

Westfield Infant School Behaviour Policy



Agreed by Governors	Autumn 2025
Date for Review	Autumn 2026



BEHAVIOUR POLICY

Introduction

The Governors at Westfield Infant School recognise that they have a key role in influencing the ethos, atmosphere and philosophy of the school. They are also aware of the importance in supporting the Headteacher and the staff in maintaining high standards of behaviour and promoting positive relationships across the school community. The purpose of this policy is to provide an overview of the processes and responsibilities for school staff. We recognise the importance of a positive approach to the behaviour of pupils in school and securing a safe, caring school environment and community. Forming positive relationships with our children and families is crucial. The quality of behaviour and attendance is now one of the key judgements that Ofsted makes of schools.

This policy offers a whole school approach to behaviour based on the needs for a purposeful teaching and learning environment, safety, security, respect and mutual regard for others and the protection of property both within school and its community.

This policy has been reviewed using:

- ***DfE: Mental health and behaviour in schools***
- ***EEF Improving Behaviour guidance***
- ***DfE: Behaviour in Schools guidance***

All staff, teaching, support staff and Governors are involved in the implementation of this policy.

Aims

- To promote a safe, happy, and respectful learning environment.
- To encourage positive behaviour through praise and clear expectations.
- To support children in developing self-regulation, empathy, and responsibility.
- To ensure consistency in behaviour management across the school.

We believe that by encouraging a well-managed, calm and nurturing environment in school we will encourage pupils to react in a positive caring way and equip them with strategies to overcome challenge.

Core values



These values are taught explicitly through:

- Assemblies and circle time.
- Stories, role-play, and classroom discussions.
- Visual displays and reminders around the school.
- Praise and rewards when children show these values in action.

We believe that by living our core values, children will grow into confident, caring, and responsible individuals.

Management and Organisation

The Governors delegate the day-to-day management of behaviour to the Headteacher and it is her role to ensure that agreed standards are consistently applied throughout the school. The Headteacher in turn delegates the day-to-day behaviour management of each class to the Class Teacher. All involved are subject to the principles laid down in this document.

It is acknowledged that unacceptable behaviour by pupils at school is often the result of external influences in their lives. However, the staff and governors recognise their responsibility to support pupils and find strategies to enable them to regulate their behaviour and overcome triggers.

The Role of the Headteacher

The Headteacher has a statutory right to determine the measures to be taken to:

- promote self-discipline and a proper regard for authority
- encourage good behaviour and respect for others
- ensure that the standards of behaviour are acceptable
- make decisions on permanent and temporary exclusions in accordance with the written statements and guidance offered by the Governors
- promote British Values
- Promote school vision and values
- Promote the learning super powers.
- prevent bullying.

The Headteacher, together with the Governing Board, will consult with the LA on any matter which might lead to increased expenditure for the Authority or affect the responsibilities of the LA as an employer.

The Role of the Teachers

Teachers have the responsibility to create a positive and nurturing learning environment where all children feel safe and valued. Building relationships lies at the heart of this responsibility. Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or

who fail to follow reasonable instruction. The Governors are aware that for teachers to be effective classroom managers they must:

- provide a calm, purposeful classroom atmosphere
- have procedures for whole class discussion, movement in class and around school that are clearly understood
- share our core values and enable children to learn the importance of them.
- give clear instructions to support pupils to organise themselves
- provide clear expectations of behaviour for all pupils
- reinforce our expectations using our learning super powers.
- handle unacceptable behaviour quickly and calmly to minimise disruption
- ensure that pupils know the areas in school that they must not enter unsupervised
- ensure that work is appropriate to the pupil's abilities
- arrange the classroom so that it is suitable for the activities being carried out
- be aware of their own behaviour (shouting, overreaction, blanket punishments and sarcasm is unacceptable.)
- Liaise with the SENDCo and any external agencies to ensure that appropriate provision is put in place for pupils
- provide and deliver a curriculum to support behaviour that includes PSHE and British Values.

