



North Wootton Academy
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 Kings Lynn
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| Name of policy: | Positive Behaviour |
| Lead member of staff with responsibility for this policy: | Mr J Grimsby |
| Date of governors meeting when policy agreed: | AC September 2025 |
| Type of governors meeting: | School Council |
| Date of implementation: | September 1 st 2025 |
| Details of dissemination: | Staff: SMT Meeting Staff Meeting Parents/Carers: This policy is available on our school website and is available on request from the school office. |
| Frequency for review: | Annually (Updates may occur based upon COVID-19 requirements) |
| Next due for review: | January 1st 2026 |
| Amendments | A section discussing Zones of Regulation A few items added to the rules around the school A section of proactive and preventative interventions |

North Wootton Academy Values

North Wootton Academy aims to establish a clear vision of the type of learners and future citizens that we develop in order to support our community. In addition to the teaching and learning approach of the school, we believe that establishing a culture in which positive behaviour is key will fundamentally TRANSFORM our pupils into young Norfolk citizens. We aim to ‘habitualise positive behaviour’ and believe that the concept of TEAMWORK provides a set of core values that will successfully underpin the expectations that we have of others and ourselves:

- Transform
- Empowerment
- Achieve
- Motivation
- Wonder
- Open-Mindedness
- Respect
- Kindness

Wider Role of Expectations

Our school is a community in which many individuals (children, staff, parents, governors and friends) are actively involved. It is our hope that our vision will underpin the actions of all community members as this policy will only be successful in the development of our pupils, if supported and modelled by all involved.

Displaying school values around the school

It is our aim to develop our school values consistently across the school linked to fundamental British Values and therefore, have agreed a basic set of rules and expectations to encourage amongst pupils:

In the Classroom and Cloakroom

With TEAMWORK as the school over-arching aim, it is key that each class has a shared understanding of what is expected from their members on a daily basis.

Therefore, it is essential that each school year empowers its pupils by agreeing age-appropriate rules. They should be precise and positive, displayed in the classroom and be based upon the school’s values, particularly respect and kindness towards our school, its members and the learning that takes place within it.

Where age appropriate, these should be decided as a class to ensure all have ownership. Therefore, we should encourage our pupils to wonder and question why specific rules should exist, be open-minded to the ideas of others and respectfully challenge those that they feel are not suitable. We also look for opportunities to link these areas of learning with fundamental British Values.

Increasingly, the school aims to develop debating skills within the students to ensure that they are able to challenge the rules that are set or the views of others in a respectful and productive manner.

Beyond the classroom

A sense of TEAMWORK should also extend across the school as we are all members of the same community. All children are asked to consider how they contribute to our school environment and the learning within it. The concepts of 'service to others' and 'volunteering' across the school underpin a wider idea of collective responsibility that we try to instil. Moreover, we would also expect this to be shown through a sense of pride in their work and appearance, and the school as a whole.

However, the school has also articulated agreed a shared set of expectations in all areas which we may share with others including:

- Assembly Time
- When Moving Around the School
- In the Dinner Hall
- On the Playground

These are outlined in full in Appendix 1 and are reviewed each September with the pupils.

Beyond the school gates

The sense of TEAMWORK and the individual values that it represents should also extend beyond the school itself and into the community that we belong. Therefore, the school's expectations remain consistent whilst the children are on the school's premises, its immediate locality wearing our uniform or whilst in the care of school staff. This includes during pick-up/drop-off, attending after-school clubs, extended-care provision or whilst being educated off-site. For this reason, senior staff are on duty before and after-school to reinforce the school rules whilst on school property and will follow-up on any external matters that are reported to the school where the pupils are in school uniform or using online platforms to cause harm to a peer.

Extra-curricular Learning

Where a child is unable to show the expected TEAMWORK values in school, this may provide a challenge to them after-school or off-site activities. The Principal may decide, following consultation with the parents/carers, not to allow the child to attend after-school provision or a subsequent external visit if staffing levels cannot ensure this takes place safely. This would include swimming sessions, where learning near water creates an additional urgency for TEAMWORK values.

Any decision and action regarding a child potentially not going on a trip will be planned before the trip takes place therefore giving the child every opportunity to modify their behaviour. A suggested timeline of at least 4 weeks is recommended. Children with a SEND can be exempt from this as appropriate risk assessments will be in place and staffing levels will be adjusted accordingly, unless in agreement with the parents.

How is positive behaviour taught?

We believe that positive behaviour is achieved through developing an understanding of what is expected of a North Wootton Pupil. Through the consistency teaching of routines, it is believed we can achieve a set of boundaries in which our pupils can feel secure and safe in knowing they and those around them are acting positively. These routines include are outlined in Appendix 1.

How school values are encouraged and rewarded

We believe that positive feedback/praise is very important for behaviour issues as well as academic ones. In linking all behaviours to a core set of values, we believe we can provide a moral framework in which to model and encourage a core set of positive behaviours. Primarily this is achieved through:

- Verbal praise linked to school values
- Class Dojo points linked to school values
- Certificates for assembly highlighting key values
- House points linked to outstanding examples of work
- Being given extra responsibilities such as through pupil committees and school leadership position
- Actively promoting exemplary pupils as role models within the school
- Recognise children as wellbeing team representatives and well-being champions
- Teaching pupils how to use a restorative approach to highlight the harm that may have been caused and find a positive way to solve this.

