

Date adopted:	Date to be reviewed	Signed:
Oct 2015	Oct 2016	Chair of Governors:  Headteacher: Ann De'Ath
Oct 2016	Oct 2017	Chair of Governors:  Headteacher: Ann De'Ath
Oct 2017	Oct 2018	Chair of Governors:  Headteacher: Ann De'Ath
Sept 2019	Sept 2020	Chair of LIT:  Headteacher: Ann De'Ath
Sept 2020	Sept 2021	Chair of LIT:  Headteacher: Ann De'Ath
January 2023	January 2024	Headteacher: Mrs Christou



Positive Behaviour Policy

This policy, in accordance with guidance and with reference to statutory duties as described in **Behaviour and Discipline in Schools - Ref. DfE-00023-2014 (2016)** will set out how we aim to:

- promote good behaviour, self-discipline and respect.
- prevent bullying
- regulate the conduct of children
- ensure there is behaviour for learning

Aims and expectations

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. ***'Schools should be safe and affirming places for all children, where they can develop a sense of belonging and feel able to trust and talk openly with adults.'*** *Mental health and behaviour in schools, Ref. DfE 00435-2014 (March 2016)*

Staff within the EYFS unit will use this policy and teach the children, when they become stage appropriate, the restorative script. It is recognised that due to their developmental stage the staff will need to adapt their approach. Guidance is included in this policy under the EYFS section.

"The basic premise is that behaviour has meaning-whether it is provocative and reactive, or withdrawn and silent. Understanding the communication implicit in behaviour can protect the teacher from being adversely affected by pupil's feelings and defensive patterns, and can thus enhance practice and pupil achievement"
Heather Geddes 2012

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour and to have an understanding of what that behaviour might be communicating. All staff should focus on de-escalation and preventative strategies.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. The

policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school is aware of the role it plays in supporting the children's development of social, moral and emotional skills and understanding. Staff are responsible for setting a good example by modelling desired behaviour and planning provision to support collective and individual development.

The school expects every member of the school community:- •

To behave in a considerate way towards others.

- To work together so that the school is a trusting and safe community where restorative approaches are embedded.
- To treat all children fairly and apply this behaviour policy in a consistent way.
- To give due regard to specific barriers to learning that may have impact on behaviour and plan accordingly.
- To respond and behave calmly, always trying to maintain a positive outlook.
- Recognise pupil contributions.

We are committed to developing the children's emotional literacy and use PATH's (Promoting Alternative Thinking Skills) and since September 2020 the PSHE scheme Jigsaw, as a means to support this aim.

The children have discrete teaching time following the JIGSAW scheme of work on a weekly basis and on a daily basis reference is made to the SHINE values which are displayed in all classrooms.

The School's Expectations

These are linked to the school motto and the children felt the points below would help them to :-

Reach for the Stars Be Safe, Succeed and Shine!

Every element of behaviour in school can be, and is, linked to the motto above.

Specific examples include:

- **Trying your very best to be the best you can be today!**
- **Listening carefully to everyone**
- **Looking after each other**
- **Keeping each other safe, e.g. Corridor Caterpillars walk quietly around school with smart walking (- hands behind your back as you walk along the corridor).**
- **Looking after our school environment indoors and outdoors**
- **Working together so we can all enjoy our learning.**
- **Referring to the SHINE values**

Acknowledging and reinforcing positive behaviour

We emphasise and reinforce positive behaviours by recognising and praising pro-social behaviour. Incentives help the children to see good behaviour is valued, for example, each class nominates 2 children to have a place on the STAR lunch table. **Praise** is a powerful incentive and will be used within the classroom and publicly within the school community to either individuals or groups.

The aim is for the child to develop the idea of “**internal discipline**” into adulthood which is doing the right thing because it feels good without there being a physical or external reward. ‘The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.’ Angela Wadham 2009

Our simple reward systems within the school can assist children by allowing them to recognise and experience the feeling of success and, ultimately, to reach this aim. In this school we use:-

Positive reinforcement throughout the day

Praise from their peers (compliments shared by their peers)

Stickers on work or clothes

Doing special jobs in class/school

Praise from senior staff

Celebration note may be given to share with family at home for exceptional behaviour or as a statement of their consistent positive behaviour.

Dojo used within classes to celebrate good behaviour independently and as a team Every class has a raffle ticket system. They are given publicly as an acknowledgement of good learning behaviour. We have two levels of achievement; Gold and Silver. Gold tickets are for exceptional and outstanding pieces of work or learning behaviour. Silver tickets are for good learning or social behaviour and a high level of work. The children can select a prize from the relevant box.

Focussed/Personalised support for children.

A school's behaviour policy should be the plan for most children. We recognise some children find it hard to express and regulate their emotions. This may be for a range of reasons, for example, a specific underlying health condition. The whole school behaviour policy will support but they may need more focussed and personalised support. We will, when necessary, develop a Personal Support Plan or an Individual Risk Management Plan which may contain a script for a consistent approach supporting children towards pro-social behaviour and to formalise strategies that differentiate from policy. Trained staff may use approaches advocated by Nurture and Thrive teams.