The Role of the Support Staff

Support staff are highly valued within the school and play an integral role in promoting good behaviour. Their role is to;

- develop a positive relationship with the pupils
- Reinforce our learning superpowers.
- reinforce and promote our core values positively and regularly
- encourage pupils to play with the equipment and games in a purposeful and sensible way
- where appropriate play with the pupils to provide good role models
- encourage and support pupils to resolve conflicts
- record incidents of unacceptable behaviour
- take part in any relevant INSET relating to the implementation of this policy
- keep the teaching staff and Headteacher informed of any issues relating to unacceptable behaviour
- liaise with the class teacher in order to implement rewards and sanctions.

The Role of the Pupil

Pupils need to know and understand the boundaries of unacceptable behaviour. The core values and learning super powers are key in developing pupil's understanding of such boundaries. These rules are regularly explained to and discussed with the pupils e.g. through assemblies and PSHE lessons. Westfield Infant School is keen for pupils to be involved in taking responsibility for their own behaviour and encourages this wherever possible.

Ways that we encourage the pupils to become involved and take responsibility include:

- Staff promoting good behaviour in the playground. A variety of equipment has been purchased for the pupils' benefit. This includes the 'Friendship Train' and PlayPod. The 'Friendship Train' is where pupils can meet if they feel they need a friend. The PlayPod enables and enhances positive, creative and freely chosen play experiences for children.
- Pupils given the opportunity to join the 'School Council' which provides a forum for them to share concerns on behalf of their peers.

- KS1 pupils becoming 'Eco-Warriors' where they are encouraged to care for the school environment.
- Pupils having the opportunity to take on responsible jobs around school. For example; helping in the dinner hall/taking resources/letters around to different classes.

The Role of the Parents/Carers

Staff and Governors are aware that parents/carers have a vital role in fostering good behaviour at school. Parents/Carers should ensure that their child;

- attends school regularly
- arrives at school on time
- has suitable clothes
- has the necessary equipment for a day at school (e.g. water bottle, book bag)
- gains an understanding of the importance of learning
- is helped to understand and use our core values.

Parents/Carers can help by taking an interest in their child's day at school and helping with homework activities. The parents/carers at Westfield Infant School are encouraged to become involved in life at the school e.g. by attending assemblies, school open events and workshop sessions and having regular contact with staff.


Parents/Carers are encouraged to support the staff and governors in the implementation of this Behaviour Policy. Parents/Carers are invited to sign the Home-School Agreement during the pre-school consultation or as soon as possible after a pupil joins the school. When pupils transfer to Westfield Infant School at a time other than at the beginning of the Reception Year a meeting is held with the parents/carers to find out about the needs and interest of the child. This is very helpful to the teacher in building a positive relationship with the pupil and their Parents/carers. Parents/Carers are encouraged to inform the school of any changes in home circumstances that may impact on behaviour.


The Behaviour Policy is displayed on the Westfield Infant School website:


www.westfield-inf.leics.sch.uk


Learning Superpowers!


We already have high expectation in place for behaviours in and around school, however we also recognise the importance of learning behaviours and why children need to understand these behaviours as well in order to achieve the very best. Our learning superpowers are explicitly taught to children. This will enable them to understand what they need to do and how so that they can learn successfully.


We listen




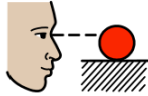


to grown ups,


we listen to others,





we listen to








learn.





We look at the speaker, we look at our work and we





look around us.

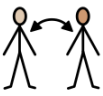
We think about what we know, we think about what we are

going to do, we think about our learning.

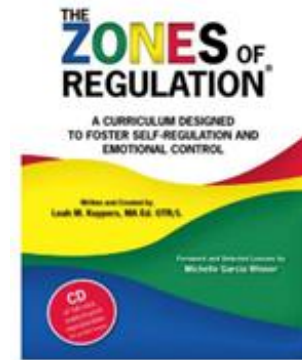
We share our ideas, we share our learning we share with



each other.