Zone of Self-Regulation

We strongly believe that no child (or adult) wishes to behave in a way inconsistent with our school values but at times will struggle to avoid dysregulation due to their underlying emotional state

The Zones of Regulation is an internationally renowned intervention which we have used for a number of years to help children to manage these more negative emotions and achieve better 'self-regulation'.

Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

This year we are incorporating this effective intervention into our whole school approach to help them

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them and add to our behaviour toolkit.

This approach is included in our daily teaching but has a specific focus during:

- Check in assembly on Monday morning
- Daily emotion chart
- Within restorative conversations

How do we equip our pupils to deal with those not displaying our values?

As with all areas of children's learning, some things take longer than others to develop and making mistakes is a key part of this process no matter how well we teach them. It is completely normal that our pupils will make choices that lack the values that we desire in our school. It is our job to use these as learning opportunities in which we can help the child understand the impact that their choice, discuss alternative ways in which they could have dealt with the situation and hopefully, ensure that this is a one-off event – mistakes are fine, as long as we learn from them.

Restorative Approach

The school believes that the most effective way to help a child understand the impact of a negative choice is through a restorative approach, a conversation that attempts to help the child understand the emotional reaction that others have had to their action, take responsibility for this and look to find a way of restoring this. Such a conversation would follow a set script:

Teacher:

What happened? Did you check if it was an accident? Did you ask for an apology?

Can you solve it by yourself or would you like a restorative conversation?

(If a both parties agree to a restorative conversation)

Child 1:

What happened? How did that make you feel at the time? How do you feel now?

Child 2:

Is this what happened? (You may need witnesses) How do you think you have made them feel? What could you do to make this right?

Child 2:

Would this make this feel right? If not, what would you need?

Pupil and Peer Problem-Solving Toolkit

Our Well-being and Anti-Bullying Ambassadors, who represents pupils across the school, are also trained within this scripted problem-solving approach as the final step of the NWA Problem Solving Toolkit.

The school believes in the restorative approach as it feels that this script can be learnt by our pupils as a way of dealing with any problem now and in their future lives. Moreover, once learnt can become a process that can be led by peers rather than adults and thus provide a life-long skill for solving conflict.

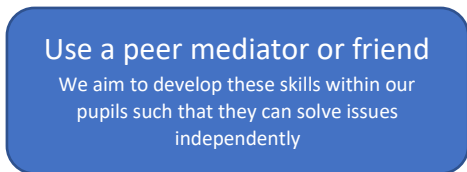
However, this is only one aspect of this toolkit that we would hope to use to empower our pupils:

NWA Problem Solving Toolkit

Step 1: Was it an accident or a differing point of view?



Step 2: A restorative conversation is needed to help a child understand the upset they have caused – this could initially be with the wellbeing team before adult intervention is needed.



Step 3: Understand that this is a problem that requires an adult to help restore.

Proactive and Preventative Regulation Strategies

We have a number of pupils who struggle to self-regulate their behaviour for a number of developmental reasons. Therefore, a number of proactive steps will be written into their SEN support plan to help ensure that they are able to maximise their focus during their learning time including:

- Sensory Circuits
- Movement Breaks
- Movement cushions
- Brain gym
- Fidget toys
- Additional Physical Education sessions
- Teaching breathing techniques

This is an area that we are looking to develop during this school year.

