



Behaviour Policy

Approved by the Governing Body ...28.4.26.....

Signed *R. Edwards*

NameRob Edwards.....

Review date28.4.27.....

Sprowston Infant School Behaviour Policy

The purpose of this policy is to give a clear code of conduct for managing behaviour. It has been put together after discussion with staff and children and reflects the values and principles that we consider to be important for the school.

1. VALUES

Honesty – Honesty needs to underpin all of our actions. This creates trust.

Excellence – what we always strive for.

All good learners – everyone understands what it means to be a good independent learner.

Respect – We show respect for each other, ourselves, our equipment, our environment and others' opinions.

Teamwork – We can achieve more by working together. This may involve children, staff, parents, governors and the wider community.

Our school values reflect our desire to educate our children to become considerate and respectful but also to develop a good learning mindset.

2. Six 'Cs'

The 6 Cs are the aims of our curriculum. They are behaviours, skills and dispositions we feel it is essential for children to develop in order to become good learners and to prepare them for later life. They are:

- Communication
- Craftsmanship
- Creativity
- Confidence
- Curiosity
- Collaboration

3. RULES

The following rules apply in each year group and are detailed in year group handbooks:

Conduct:

- Indoor voices
- Looking after resources – choose, use it, put it away
- Respect each other – children taught how to manage conflict and disagreements themselves
- Children taught not to talk when an adult is addressing the whole class
- Only one child to go to the toilet at a time during lesson time
- Children walk in school
- Children line up to leave the classroom in silence

Learning:

- How to manage resources independently
- How to minimise wastage – lids on pens, measuring the piece of tape you need
- How to critique – looking at work, drawing out elements to improve, review
- How to evaluate work
- How to fact find using IT and non-fiction texts
- How to present work
- How to use resources appropriately to support learning, e.g. phonic cards

In addition, each class at Sprowston Infant School is responsible for creating a set of rules that correspond to the school behaviour policy but cater for its particular needs. These may need reviewing to maintain their relevance.

4. ENCOURAGING GOOD BEHAVIOUR

We recognise the importance of a positive approach to the behaviour of children in school. We believe that emphasising positive behaviour in school tends to marginalise negative behaviour and decreases the number of misdemeanours. A well-managed, orderly environment in school will encourage children to react in a positive and caring way.

Praise As a general rule, adults should give far more praise than censure. Praise can be given in formal and informal ways for maintenance of good standards as well as for particular achievements. Staff should focus praise on effort and good learning behaviours rather than the products of these. For example, rather than “Well done your work is really neat”, say “Well done, I can see you have concentrated really well and persevered because your work is so neat.”

Class and School Rewards The use of extrinsic rewards for children can be an effective short-term measure in managing behaviour. However, this is always secondary to developing values and understanding within the children of why it is important to do the right thing. There is no single reward system in school, classes develop their own systems with their children, to suit each class’s needs. Among the rewards we use are:

- Individual pupil awards such as: comments, stickers, stamps and 'smiley faces' on children's work and public praise. Also raffle tickets (drawn out on a Friday), marbles in the jar building to a whole class reward.
- Award certificates will be given at Celebration assembly
- Privileges. These can be extra use of school facilities or equipment, for example extra time on the computer, use of the bikes, time in a different classroom. They are mainly used with specific children who may have an individual behaviour plan.

5. DEALING WITH INAPPROPRIATE BEHAVIOUR

Actions by staff are based on important principles:

- It is the specific behavior that is rejected, not the child.
- Adults should keep the situation calm.
- A child’s success at reducing inappropriate behavior should be acknowledged.

- Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended.

The Management of pupils who interrupt learning in lesson times.

We avoid wherever possible the punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances. Every child has the right to learn without interruption. If, during the course of a session, a child misbehaves:

1. The teacher will draw the pupils' attention to the inappropriate behavior and remind them of the rules/expectations.
2. If the behavior continues, the child may be asked to 'take a break' in the allocated area. Staff will work with the child to explain the consequences of their behavior, and alternatives.
3. Further misbehavior will result in more time on 'take a break'. There may be further logical consequences related to their actions, e.g. if they have not worked hard enough, they will stay in to do some more work. If they are not being safe with equipment outside, they may need to stay inside for a period of time.
4. The child is taken to the headteacher or deputy head. At this stage, if not before, it is likely the class teacher will discuss the child's behaviour with parents. More serious behaviour may go straight to this stage.

If negative behaviour is exhibited on a regular basis (either in or outside the classroom), then parents will be informed, and a record of behaviour monitoring is kept and shared with the parent. For some children an individual behaviour plan may be written in consultation with the parent and the child. For these children, strategies will be individualised and may not be in line with the above procedure. If the problem persists, we may involve outside agencies such as the educational psychologist or behaviour specialist. A referral for the child to attend an SEMH SRB may be considered.

Any significant incident needs to be recorded on an incident report form, detailing the harm caused by the behavior. Harm does not have to be physical, it can be emotional or loss of learning. All forms need to be given to the senior Designated Professional for Safeguarding, currently Rob Edwards, Emma Wyatt, Andy Palmer or Natasha Eglington.