Children will gain knowledge of the learning superpowers during their time at Westfield Infant School. When children start in our reception classes, the key words will be introduced. Teachers will refer to our learning superpowers in lessons. The learning superpowers will also be displayed to support children to retain these learning behaviours.

Zones of Regulation



The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

We want children at Westfield Infants to grow into successful children, teenagers, then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- 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.

We have linked the Zones to The Colour Monster book by Anna Llenas to help promote it's understanding and retention.

The children read the story, have an assembly as well as lessons and circle times to introduce the curriculum. Each classroom and intervention room has a board for children to optionally place their pegs to match their feelings. As well as a portable strategies board.

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

We will be using the Zones language as part of daily school life so all staff will be referring to them, not just their class teacher.

Playtime/Lunchtime Behaviour

Our core values continue into break and lunch times and we encourage children to demonstrate these values at all times. Any unsafe or anti-social behaviours are written on the lunchtime incident log and shared with the class teacher at the earliest convenience. Staff can give any child a House Point pom-pom in class for their positive lunchtime behaviour.

Behaviour rewards

Dojo points

Class Dojo is used as a tool for parental engagement as well as a behaviour reward system.

Children across our school can earn dojo points for positive behaviours linked to our learning superpowers. We also award dojo points for Wowing others with wonderful comments and work. Rewards, such as stickers, can be converted into dojo points, and a class treat can be given if a certain number of dojo points are accumulated by the whole class. Children can see their dojo points on screen in their classrooms and they can be given a dojo point by any member of school staff if they are seen to be demonstrating a super power or a core value. It is important for the child to know and understand why they have earned a dojo point. Children can also adapt their own avatar on Class Dojo.

House Points

House points are new for this year and they are awarded for positive behaviours at break and lunch time. Children are all allocated a house team when they join our school. They are awarded with a house point pom-pom in their house colour which they can then add into our house point collection box. During our Friday assembly, we monitor the house points and at the end of each half term, the winning team has a special treat. This treat could be anything from watching a short film to extra trim trail time.

There will also be opportunities for house teams to work together at different times for different events in the school year. For example, when we have sports day, there will be a house team competition. This is to promote a sense of **community, teamwork, and healthy competition** among pupils.

Westfield Bear Certificates

Our aim is for every pupil to receive a Westfield Bear certificate each year. This can be for any positive behaviour or learning outcome mentioned previously. Any adult or pupil is invited to nominate the names of pupils to receive a Westfield Bear and certificate and teachers award the certificates in our weekly achievement assembly. The rest of the pupils are told why the pupil has been nominated for a Bear certificate and they applaud them.

Golden tickets and the Golden table

Pupils who have made a special effort to demonstrate any of our core values are given a golden ticket by their class teacher. The Headteacher will invite all of the golden ticket winners to join her on the golden table at lunch time. Each child has a special golden lunch, is awarded with a golden table certificate and they are able to choose a treat from the golden treat box. Staff keep a record to ensure that each pupil has been recognised by the Headteacher at least once for a 'special effort' during their time at Westfield Infant School.

Behaviour Sanctions

Behaviour sanctions in schools exist to help create a safe, respectful, and productive learning environment for everyone. Here are some key reasons why they're used:

1. Promoting Positive Behaviour

Sanctions act as a deterrent to inappropriate behaviour and encourage students to follow school expectations. They help reinforce expectations and values like respect, responsibility, and kindness.

2. Ensuring Safety

Some behaviours can disrupt learning or even pose risks to others. Sanctions help maintain order and protect students and staff from harm or distress.

3. Supporting Learning

A calm and focused classroom environment is essential for learning. Sanctions help minimise disruptions so that teachers can teach and students can learn effectively.

4. Teaching Accountability

Sanctions help students understand that actions have consequences. This supports their personal development and helps them learn to take responsibility for their behaviour.