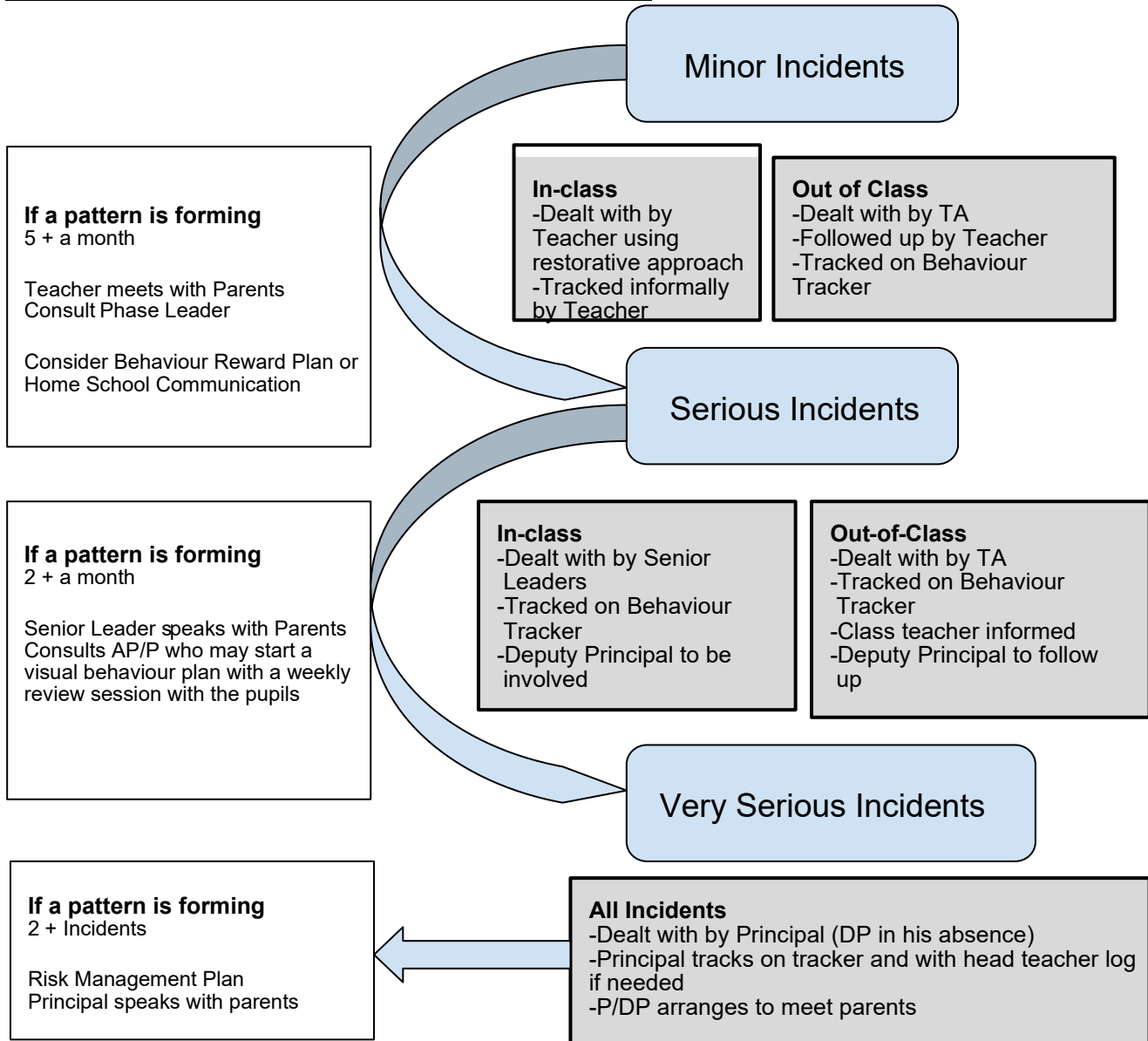
Escalating the response

Whilst our aim is to address most problems instantly and informally, an important aspect of solving any problem is understanding when additional help is needed. Therefore, although a restorative approach will continue to underpin behaviour conversation, a graduated level of support may be needed through more team members working with the pupil, including parents, to ensure that mistakes do not continue to be repeated and any harm that has been caused is addressed. Therefore, we categorise our behaviours into three levels in order to tailor an appropriate level of support:

- Minor incidents
- Serious incidents
- Very serious incident

This is not an exhaustive list and it does not cover every example of a poor choice but provides a guide for staff to understand the level of support needed. In addition, these categorisations are used within the school's behaviour tracker. This ensures the school can understand whether these incidents are one-off or part of a bigger issue. It also ensures a level of connectivity amongst all staff members in the school. This is reviewed monthly by member of the Senior Leadership Team in order to identify patterns and ensure we are taking proactive steps to address issues.

How we support the three levels of behaviours in school:



| Types of Incidents | Responsibility and Recording |
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| <p><u>Minor Incidents</u></p> <ul style="list-style-type: none"> ● Talking inappropriately during learning time ● Damaging work books ● Leaving litter ● Leaving cloakroom untidy ● Being inattentive and distracting others ● Not sharing or taking turns ● Not tidying equipment ● Not standing still and being quiet after the whistle ● Running in the dinner hall/corridor etc. ● Aggression towards others without touching them. ● Refusal to comply with instructions | <p>Class Teachers are responsible for such incidents and keeping a record of this if they believe a pattern is forming and a conversation may be needed with parents.</p> <p>TAs, MSAs and other support staff should report these behaviours to Class Teachers. Class teachers should decide whether to add these to the behaviour tracker.</p> <p>Much of this will be dealt with by highlighting behaviour and discussion.</p> <p>The class teacher should arrange a meeting with parents to discuss the situation if a pattern is forming to try to identify any cause.</p> |
| <p><u>Serious Incidents</u></p> <ul style="list-style-type: none"> ● Constant Minor Incidents ● Gender based comments ● Malicious lying about others ● Inappropriate language and insults causing distress ● Physical harm that causes distress ● Throwing food or other items at someone ● Answering back after being challenged ● Leaving room without permission ● Swearing ● Spitting ● Damaging other people's property including the school's | <p>For pupils who constantly (daily) display minor behaviours, Class teachers should seek the support of a Senior Leader if such behaviours are ongoing (Weekly) and decide whether a behaviour plan is necessary.</p> <p>TAs, MSAs and other support staff should report these behaviours to Class Teachers and complete a CPOMS referral to the phase leader.</p> <p>Phase Leaders may wish to involve the Deputy Principal and SENDCO before arranging an additional meeting with the pupil's parents.</p> |
| <p><u>Very Serious</u></p> <ul style="list-style-type: none"> ● Constant Serious Incidents ● Bullying in any form – racial, physical, verbal, homo/bi/trans phobic ● Vandalism / Graffiti ● Being verbally abusive or physically abusive to staff ● Racist incidents ● Damage to property-vandalism ● Inappropriate sexual behaviour including sexual-based comments ● Stealing ● Physical harm that causes injury ● Inappropriate use of school technology including malicious damage; inappropriate or malicious use of personal social media or school email accounts both at school and at home | <p>For pupils displaying serious behaviour incidents on at least a weekly basis, the pupil should be referred to the (Deputy) Principal</p> <p>Any serious incidents that would also potentially illustrate a safeguarding concern, should also be tagged as Safeguarding on CPOMS.</p> <p>The DP/P will also record the behaviour and any follow up on the appropriate forms for incidents of bullying (Bullying Log), peer on peer abuse (safeguarding), prejudiced related behaviour (Prejudiced Related Behaviour Log) and inappropriate sexual behaviour (Safeguarding File)</p> |

How do we support pupils with minor mistakes?