Public rewards include:-

Golden Person of the Week: Each week a child from each class are nominated to be 'Golden person of the week'. (Where paired work this may be accommodated). They then receive a certificate and sticker for the week in Friday school celebration assembly. These children are selected by the teacher for; either consistent good work, behaviour or to acknowledge outstanding acts of kindness in school.

Determined Dalmatians: This award is given to children who have demonstrated resilience and determination in their learning; where, though they have found something challenging, they have persevered.

At the end of the academic year, a child from each class is nominated to receive the Star Award In recognition of showing the qualities of a Determined Dalmatian in their learning throughout the year.

The school acknowledges all the efforts and achievements of children, both in and out of school. A child might be invited to share their achievement outside school with the class or in whole celebration assembly.

Supporting inappropriate/negative displays of behaviour

As a school, we use techniques from Norfolk 'Step On.' This involves debriefing children about their behaviour using a **restorative approach**. We remember that behaviour is a way of expressing feelings as the result of an experience/s.

The school employs a staged approach of consequences and reward to support the majority of the children to become responsible for their actions. It also makes it very clear to the children that deliberate negative behaviour will be challenged to create a safe and positive learning environment for all. **See appendix 1**

Shine Values

The school introduced the Shine values in September 2019 and the vocabulary is used with the children to support positive behaviour.



	Attribute	What it means
S	Show you care	<ul style="list-style-type: none">• Be kind to yourself and others with words and actions.• We are proud of our school and look after the school, grounds and wildlife.• Learn how to care for the world we all live in.• We try to reduce, recycle and re-use items especially if they are made from plastic.
H	Help each other	<ul style="list-style-type: none">• Notice when some-one needs support.• Say well done to others, even if you or your team didn't do as well.• Give helpful comments to others so everyone can succeed.• Listen to others without interrupting and respect their views and faiths.
I	Inspire yourself and others to make good choices	<ul style="list-style-type: none">• If you're honest with yourself, you can accept you've made mistakes and will try and put them right.• Speak truthfully and don't cover up the truth.• We make informed choices about how to be healthy and to behave sensibly.
N	Never give up	<ul style="list-style-type: none">• We are determined and try and try again to improve our skills and efforts.

E	Enjoy learning without limits	<ul style="list-style-type: none"> • Have high expectations of what you can achieve • See every opportunity as a learning occasion. • Be curious, imaginative, creative thinkers and doers.
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Visible consistencies:

All children are greeted by an adult

Children walking like caterpillars during transition times

Each week a child is nominated to be Golden person of the week and/or Determined Dalmatian

We remind each other to SHINE

Recognise and praise pro-social behaviour

A staged approach of consequences and reward to support children to become responsible for their actions.

A positive phrases 'menu' Positive phrasing:

Come sit next to me for a story. (repeat / remind / take-up time)

Limited choice: You can sit on the chair or next to me.

Disempowering the behaviour: You can listen to the story from there.

Consequence: We will check you understand the story before going out for break time.

The Restorative Script

We use techniques from Norfolk 'Step On' The script involves debriefing children about their behaviour using a restorative approach. This is always delivered in a calm and private manner. Examples below:

The school does not tolerate bullying of any kind.

Teachers have a legal power to use reasonable, proportionate and necessary force (positive handling). Force will only be used when all other strategies have been considered and as a last resort. They can use force to remove a pupil who is disrupting a lesson or to prevent a child leaving a classroom. Our staff only intervene physically where necessary – for example to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children

(Positive handling). Only staff trained in the “Norfolk Step Up” procedures will lead on this action. Additional personnel, who are “Step On” trained may support. In an emergency, a person who is “Step On” trained may have to instigate restrictive physical intervention until support arrives, in order to avert danger to the student, other persons or to prevent further significant damage to property.

Additional situations when restrictive physical intervention may be necessary, for example:

- in a situation of clear danger and extreme urgency
- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person
- For activity reasons (for example in drama, physical games)
- To avert danger to the student, other persons or significant damage to property

Staff will, where possible, take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion. Where it is deemed necessary, only the minimum force necessary will be used. Staff will be able to show that the intervention used was a reasonable response to the incident.

Reflection is a key component. Procedures are in place for supporting and debriefing the child after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times. A log will be kept of all incidents of restrictive physical intervention, using CPOMs.

The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

It is the responsibility of all staff to ensure that the school behavioural expectations are promoted in their class and that their class behaves in a responsible manner during lesson times and around the school.

The staff treat each child fairly and apply the behaviour policy consistently, applying the restorative script to all parties involved in any incident. All staff treat children in their class with respect and understanding.

The class teacher liaises with the SENCo and, where appropriate or required, external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service and with parents.

The class teacher reports to parents about the progress of each child in their class. They may also contact a parent if there are concerns about the behaviour or welfare of a child. It may be necessary to record significant and continual inappropriate behaviour in individual logs.

For some children, personal support plans or an Individual Risk Management are written by the SENCO, and class teacher, for all staff working with a child. These are compiled with the individual child and his/her parents/carers.