5. Fairness and Consistency

When sanctions are applied fairly and consistently, they help build trust in the school's behaviour system. Students know what to expect and feel that rules apply to everyone equally.

6. Encouraging Reflection and Growth

Many schools use restorative approaches alongside sanctions, encouraging students to reflect on their behaviour, understand its impact, and make better choices in the future.

Restorative Practice

At Westfield Infant School we adopt a restorative approach over authoritarianism. Our staff find that working restoratively means that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour.

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

We use restorative conversations to model and teach pupils how to manage conflict and resolution. What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.

What were you thinking about at the time?

3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

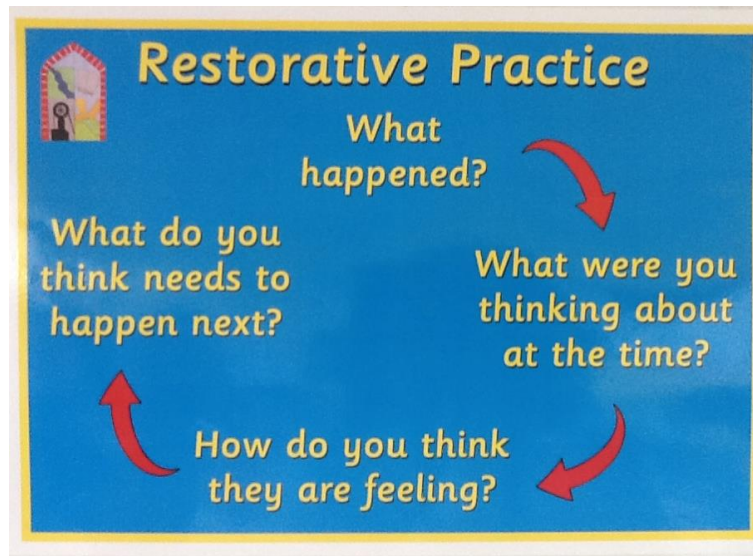
- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

What is being restored? This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication;


- Relationship, and even friendship;
- Empathy and understanding for the other’s perspective;
- Respect;
- Understanding the impact of one’s own behaviour on others;
- Reparation for material loss or damage. However, something may also be restored within an individual – for example:
 - A sense of security;
 - Self-confidence;
 - Self-respect;
 - Dignity.



Overall, the process often results in the restoration of someone’s sense of belonging to a community (e.g. class, school, peer group or family).




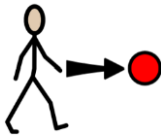

EYFS Behaviour sanctions


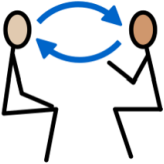
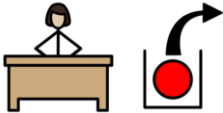
The ‘Faces’ behaviour management system is used in our EYFS classes. This system involves three stages (there can be some exceptions to the use of these stages according to the needs of the pupils). These three stages are:

Stage	Action	Description	Restorative Conversation	CPOMs recording	Positive rewards
	Children’s name pegs are positioned around the face.	All children start everyday on the happy face.	Not required – encourage positive choices and use frequent praise. Link to values.	Not recorded unless it is part of an ongoing pattern for that child.	Dojo points for effort in class and displaying school values.

	Moving the child's peg onto the thinking face. Explanation given to child about thinking about their behaviour and next step.	Calmly explain why the behaviour is not acceptable – no further action if the behaviour stops.	Identify 'good choice' ASAP and move peg back to smile face. Praise the child. Refer to school values.	Not recorded unless it is part of an ongoing pattern for that child.	Award a dojo if the behaviour improves after the reminder.
	Moving the child's peg onto the sad face.	Child is seated in a different location away from the continuous provision. ZOR used to support.	Adult to lead discussion with child focussing on the behaviour and how it would make others feel. "How can you make a better choice next time?"	Log on CPOMs, behaviour, outcome of the restorative conversation and any apologies/further action taken. Log discussion with parents.	Award a dojo when you spot a positive behaviour.

