peers	Child on child abuse
Level 1 other	Level 2 other	Physical assault (e.g. pushing, rough play)	Throwing equipment / objects (e.g. chairs, scissors)	Attempting / leaving the school grounds without permission
		Level 3 other	Level 4 other	Severe damage to school property
				Spitting with intent
				Possession of a weapon or illicit object / banned item
				Stealing
				Use of aggressive / violent behaviour with intent to cause deliberate injury
				Physical assault on a pupil, member of staff / volunteer
				Drugs / alcohol / harmful substances
				Harmful sexual behaviours (including



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				sexual harassment / violence)
				Level 5 other

Violent and aggressive behaviour

In cases of serious misbehaviour (i.e. extreme aggression or violence which endangers themselves or another child or adult or repeated incidences of verbal abuse) a child may be sent to the Headteacher's office. An adult who is able to relay the facts of the incident must always accompany them. The Headteacher will decide on any additional action that needs to be taken in this instance and, if necessary, call in outside agencies and arrange a meeting with the parents/carers. Extreme aggression or violence towards another child/adult may result in exclusion for a set period.

Any staff physically or verbally assaulted by a child must report this onto Arbor, inform the Senior Leadership Team and enter details of the incident in the Accident/Incident Log (located in the school office). In the case of children exhibiting challenging behaviour, advice will be sought from the SENDCo and, where appropriate, outside agencies. Teachers should keep a signed and dated record of any incidents of this type. Parents/carers should be kept informed and encouraged to support the school in its actions, alongside their child in dealing with his/her behaviour.

Children with significant behaviour difficulties may be put on a "Behaviour Plan" after consultation with the Headteacher and SENDCo. In extreme cases a risk assessment should be written for the specific child. All adults involved with the child need to be aware of the Behaviour Plan/Risk Assessment so that the child is managed consistently. Parents/carers must also be kept informed of the child's progress on a regular basis.

Bullying and racial abuse is not tolerated at Dereham Church Infant and Nursery School and immediate action will be taken to deal with incidents of this nature.

Positive Handling and restrictive physical intervention

Positive handling is the positive application of reasonable, proportionate and necessary force with the intention of protecting a child from harming themselves, others or seriously damaging property. Restraint may be needed on very rare occasions and we will endeavour to handle every situation with care and responsibility. Trained staff are authorised to use reasonable physical intervention and have agreed to follow the principles of Norfolk Steps regarding handling children in school (see appendix 1). The parents are always fully informed about any situation that arises. Parents sign a copy of their child's positive behaviour plan outlining when Restrictive Physical Interventions (RPI) may be used.

RPI will only be used when all other strategies have been considered and therefore only as a last resort. However, there are situations when RPI may be necessary, for example in a



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situation of clear danger and extreme urgency. RPI is an act of care and control, not punishment. It is never used to force compliance with staff instructions. Any incidence of RPI must be recorded using the appropriate positive handling report form and given to the Headteacher to be recorded on the positive handling log. A risk management plan will be written and strategies developed to support the child and to minimise the risk of further distressed behaviours. We adhere to the guidance found in the non-statutory DFE document: Use of Reasonable Force. Advice for Headteachers, staff and governing bodies (2013).

Guiding and Escorting

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk. A guide should only be performed if absolutely necessary and should be recorded on Arbor, along with an explanation of the reasons for it and what other strategies had been tried first.

Reparative Touch Plans

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or an arm, rocking gently, hand or foot massage. All plans will be shared with parent/carers for them to sign and agree to.

Screening and Searching

If a child is believed to have taken a toy/resource they may well be asked to empty their pockets or bag. This incident would be reported to parents/carers. As toys/objects from home are not permitted in school, if a child is fiddling with their pockets indicating that an object may be inside the pocket, they may be asked to empty their pockets. Any objects found will be returned at the end of the school day.

Monitoring and evaluation

This policy is a working document and will be reviewed every three years or when circumstances change. The Headteacher is responsible for the development and review of this policy.

Liaison with parents/carers

Placing parents/carers at the centre of discussions/decisions about their child's behaviour management helps develop effective strategies that will minimize the risk of exclusion. Ongoing support and guidance for parents/families helps avoid a culture of blame and helps them reinforce the correct standard of behaviour. This approach is especially important when dealing with children with complex needs or who have faced trauma, which is a common



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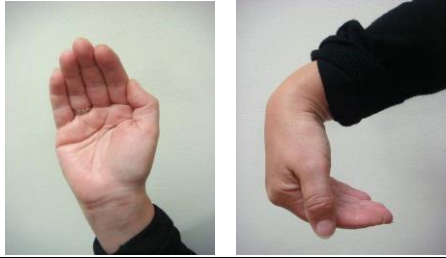

trigger for disruptive behaviour. The school has their own Parent Support Advisor, Mrs Playford, who is available to work with parents/cares to give support and advice. As a school we believe in the power of "positive example" and praising appropriate behaviour.

Liaison with outside agencies

The Headteacher and SENDCO will liaise with the outside agencies for advice and support regarding children with severe behavioural difficulties, the Early Years Inclusion Team and Inclusion Team will be contacted in regards to any child whose behaviour has escalated, is at risk of receiving or has received an exclusion.

The school will work closely with Outside Agencies when considering a Managed Move. Members of staff will signpost the support of the Health Visitor for those families experiencing behaviour difficulties at home.

Appendix 1 – Restrictive Physical Intervention holds

Type of hold	Example
<p>Open hand - fingers together, thumb away from fingers, palms parallel to floor</p>	
<p>Closed hand - flat hand, fingers and thumb together. The hand should remain in a mitten shape to avoid/minimise the possibility of gripping.</p>	
<p>Offering an arm - hip in, head away, sideways stance, arm is offered, student accepts the invite, draw elbow in for extra security</p>	



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<p>Supportive hug - hip in, head away, sideways stance, closed hands contain each shoulder, communicate intention, use 'de-escalation script' if needed</p>	
<p>Supportive arm – hip in, head away, sideways stance, positioned behind the elbow, closed hands used above the elbows to maintain safe shape, communicate intention</p>	
<p>Open hand escort - hip in, head away, open hands above the elbows, safe shape, arm resting across the shoulders, communicate intention, move assertively (prevent kicking / dropping)</p>	
<p>Open hand escort – paired - The hand should remain in a mitten shape to avoid/minimise the possibility of gripping.</p>	
<p>Elbow tuck - rescue shape - staff arms either side of the young person's arm, both hands thumb on top, young person's shape, staff shape, all elbow tucks can start from this rescue shape The rescue shape is not designed to be maintained but is used as a</p>	



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<p>familiar shape to return to between transitions.</p>	
<p>Elbow tuck - figure of 4 - hips in (slightly behind if necessary), head away, elbows tucked, both hands thumb on top, inside hand goes over young person's arm and holds onto own arm, young person's shape, staff shape</p>	
<p>Elbow tuck – lone worker – hip in, head away, far hand, closed hand drawing young person's elbow into their side, near arm either protecting with an open hand or elbow tuck position, arm resting across the young person's shoulders, young person's shape, staff shape</p>	