The vast majority of behaviour issues occur outside of the classroom during unstructured periods such as play. In part, we believe this is due to the way in which the pupil's behaviour is proactively managed through our routines and expectations (See appendix 1). The school is proud that the learning behaviour that we see within the classroom is consistently in line with the school values. However, just with all other aspects of learning, our pupils do need reminders as to how to be part of the class 'TEAM' and therefore the following set of actions are taken to promote this learning:

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| Verbal Warning 1 | Highlight undesired behaviour through the use of a name. |
| Verbal Warning 2 | Repeat the pupil's name again, highlight the undesired behaviour and outline the consequence. Pupil's name added to the whiteboard as a reminder that this may need to be discussed at the end of the lesson. |
| In-class movement | Asking the child to move to the floor, or another table within the class or group if during a lesson such as PE. Alternatively, you can offer the opportunity to take a minute outside the class to get back in the green zone. |
| Learning elsewhere | If poor behaviour continues, it may be necessary to ask a Teaching Assistant or responsible peer to take the pupil to parallel class/phase leader for the remainder of the lesson where they can continue with their learning. Parents should be informed on the same day if their child has been removed from the classroom via a TEAMS message for the office. In PE, this may involve sending the child back to the phase leader for them to continue their learning. |

Such actions last for the section of the day: before break, after break and after lunch.

Adaptations to our expectations

Consistency amongst staff is key to providing a secure understanding of what is expected of a North Wootton pupil; however our aims need to take into account the individual child, especially those with additional needs and those who have recently entered the school such as in Reception. Adjustments can be made to routines, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. We will be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Limiting Disruption

The aim of all class teachers is maximising all class time on teaching and therefore, in most cases, moving a pupil to a different area of the room is sufficient to cause a positive change within behaviour as they are removed from their immediate group or TEAM causing them to reflect upon their actions. Moving the pupil to another classroom should be seen as last resort as this will have some disruption on learning despite having parallel classes.

However, at times, a full removal from their 'TEAM' and having them continue to learn in a parallel class is needed to ensure maximum learning is achieved for all. Generally, this would be just for a lesson and should be recorded on CPOMS and parents informed. On occasion, where a more serious divergence from the school values takes place particularly where this may have resulted in harm to a member of the class, this may be for up to a day (parents would always be consulted in this case). During PE sessions, this may involve the pupil being asked to return to their phase leader and complete a written session to ensure the safe running of the lesson for the remaining pupils.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

In addition, names are added to the board as a reminder for the teacher to discuss behaviours at the end of a lesson, normally during a pupil's breaktime to ensure that learning loss is minimised. In addition, where any learning loss has taken place already through not showing the school values, a pupil will be asked to use some of their break time to address this. In both cases, any time owed should be limited to 5 minutes at break and 10 minutes at lunch and not impact the time needed to eat or use the toilet.

A moment of reflection

At times, pupils may be asked to take up to 5 minutes outside of the class in view of the class teacher, giving them space to calm down, reflect and prevent any reinforcing of an undesirable behaviour by giving the child extra attention etc. In such cases, a child is often able to then return to the class to reengage with their learning with minimal disruption and parents would not be informed of this unless a frequent occurrence.

How do we support pupils with serious mistakes?

It is the belief that the majority of incidents can be managed within each phase setting by teaching staff who are familiar to the pupils; however, when necessary, the Deputy Principal will be involved in the management of ongoing or serious incidents. In both cases, intervention should involve the following:

- Use a restorative approach to discuss the incidents with the pupil in order to gain their perspective. This will most likely occur during a break time away from the class to avoid an audience.
- Such conversations should be recorded on the school CPOMS system and tagged as behaviour. If two serious incidents are recorded in a relatively short period of time (approximately one month) he/she will consult their Phase Leader and parents should be invited in to gain their perspective of the child's behaviour. Each phase leader is responsible for tracking their phase's behaviour on a weekly basis and be proactive in beginning a behaviour plan where needed.

- Children placed on a Behaviour Plan - see appendix 2 - which should be constructed with the pupil and their parents and reviewed half-termly.
- Time out at break or lunchtime – this will normally be for a maximum of one day and parents will be notified of this. Pupils will be asked to complete work outside of the principal's office instead. Alternatively, they may be asked to complete a task or support pupils on a different playground if appropriate.
- Parent meeting with phase leader, class teacher and if needed the Principal. Normally, this will outline any behaviour plan moving forward. The school will always aim to ensure such actions are by mutual agreement in the best interest of the child.