Key Stage 1 behaviour sanctions

Step	Action	Description	Restorative conversation	CPOMS recording	Positive rewards
First step	Verbal reminder with visual cue or gesture 	Calmly explain why the behaviour is not acceptable – no further action if the behaviour stops.	Not required – encourage positive choices 'I know you can make good choices'. Link to values.	Not recorded unless it is part of an ongoing pattern for a specific child.	As soon as behaviour is corrected or a positive behaviour is demonstrated award with a dojo point.
Second step	Relocation 	Child is seated in a different space in the classroom or moved to a different area on the playground. ZOR used to support.	Short restorative conversation linked to values – 'How can you make a better choice next time?' Focus on feelings and solutions.	Log on CPOMs if behaviour is part of an ongoing pattern./safeguarding concerns etc. Note the type of behaviour and the reminder given.	Award a dojo if the behaviour improves after this reminder.
Third step	Time spent in a different classroom. 5 minutes with a timer. 	Child is taken to a different classroom – preferably year group lead classroom for 5 minutes of reflection. ZOR used to support discussion.	Structured conversation by class teacher after reflection time. <ul style="list-style-type: none"> What happened? How did it make others feel? How can we make it right? 	Log on CPOMs the behaviour, the outcome of the restorative conversation and any apologies/further action taken. Log briefly the discussion with parents.	At the end of the restorative, thank the child for engaging. If child doesn't engage, give them some processing time and let them know you will talk to them

			<ul style="list-style-type: none"> What can we do differently next time? Parent is made aware of this behaviour.		again in ? minutes. Award a dojo when you spot a positive behaviour.
Persistent behaviour – same session/day.	Senior leadership involvement 	Involve the year group lead or HT/DHT/SENDCo – the child may be taken to see the member of staff or the member of staff may be called to the session. Social story/ZOR used to support discussion.	Formal restorative conversation with staff member. Explore feelings, triggers and amends. Reporting this to parent is needed. Possible parent meeting with FSW/HT/SENDCo if necessary.	Log on CPOMS: detail the behaviour, senior staff actions, restorative conversation, any behaviour plan actions.	Look at different strategies to support positive behaviour – sticker chart, change of space, intervention. Praise for progress towards these.
Ongoing behaviour	Consultation with HT/SENDCo/FSW/ELSA 	Professionals meeting/welfare meeting to share concerns of ongoing behaviour. Share the strategies already tried, what works, what doesn't work. Discuss next steps – referral to outside agency, 1:1 support with ELSA, family support, SEND graduated response action.	In depth restorative conversation with parents/HT/SENDCo/FSW. Focus on long term actions and solutions to support the child and family.	Record on CPOMS, include all actions. Flag for safeguarding or SEND if necessary.	Share a more tailored approach to rewards – e.g dojos for specific goals and break down into smaller sections to reward more frequently during the school day. Share successes with the HT who can reward with stickers/certificates.
Serious behaviour	Immediate Senior leader involvement – child to be removed from the area and taken to a safe space. Possible need for physical restraint – this is a last resort. Fixed term exclusion/part time timetable/AP may be part of senior leader discussion and part of investigations and outcomes. 	Injury to member of staff or child/broken items/damage to school property etc.	De-escalation strategies used. Beanbag, emotion coaching script, planned ignoring if appropriate. Referral to outside agency, 1:1 support with ELSA, family support, SEND graduated response action. Possible LA support.	Record on CPOMS, include all actions. Flag for safeguarding or SEND if necessary. IBP in place after consultation with stakeholders.	Ongoing communication and review with agencies/LA/Parents and senior members of staff. Ongoing tailored support for the child detailed in IBP.