The last resort is exclusion from school on a temporary or permanent basis in line with Norfolk's policy on exclusion. In extreme cases children may be excluded as an immediate sanction.

Behaviour outside of lessons

Problems with behaviour often occur at less structured times, such as playtime or lunchtime. To minimise these problems, children will line up after play outside on the playground and will be led into school quietly and calmly by an adult. Teachers will also line their children up and lead them to the required destination for major transitions in and outside of school, such as taking children to lunch or assemblies. Children will be always expected when moving around the school to walk calmly and quietly.

All children's behaviour is the responsibility of all staff. Therefore, any member of staff should feel able to correct the behaviour of any child or class. In this way, we support each other to improve behaviour. Adults should expect children to walk quietly and calmly whenever in school and intervene whenever they see this is not the case.

School rules will apply at playtimes as during the rest of the school day, and children will respond appropriately to the supervision of learning support assistants and MSAs (Midday Supervisory Assistants) as well as the teaching staff. MSAs should be treated with the same respect as other adults in the school, and other staff should challenge children when this is not the case. Lunchtime rewards include year group certificates for getting stars each day, as well as the golden table reward for particular children.

- **NORFOLK STEPS**

In September 2024, all school staff were trained in Norfolk Steps' 'Step On' approach to behaviour management. This will be refreshed during 2026. It is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. In line with the approach, the school follows a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example.
- Staff's job is to help children in crisis and always try to reduce conflict, not do anything that may escalate it.
- The importance of using a calm stance and de-escalation script* in a conflict situation.
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A 'roots and fruits' form and a risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property.
- The importance of handling children in a safe way (see appendix).
- The importance of being proactive in managing children's behaviour, i.e. trying to pre-empt situations which may cause conflict.
- The importance of recording incidents and the harm caused by them, this includes the amount of adults' time taken up/amount of learning time lost.

*De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

Appendix 1: USE OF REASONABLE FORCE

We follow the DfE guidance *Restrictive interventions, including use of reasonable force, in schools (2026)*

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Other physical contact with pupils

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present

- the individual pupil's age
- any other material factors, including but not limited to whether:
 - o the pupil has SEND or other vulnerabilities
 - o any alternative strategies that do not include physical contact can be used

Specific guidance on common types of physical contact with young children:

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Adults must also be aware that if they are holding hands and the child falls over or moves away quickly it can cause risk of injury to both child and adult.

Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

At times, children may be in such crisis or distress that they hold you in a way that is not described above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

Seclusion

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to

protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Refer to the Intimate Care Policy for guidance on intimate care.

Staff have a 'Duty of Care' towards pupils. Therefore, if a student is at risk of harm, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this policy when their child is admitted to school.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Appendix 2: RESTRICTIVE INTERVENTION POLICY

We follow the DfE guidance *Restrictive interventions, including use of reasonable force, in schools (2026)*

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations. 'Step Up' Training on the use of restrictive interventions equips staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed.

Guiding and Escorting

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained to do this in a way that does not harm the child or put anyone else at risk.

The most risk free way is to form a 'mitten' shape with the fingers and thumb and placed just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only come from the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.

Calm Stance

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go.

Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

Restrictive Intervention (RI):

Very occasionally incidents may occur where a child needs to be handled to prevent themselves or others from serious harm. Staff are trained in these interventions using 'Step Up' training on a needs only basis, and it is only these staff - as long as they have been authorized by the Headteacher – who can perform such actions. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Norfolk Steps Team. For staff who have not received this training, there may be occasions where they need to use restraint, e.g. to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given. Children that require RI will have individual risk assessments and behaviour plans.

Consideration for pupils with special educational needs and/or disabilities (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and

anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

Staff should always seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. For example, we consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

We utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Individual Behaviour Plans

Where appropriate, school staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, staff must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies. Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil. Where a pupil has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Pupil and staff support

Leaders should evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible. Incidents in which a member of staff uses reasonable force or seclusion on a pupil must be recorded as described in Appendix 3 of this document. In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

Where necessary, leaders should also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation should be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue. This process should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. By engaging in this process, schools can foster a culture of continuous improvement.

Leaders should continue to monitor pupil and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, counselling or other resources. Additionally, any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed should also be provided with appropriate support where necessary.

Appendix 3: RECORDING AND REPORTING THE USE OF FORCE AND SECLUSION OR NON-FORCE RELATED RESTRAINT

In recording and reporting, we follow the DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (2026)

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Staff record and report any significant incident or seclusion using the school's Microsoft Form (which incorporates all the details required by the above document). This form is automatically sent to managers for review and sign-off and is sent to parents via Tapestry on the same day.

Appendix 4: TERMINOLOGY

Following the DfE guidance, we use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

Appendix 5: FURTHER INFORMATION

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/mobile-phones-in-schools>

Appendix 6: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life