Dealing with Physical harm/hitting that causes distress

It is our aim to ensure that all conflict is dealt with verbally and instil that violence towards each other is totally unacceptable. Therefore, any such acts will result in the child who initiated this and any child who retaliated, in missing their next breaktime completing reading outside the Principal's office as we believe that they have temporarily lost their right to play with their TEAM.

How do we support pupils with very serious mistakes?

Pupils should be referred directly to the Principal and record the event on CPOMS with the following actions taken:

- Parents will be asked to attend a meeting that day or as soon as possible to gain their perspective and discuss strategies to be used.
- A visual behaviour map or circles of harm will be started and most likely a behaviour plan agreed to ensure that this mistake is not repeated.
- Removal of break and lunchtimes for a set period in which the child will be asked to read or complete some additional learning. .
- Removal from the classroom for a set period normally moving to another phase class for a period of time particularly where there has been harm to other pupils.
- Time limited ban for inappropriate use of school technology – please see below.

If part of an ongoing problem, the school would normally follow a Pastoral Support Plan linked to a Risk Management Plan - see appendix 3 - to ensure a consistent and transparent process is being followed. Fixed Term exclusion and Permanent exclusions are only seen as an option in extreme cases and as a last resort, when all other options have been exhausted.

Exclusions

The school is extremely proud of its record of preventing this as much as possible as any such case would be seen as a failure of this policy and a last resort to address behaviour that falls outside of its remit.

Therefore, before an exclusion is instigated the Principal will consider the following points:

1. The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

2. Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
3. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.
4. The Principal and governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.
5. Whilst an exclusion may still be an appropriate sanction, the Principal should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement has mental health issues or has been subject to bullying.
6. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.
7. The Principal should also consider what extra support might be need to identity and address the needs of pupils from these groups in order to reduce their risk of exclusion – through the risk management plan.

It is the responsibility of the Principal (or the DP in his absence) to decide whether to exclude a pupil. Before implementing an exclusion the school needs to ensure the following processes have been implemented where appropriate*:

1. Has the Behaviour Policy been adhered to?
2. Is a Behaviour Plan in place?
3. Is a [Pastoral Support Plan](#), Early Help Plan or Risk Assessment in place?
4. Are outside agencies involved i.e. Inclusion Team?
5. Have all reasonable steps been taken to prevent a significant incident occurring?
6. Has the school exhausted all other sanctions before implementing an exclusion such as seeking managed moves and SRB placements?
7. Have the individual pupil's needs been taken into consideration (SEND/Vulnerable groups)?
8. Has the impact of an exclusion been considered in terms of safety towards others, the individual pupil, family/home situation and whether it will address any underlying behavioural issues?

**At times the Principal may deem it appropriate to exclude a pupil due to a significant and serious incident without necessarily implementing the above. However, this will be in extreme circumstances and not normal practice.*

Restraining Pupils

School staff are regularly trained on strategies to deal with very serious behavioural incidents and how to de-escalate them without involving physical contact. However, at times for some children staff may have to use appropriate physical contact to ensure either the safety of the individual child, other children, staff and property. Should a pupil's behaviour warrant the need for staff to use physical restraint on a planned basis the approach decided will be agreed with the child's parents and recorded on their Risk Management plan and therefore, should only involve the Principal or designated senior leaders, unless in the case immediate danger. External advice will also be sought on this matter through the Steps programme.

The use of touching within the school is outlined within the school's Intimate Care and Touching Policy. This policy highlights that the school may need to intervene physically to stop someone putting themselves or others in danger as a last resort. Examples of these could be:

- A child running towards a busy road
- An angry child about to hurt someone through contact or the throwing of objects
- A serious fight
- A child seriously damaging school property

Any such incidents must be reported to the Principal once the situation is safe and calm; the details of which are then recorded in the school's log book as well as on CPOMS which parents are required to view and sign.

Special Educational Needs

We believe that repeated misbehaviour may be underlined by a Social, Emotional and Mental Health and that a child who is unable to conform to our reasonable expectations may then be referred to the SENDCO to determine if additional support is needed such as 'Thrive' or 'ELSA'.

In extreme cases, input may also be sought from outside agencies e.g. Medical, behaviour support, social services etc. in order to fully understand a pupil's needs and give the greatest support. As a school we recognise all children are different and aim to support them as individuals. It is recognised that for some children, especially with SEN or a Disability that our behaviour management provision will need to be modified in respect of their individual needs.

Online Behaviour

As noted, we believe our behaviour expectations should extend beyond the school gates and it is our role to ensure that the pupils learnt how to interact online following these same values. This is because any negative interactions outside of the school will inevitably cause harm and distress within the school.

All communications using the school's system is monitored by the Principal. Any inappropriate comments online, via email, or any other platform will be taken very seriously and could result in a referral to the police. However, the school would encourage parents and pupils to share any concerning behaviour with the school that appears on private devices in order for us to follow this up using this policy and the aims of the Online Safety Policy, towards an appropriate resolution.

Remote Learning

Should pupils be required to return to online learning, the school will adapt a similar approach to ensure consistent expectations are achieved when learning online as well as in the school building:

- Step 1 – The class as a whole will be advised of the undesirable behavior and instructed as to what is expected.
- Step 2 – The teacher will directly address this with the child. We would appreciate parental support before this point as we are aware that other parents will hear this.
- Step 3 – The child's name will be passed to the Principal and they will phone the parent directly.
- Should a child continue to be disruptive, they will be removed from online lessons and an alternative will be provided.