Staff knowledge and expertise

Jennifer Ruane (Headteacher) is a trained SENDCo and has passed Attachment Lead training via the Louise Bomber 7-day programme. Laura Taylor (SENDCo) has attended Beyond Boxall training and keeps up to date with current SEND provision and practice through attending regular network meetings. Where appropriate, The Boxall Profile is used to develop a report that identifies areas of difficulties and possible ways forward for pupils displaying more challenging, persistent behaviour difficulties. Further profiles are completed over time to identify any changes in needs/progression or where areas of concern have worsened. All staff are 'Team Teach' trained and they have had emotion coaching training, ASD tier 1 training and Zones of Regulation training. We have trained ELSAs and key members of staff are KALM trained. Staff are confident in using a range of strategies to support children to regulate their own behaviour and to de-escalate dysregulated behaviours.

Exclusion

At Westfield Infant School we do not wish to exclude any child from school, however it needs to be recognised that at times exclusion may be necessary. The school has therefore adopted the DfE Guidance for School Exclusions which came into force in September 2023.

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

All schools are required to report exclusion data immediately to the Local Authority so that they can monitor that appropriate educational provision is being made for pupils.

It is for the Headteacher to decide whether a child's behaviour warrants permanent exclusion, though this is a serious decision and should be reserved for:

- a serious breach, or persistent breaches, of the school's behaviour policy; or
- where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently, although it must be stressed that this is a last resort. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents/carers how to make any such appeal. The Headteacher immediately informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions. The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher. When a Governors' appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Searching of Pupils

(Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies, DfE February 2014 – for additional information)

School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Staff can instruct the pupil to turn out his or her pockets or bags.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting the pupil may have a prohibited item including stolen items. School staff must have a witness to a search. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

The 'power to discipline' enables a member of staff to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances.

Use of Reasonable Force or Make Physical Contact

(Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies, DfE, 2013)

The legal provisions on school discipline also provide members of staff with the power to use reasonable force, through control or restraint, to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Professional judgement and the individual circumstances must determine whether reasonable force is necessary.

Team-Teach

In order to carry out Team-Teach staff need to be trained. In the training staff receive clear guidance and appropriate training for restrictive physical intervention. The training materials can be obtained from the Headteacher. Staff at Westfield Infant School will consider alternative methods of de-escalation techniques as training becomes available. Until then Team-Teach will continue to be used should it be necessary and a last resort in order to keep pupils and our school a safe place to be.

At the beginning of the academic year 2023-24 all staff received Team-Teach training, which is valid for three years.

Special Educational Needs and Disability, Emotional Wellbeing and Mental Health

At Westfield Infant School we recognise that pupils may need 'different from and/or additional to' their peers and that this includes our response and expectations on behaviours. Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a pupil's behaviour should be described as an underlying response to a need (Nasen 2014).

Staff communicate information between home and school by conversation with parents/carers in person or telephone or by using class dojo.

When appropriate, pupils will have an individual support plan and/or behaviour plan and this will detail individual behaviour strategies for that pupil. BP's will also include positive handling plans and risk assessments when appropriate. These are shared and agreed with parent/carers. Westfield support plans and behaviour plans are shared with all staff involved with the pupil.

Some pupils may need individual reward charts and other motivational or support strategies as part of the adaptive teaching for that pupil.

Our Resource Base has additional whole class reward systems.

Any specific issues stemming from pupils who have a disability, special need and/or emotional health and wellbeing difficulties will be identified to allow for planning for significant emotional dysregulation including where a pupil may become unsafe for themselves or others.

This may be particularly important for pupils whose SEND and/or disabilities are associated with:

- Communications impairments that make them less responsive to verbal communication or unable to communicate their needs or feelings effectively;
- Attachment/trauma
- Physical disabilities and/or sensory impairments;
- Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy or a dependence on equipment such as wheelchairs, breathing or feeding tubes.

Knowledge and insight about a pupil that their parents/carers and other professionals involved with the family can provide will be key in managing behaviour and preventing the need for physical intervention.