The role of the Headteacher.

It is the responsibility of the Headteacher to implement the school positive behaviour policy consistently throughout the school and to report to members of Local Improvement Team

(LIT), when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy and by setting the standards of behaviour.

The staff report behaviour incidents to the Headteacher via CPOMS.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated, or very serious acts, the Headteacher may permanently exclude a child (Exclusion Policy). Both these actions are only taken after the chair of governors has been notified.

In the absence of the Headteacher, senior members of the school team (Deputy Head) will assume this responsibility.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response.

In addition, positive behaviour should be celebrated and reported to families.

We encourage parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or a member of the senior leadership team. Following the outcome of the meeting. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented

The role of Trustees /Local Improvement Team Members

The Trustees have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Local Improvement Team members support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy but Trustees may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

EYFS

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

EYFS key themes and commitments

A Unique Child	Positive Relationships		
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning		

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above. Where behaviour reflects access to inappropriate media, it is the responsibility of all staff involved to make a note of it on the appropriate form and, where there are safeguarding concerns, pass them onto the DSLs.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to support children to not get hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will, at some stage, hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that if young children behave in hurtful ways towards others it is because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect but instead model the correct behaviours.
- Our way of responding to pre-verbal children is to calm them through a method that has been previously been discussed and agreed with the parents and support from outside professionals supporting the child such as SALT, Educational Psychology School Support team or Churchill Park Complex Needs School S2S support mechanism.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by using Jigsaw, PSHE scheme of learning. Older children within EYFS will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one or find something else whilst you wait your turn."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;

- their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger. Where this is the case, a decision made be made, with the parents, for further support through a referral to the Parent Support Advisor;
- the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- The child has a developmental condition that affects how they behave.
- Where this does not work, we use the SEND Code of Practice to support the child and family, making the appropriate referrals to an appropriate professional as felt appropriate involving the parent in the decision-making process, such as Early Help.

Zero-tolerance approach to sexual harassment and sexual violence

We are committed to ensuring that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, in line with expectations of Paragraph 275 of the Ofsted Inspection Handbook (2022).

As a key element of our safeguarding culture, principles and procedures, children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include, but not be restricted to;

- Suspension for a fixed period
- Internal Exclusion
- Permanent Exclusion
- Referral to Norfolk Police

We have clear Safeguarding and Child Protection procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Norfolk Children's Advice and Duty Service (CADS) and to respond to advice from CADS for possible referrals to:
 - Norfolk Early Help
 - Children's social care
 - Police

Please also refer to our child protection and safeguarding policy for more information.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to members of the Local Improvement Team on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review : The staff contribute to, and will review the policy annually along with the Headteacher and share with the Local Improvement Team members

Review by staff: Nov 2023

APPENDIX 1.

The Step On approach is a therapeutic approach to behaviour management but there must be clear and consistent responses to the different levels of negative behaviours. The following table illustrates the school's actions and support.

Levels of Behaviour Management		
LEVEL 1	TEACHER ACTION	EXTRA SUPPORT
Respects rights of self and others, co-operative and self controlled.	Positively reinforce behaviour with appropriate comments. Specific feedback and rewards.	Involve others in celebration of achievement • Golden Assembly • Head's stickers • Certificates
LEVEL 2	TEACHERS ACTION	EXTRA SUPPORT
Basically, respect rights of others but has difficulties which affect self-esteem. Minor disruptions: E.g. Rudeness, annoying others, loud. Some inappropriate physical contact	Supportive teachers try to solve problem with pupil. Consult another PSA. Praise, reinforce success Behavioural contact with pupil/possibly home. Time out of playtime Use of Circle Time and Class Councils. Jigsaw/PATHs, THRIVE	Discussion in class team meetings to identify support and positive strategies. Support from other school staff may be sought
LEVEL 3	TEACHERS ACTION	EXTRA SUPPORT
As level 2 behaviour. Poor attitude to learning and work. Unresponsive and can be aggressive in class	Consult with Headteacher Colleagues and parents. Action may include loss of playtime, free time. Behaviour contract.	Support from PSA and SENCO Involve whole school approach and parents May refer to Behaviour Support Team

	Record major incidents.	Pupil passport/SENCO
LEVEL 4	TEACHERS ACTION	EXTRA SUPPORT
Continually breaches rights of others. Regular, persistent serious infringement of school behaviour Policy. E.g. serious verbal or physical assault, intimidation, disruption, defiance, damage to property Continued deterioration in behaviour, ignoring attempts to help and support	Parents contacted Documentation recorded and filed No privileges Time out Daily Behaviour Report Possible fixed term exclusion	Involve - Behaviour Support Team Chair of Governors Consider Application for a place in the SRB for Behaviour.
Level 5	TEACHERS ACTION	EXTRA SUPPORT
Seriously violating rights of others and shows no sign of wanting to change. Poor effect on peers Dangerous Uncontrollable and uncooperative	Refer directly to Head Teacher Fixed Term Exclusion Possible permanent Exclusion	Involvement of Governors, School Psychological Service