Bullying, Discrimination and Child-on-Child Abuse

The school does not tolerate any bullying or actions that may be considered Child-on-child abuse whether in the school or online. Both would be seen as very serious incidents and dealt with as such. A full explanation of the steps taken can be found within the Anti-bullying and Safeguarding policy.

Linked to this may be the use of discriminatory or sexual language. There are no circumstances in which this is seen as 'banter' or acceptable and will be dealt with as a serious incident in all situations regardless of whether the child fully understands their words. It is felt that this is the best approach to ensure that pupils do not repeat this mistake.

We are aware that child-on-child abuse [including harmful sexual behaviour] could happen in any school setting, with any age of pupil and at any point in their future education. As such, it is important that the school is clear upon what may constitute this and what actions are taken reactively and proactively to mitigate the threat of this to our pupils including:

- Making sure that all adults understand what child-on-child abuse is and looks like;
- Ensuring regular training and refresher information is made available to all staff;
- Ensuring all staff are capable of picking up and challenging inappropriate behaviours;
- Ensuring that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and being able to offer support;
- Adapting our curriculum to ensure pupils are clear about our expectations in this area, especially around the area of consent, the privacy of parts of the body and appropriateness of how these are spoken about and directly teach the children to be positively assertive
- Have a clear understanding that there is no circumstance in which physical violence is an acceptable response;
- Have policy of dealing with online issues, that occur out of school, as if they have taken place within the school.
- Make links with appropriate external partners who can support when these issues arise;
- Have an established procedure, protocol and guidance, and risk assessment in place should the need arise.

School Uniform

In establishing a sense of belonging to the TEAM, uniform plays an understated role in school conduct and therefore, is taken seriously. Pupils must wherever possible come to every day in the correct uniform and we would ask parents to support this. Teachers have a responsibility to remind pupils to wear the correct uniform throughout the day. However, we understand that there are a number of reasons why a child may not be wearing the correct uniform and we would ask families to contact the school in such circumstances.

Recording, monitoring and communication

The school asks staff to record all but minor incidents on CPOMS – a secure, online information management system, tagging events as behaviour and assigning this to their phase leader for serious and principal for very serious concerns. Patterns in behaviour are reported to SMT half termly by the behaviour lead. Staff should also verbally inform class teachers and senior leaders of the event to ensure they deal with this in an appropriate time frame.

In most cases, the class teacher will be asked to communicate any concerns or events to parents; however, this is only when concerns become serious such as the accumulation of many minor issues. In part, this is because pupils are in school to learn about self-control as much as reading and writing.

This said, we understand that the success of this policy depends upon the support of parents and therefore, any serious concerns will be followed up by a text, phone call or informal meeting at the gate by a senior leader; any very serious concerns will be followed up by a letter and meeting with the principal. In addition the school may use:

- Formal meetings (sometimes on a weekly basis for a child with a specific needs)
- Home/school communication books
- Home/school behaviour plan (specific children)
- Pastoral Support Plans and Risk Management Plans

How do we monitor the effect of this policy

Senior leaders will review all their assigned behaviours to ensure that they are able to spot patterns. SMT will also review whole school behaviour termly. This is shared with the Senior Leadership Team on a half-termly basis and the Local Governing Body on a termly basis. In addition, our policy is reviewed annually by all stakeholders including pupils who complete pupil voice surveys in relation to safety, bullying etc.

Links with other policies and Outside Agencies

At North Wootton Academy, we are committed to equal opportunities for all with no discriminatory actions etc. Primarily this policy should therefore be seen in conjunction with our Equality Statement, Safeguarding, Uniform, Anti-Bullying Policy, SEND, Intimate Care and Touching, Anti-Discrimination Policy and our Online Safety Policy.

Appendix 1: Showing School Values in the classroom

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| In class, we show respect by | showing that we are listening with knees to me and books closed never talking when another is talking only drinking after the teacher has finished explaining. only shouting when needing to raise attention. |
| we show achieve by | maximising the learning time we are given and taking note of time warnings striving to achieve class dojos |
| we show motivation by | sitting up straight when listening being silent and ready on the count of 1 (from a count of 3 –5) |
| we show empowerment | through using the behaviour toolkit |
| we show open-mindedness by | lining up in order, not needing to always be with our friend |
| we show wonder by | waiting to be asked a question or raising our hand |