Any risk assessment should take into account the skills and abilities required of staff in dealing with the pupil. Training needs will be addressed as required. This is relevant to ensure that suitably qualified and trained staff are available to deal with the pupil and to ensure that the staff member is prepared to deal with the situation; thus meeting our duty of care in respect of the individual and for the employee. At the very least advice should be sought from someone who knows the pupil well, to ensure early signs are recognised, to allow staff to work preventatively and avoid escalation.

It is recognised at Westfield Infant School that all pupils benefit from learning and developing in a happy and safe school environment whose ethos promotes our 5R's and golden rules. It is recognised that a pupil whose behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

Strategies to promote positive mental health include:

- PSHE education curriculum to focus on developing pupil's resilience, confidence and ability to learn
- Positive classroom management and small group work - with intervention and additional support through work with ELSA-trained members of staff
- Developing emotional literacy, anger management skills and well-being through programmes
- Developing social skills - with interventions such as, Lunch Club, ELSA, Principles of Theraplay, Speech and Language, social communication sessions etc
- Working with parents/carers.

The services/specialists that Westfield Infant School have access to are:

- Educational Psychology (EPIC discovery trust)
- Specialist Teaching Services which has been restructured into the following teams:
 - Vision Support Team
 - Assistive Technology for Education Team
 - Autism and Learning Support Team
 - Hearing Support Team
- Dorothy Goodman outreach support
- Oakfield Behaviour Support
- Special Educational Needs Assessment Service (SENA)

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- School Nurse
- MHST (Mental Health Support Team)
- Member National Association of Special Educational Needs (NASEN)
- SEND Information Advice and Support Service (SENDIASS)
- Gateway Alliance

Westfield Infant School is actively involved with:

- Leicestershire SEN Co-ordinators Network
- Gateway Alliance SENDCo group

For further information, please refer to our SEND Policy and our SEND information report which are both available on our school website.

Appendix 1- Individual behaviour and positive handling plan
 Appendix 2 - Physical Intervention and Restraint – Team Teach

Adopted by the Governing Board and Signed by
 Chair of Governors

Date:



Westfield Individual Behaviour and Reengagement Plan for:


Start Date: Review Date:


Area of Need (please tick):

- Communication and interaction
 - Cognition and learning
- Social, emotional and mental health
 - Sensory and/or physical needs
 - SENDIF
 - EHCP

Class Teacher	
Other staff involved	
<u>Assess</u>	

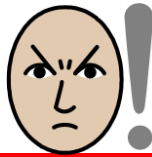
Plan and Do

 <p>Pupil's Green Strategy Calm, Relaxed, Happy</p>	
Behaviour: What _____ does or says that tells us he/she is calm and relaxed	Support Strategies: Things we can do or say to help _____ stay in the green zone for as much time as possible
• •	• •



Pupil's Yellow Strategy
Anxious, Escalating, Aroused

Behaviour: What _____ does or says that tells us he/she is escalating or anxious	Support Strategies: Things we can do or say to help the situation from escalating further and return _____ to the green phase
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •



Pupil's Red Strategy
Distressed, Angry

Behaviour: What _____ does or says that tells us he/she is extremely distressed or angry	Support Strategies: Things we can do or say to prevent destruction, injury, and further distress and return to the yellow or green phase
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Risk Assessment		
Trigger Behaviours		
<ul style="list-style-type: none"> • • 		
Description of Behaviours		
<ul style="list-style-type: none"> • • 		
<u>Behaviour</u>	How likely is the risk to happen?	How great is the risk to others?
	High = daily / more than once a day Medium = weekly Low = less than once a week	High = potential to serious injury to others, self and property Medium = some potential to injury and harm Low = prevents learning – no risk of injury
Disruption to learning		
Swearing/Threatening		
Hitting/kicking/punching		
Destroying property		
Charging/Intimidating		