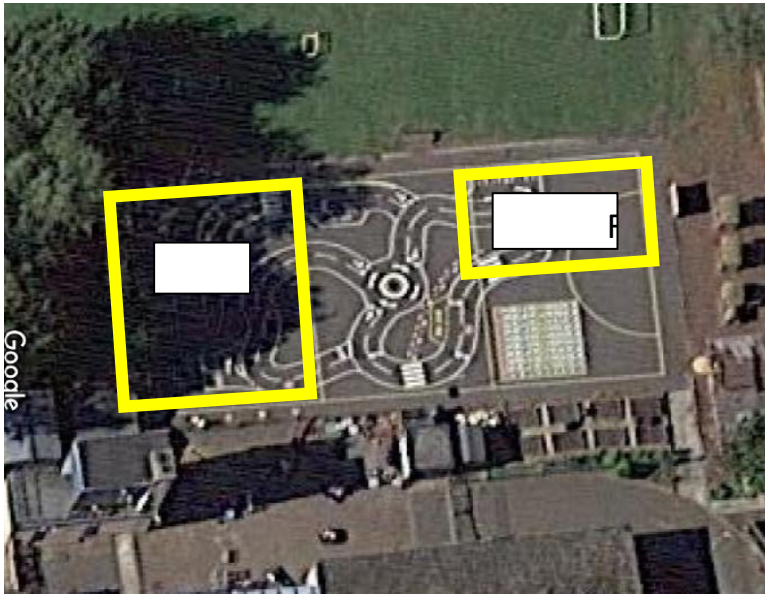
Around the School

| | |
|--|---|
| In assembly, we show respect by: | Lining up quietly and smartly in 'Line Order' before coming into assembly Entering silently and neatly presented Giving peers enough room to sit comfortably Listening silently unless asked to speak with a neighbour or answer question Always cheer, never boo. |
| Around the school, we show respect by: | Walking quietly around the school so not to disturb other classes Letting adults, those younger or those carrying things go first Holding doors open when needed Walking in a single file to on the left of the path |
| In the dinner hall, we show respect by: | Giving our friends enough space and quiet to enjoy their lunch Eating food sensibly and eating with your mouth closed Using a quiet voice to speak with our friends during our eating time and a table voice talking to those sat near us Using our knife, fork and spoon properly By trying to eat all of our food, wasting as little as we can Removing hats and coats whilst eating |
| In the dinner hall, we show TEAMWORK by: | Queuing up and waiting patiently Moving around the dining hall slowly and carefully, never running Tidying up our eating area including the floor beneath Checking that we have eaten or tidied enough before we leave Returning our chair, once we have finished |
| In the dinner hall, we show OPENMINDEDNESS by: | By trying new food |

Infant Playground

| | |
|---|---|
| On the infant playground, we show RESPECT by: | Giving our friends space to play without touching, grabbing or hugging them Only going on the field when told that they can Using the toys properly Keeping the toys in the correct areas and putting things back where they were found. |
| On the infant playground, we EMPOWERED by: | Using the behaviour toolkit to solve problems: ask for apology; rock paper scissors and then RJ with a playground leader. |
| On the infant playground, we TRANSFORM by: | Playing games without pretend weapons or play-fighting as the world has enough fighting Tidying up any snack that we drop |
| On the infant playground, we TEAMWORK by: | Tidying up on the first whistle and lining up on the second Asking an adult when we need to leave the playground Taking 5 minutes with an adult when our actions are upsetting others |

Letting other children in our game if there is space and they stick to the rules



On the Junior Playground

On the junior playground, we show RESPECT by:

Giving our friends space to play without touching, grabbing or hugging them
Keeping friends safe by using the equipment in the correct way, in the correct area
Waiting to be told we can go on the field by the adult
Listening to the adult's advice, first time, every time

On the junior playground, we EMPOWERED by:

Always using the behaviour toolkit to solve problems: ask for apology; rock paper scissors and then RJ with a Well-Being Champion.

On the junior playground, we TRANSFORM by:

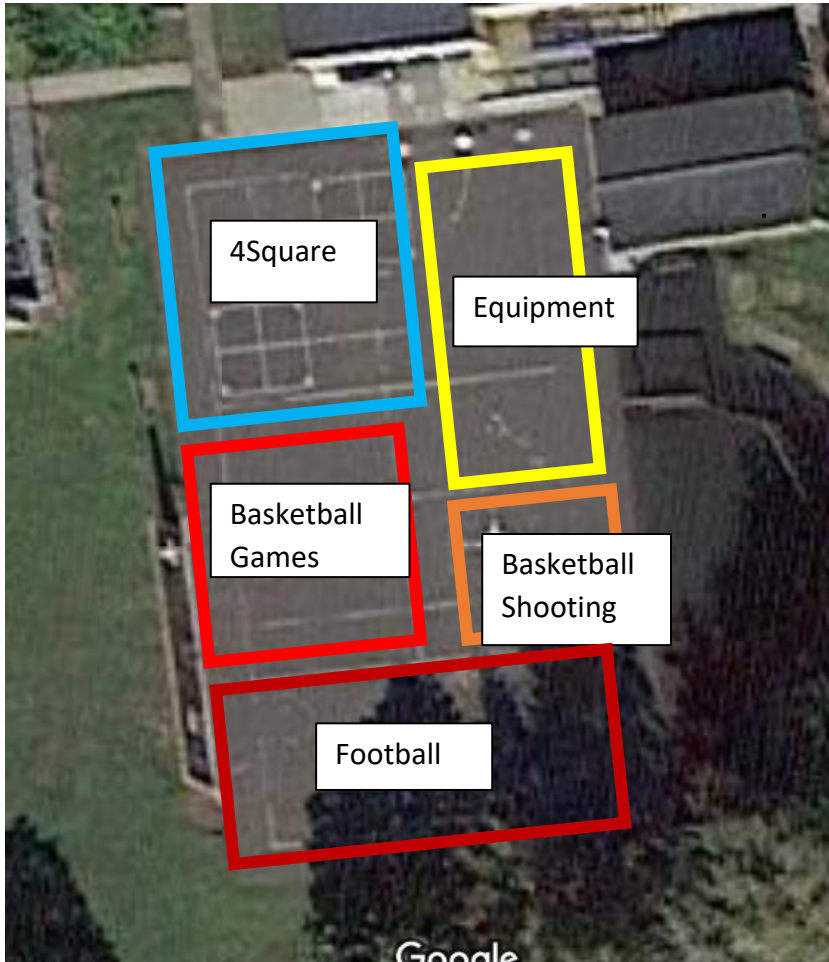
Playing games without pretend weapons or play-fighting
Stopping TAG (for now) as friends are getting hurt

On the junior playground, we TEAMWORK by:

Freezing on the first whistle and lining up silently on the second
Asking an adult when we need to leave the playground

Taking 5 minutes walking with an adult when we are struggling to show the school values.

Letting other children in our game if there is space, if they ask and if they stick to the rules



Appendix 2: Behaviour Plan

| My Behaviour Plan | | | | |
|---------------------------------|-----------------------|-----------------------------------|---------------------|------|
| Name: | | Year: | Class: | |
| Start Date: | | Review Date: | | |
| Things I am good at: | | | | |
| Things I want to get better at: | | | | |
| My Targets: | What do I need to do? | Who and what is going to help me? | How did I get on? 😊 | Date |
| | | | | |
| | | | | |
| | | | | |

Teacher Signature:

Pupil Signature:

Appendix 3: Risk Management Plan

| | |
|---|---|
| Background - What has already been done so far? | Ongoing record of harm Record of Physical Intervention |
|---|---|

| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Seriousness</th> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Foreseeable outcome is hospitalisation, significant distress, extensive damage</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Foreseeable outcome is harm requiring first aid, distress or minor damage</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Foreseeable outcome is upset or disruption</td> </tr> </tbody> </table> | Seriousness | | 4 | Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage | 3 | Foreseeable outcome is hospitalisation, significant distress, extensive damage | 2 | Foreseeable outcome is harm requiring first aid, distress or minor damage | 1 | Foreseeable outcome is upset or disruption | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Probability</th> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>The Risk of Harm is persistent and constant</td> </tr> <tr> <td style="text-align: center;">3</td> <td>The 'Risk of Harm' is more likely than not to occur again</td> </tr> <tr> <td style="text-align: center;">2</td> <td>The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a recurrence unlikely</td> </tr> <tr> <td style="text-align: center;">1</td> <td>There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain</td> </tr> </tbody> </table> | Probability | | 4 | The Risk of Harm is persistent and constant | 3 | The 'Risk of Harm' is more likely than not to occur again | 2 | The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a recurrence unlikely | 1 | There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain |
|---|---|--|---|---|---|--|---|---|---|--|--|-------------|--|---|---|---|---|---|--|---|---|
| Seriousness | | | | | | | | | | | | | | | | | | | | | |
| 4 | Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage | | | | | | | | | | | | | | | | | | | | |
| 3 | Foreseeable outcome is hospitalisation, significant distress, extensive damage | | | | | | | | | | | | | | | | | | | | |
| 2 | Foreseeable outcome is harm requiring first aid, distress or minor damage | | | | | | | | | | | | | | | | | | | | |
| 1 | Foreseeable outcome is upset or disruption | | | | | | | | | | | | | | | | | | | | |
| Probability | | | | | | | | | | | | | | | | | | | | | |
| 4 | The Risk of Harm is persistent and constant | | | | | | | | | | | | | | | | | | | | |
| 3 | The 'Risk of Harm' is more likely than not to occur again | | | | | | | | | | | | | | | | | | | | |
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| 1 | There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain | | | | | | | | | | | | | | | | | | | | |

| Hazard/Behaviour | Opinion/ Known | Deliberate Accidental Involuntary | Seriousness Of Outcome (A) | Probability Of Hazard (B) | Severity Risk Score | Home school reward chart needed | Individual Behaviour Plan needed 3+ | Risk Reduction Plan Needed 6+ | Pastoral Support Plan Needed |
|----------------------|----------------|-----------------------------------|----------------------------|---------------------------|---------------------|---------------------------------|-------------------------------------|-------------------------------|------------------------------|
| | O/K | D/A/I | 1/2/3/4 | 1/2/3/4 | A x B | | | | |
| Harm to Self | | | | | | | | | |
| Harm to Peers | | | | | | | | | |
| Harm to Staff | | | | | | | | | |
| Damage to property | | | | | | | | | |
| Harm from Disruption | | | | | | | | | |
| Criminal Offence | | | | | | | | | |
| Harm from Absconding | | | | | | | | | |
| Other Harm 1 | | | | | | | | | |

Child: _____ Parents: _____ Supporting Adults

| | | | |
|-------|-----|------|-------------|
| Name: | DoB | Date | Review Date |
|-------|-----|------|-------------|

| | |
|-------|--------------------|
| Photo | Potential Triggers |
|-------|--------------------|

| | |
|--|-----------------------------|
| What we want to see (1) | Strategies to maintain (5) |
| First sign things are not going well (2) | Strategies to support (6) |
| Where behaviour leads next (3) | Strategies needed (7) |
| What we are trying to avoid (4) | Interventions necessary (8) |

Reviewed:..... Position:..... Parental signature..... Date:.....