Throwing objects		
Preferred handling strategies <i>(Describe the preferred staff responses/holds)</i>		
Small child escort – Single elbow (caring c’s) Double elbow (caring c’s)		Details-
Helping hug		
Bean bag use Single Two person		
Other physical intervention strategies <i>(please suggest other strategies that have been successful):</i>		
<ul style="list-style-type: none"> • • • 		
De-briefing process:		
<ul style="list-style-type: none"> • • 		
Physical Intervention Recording & Notification required:		
<ul style="list-style-type: none"> • Adult record on CPOMs • Bound and number book • Parent/Carer informed 		

Pupil View:
Parent/Carer View:

The undersigned have been consulted in the design of this plan and agree to its implementation:

Signed Parents/Carers: _____

Attended

Copy sent home

Signed Teacher/headteacher: _____

Pupil: _____

Review Date:

Copies to:

Home, Class teacher (to be shared with relevant LSAs and kept in class SEND folder),
SENDCo

(TEAM TEACH)

This appendix should be read in conjunction with the Westfield Infant School's Behaviour Policy.

The use of control and physical intervention

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where the school or setting judges that a child's behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

In all cases where physical intervention has taken place, it would be good practice to record the incident and subsequent actions and report these to a manager and the child's parents.

Similarly, where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and ideally have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

Introduction

At Westfield Infant School we believe that pupils need to be safe, know how to behave and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed and on occasions acceptable forms of intervention accredited by the Institute of Conflict Management (ICM) will be used. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour. Parents/Carers need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention (Positive Handling/Team Teach intervention), including the nature of the intervention, and the rationale for its use.

When the use of restrictive physical interventions may be appropriate at Westfield Infant School

Restrictive physical interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated and out of control and need calming with a brief restrictive physical intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Who may use restrictive physical intervention at Westfield Infant School

All staff are authorised to use Team Teach Positive Handling techniques by the Headteacher. These members of staff are aware of this Appendix and its implications. We take the view that staff should not be expected to put themselves in danger, and that removing pupils and

themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils. Staff need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention.

Planning for the use of restrictive physical intervention

Staff will use the minimum of force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupils' and/or other pupils' best interests
- Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion and at the level of understanding of the pupils
- Only the minimum force necessary will be used to prevent severe distress, injury or damage
- Staff will be able to show that the intervention used was in keeping with the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the restrictive physical intervention will be relaxed to allow the pupils to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of setting policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupils will always be taken into account
- In developing Westfield Support Plans consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the setting, for supporting and debriefing pupils and staff after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Acceptable forms of intervention at Westfield Infant School

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a child or young person in distress (so long as this is appropriate to their age)
- To gently direct a child or young person
- For curricular reasons (for example in P.E., Drama etc)
- In an emergency to avert danger to the child or others
- In rare circumstances, when restrictive physical intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupils' age and level of understanding
- The pupils' individual characteristics and history

- The location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participant's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

Developing a Risk Assessment and Plan at Westfield Infant School

If a pupil is displaying behaviour where it is felt that restrictive physical intervention may be required, then an Individual Behaviour and Reengagement Plan_form will to be completed, agreed and signed by parents/carers. (see Appendix 3). If it becomes more likely or if an incident of restrictive physical intervention has taken place, then a Risk Assessment and Plan will be completed (see Appendix 4). This plan will help the pupils and staff to avoid difficult situations through understanding the factors that influence the behaviour and identify the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:

- Involving parents / carers and pupils to ensure they are clear about what specific action the setting may take, when and why.
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens.
- A record will be kept to record risk reduction options that have been examined and discounted, as well as those used.
- Managing the pupils, strategies to de-escalate a conflict, and stating at which point a restrictive physical intervention is to be used.
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupils.
- Ensuring a system to summon additional support.
- Identifying training needs.

(If a child with specific medical needs may need to be held then it may be necessary to seek medical advice about the safest way for the child to be held)

Records of restrictive physical intervention will be recorded and stored in a bound and numbered book.

Complaints

It is intended that by adopting this policy and keeping parents/carers and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

