



Behaviour and Emotional Regulation Policy (Including Anti-bullying and Physical Interventions)

This policy was approved by the Local Governing Body on:-	
The policy owner is:	Mr S Keer - Deputy Headteacher
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	December 2023
Policy Version:	V2
Signed by the Chair of the Local Governing Body:-	
Signed by the Chair of Trustee Board	John Smith

Roles and responsibilities

The Local Advisory Board

The Local Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Deputy Headteacher is responsible for writing, reviewing and approving this behaviour policy.

The Headteacher will ensure that our school environment encourages positive behaviour and that staff deal effectively with negative behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy and emotional regulation policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Class Charts and/or if relevant on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school behaviour and emotional regulation policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Introduction

Firside Junior School is part of the Wensum Trust family of schools. The Wensum Trust sees positive relationships in schools as being central to the well-being of children, their families and staff and the foundations of an effective learning environment.

This policy therefore sets out a clear framework for our approach to positive behaviour and relationships in the school. It aims to promote relationships as a key strategy where we understand each other, enabling everyone to work together with the common purpose and aim to help all children to be the best that they can be.

This Behaviour and Emotional Regulation Policy links to the other policies we hold in school:

- Safeguarding Policy (including Child Protection)
- Equality Policy

- Health and Safety Policy
- ICT and e-safety policy
- Trustwide Mental Health, Well-Being and Emotional Regulation Policy

Our Aims

- All children and staff feel valued, respected and safe.
- Each person is treated fairly and in a positive way.
- We recognise that behaviour is central to children's wellbeing and learning readiness.

School Ethos

- We want our children to understand their own strengths, differences and skills.
- We understand that children will not get behaviour choices right all of the time. Using Emotion Coaching we will work alongside them to develop their understanding of how to deal with the feelings and emotions surrounding unacceptable behaviour.
- We will develop positive relationships with all our children, families and adults through the 'Relational Approach'.
- All adults in our school will model and teach how to behave, promote high standards and provide a safe learning environment.

Expectations of Behaviour

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education and the principles of Emotion Coaching. In order to maintain a safe and supportive environment for pupils, we will ensure flexibility in our applications of all these systems so that all pupils feel supported. . Staff strive to be warm and positive, curious, not furious yet set high expectations. We teach and support pupils to meet expectations and recognise that different children will need adaptations to our approach.

All members of staff will:

- follow the principles of Emotion Coaching;
- encourage pupils to have respect for themselves, for their peers and for adults;
- encourage pupils to have a respect for the rights of others, including teachers and all staff in school;
- encourage pupils to have a respect for the property of others, including the school;
- encourage pupils to be responsible for their own behaviour;
- encourage resilience;
- focus on de-escalation and preventative strategies rather than solely on reactive strategies;
- increase and widen pupil's sense of belonging and respect in the school community;
- ensure fair and honest treatment;
- encourage the partnership between school and home through the early involvement of parents.

Emotion Coaching

Every member of staff is trained in Emotion Coaching and we use this as a tool to help children understand, regulate and reflect on their feelings and behaviour.

An important part of Emotion Coaching is understanding everybody's stress response and in particular what this can look like when they are overwhelmed. Knowing that not all behaviours are within a child's control at that time, and that they will need support to understand their behaviour, is particularly important in reducing high levels of shame.

We label children's stress response as 'Flipping their Lid' using Daniel Siegel's Hand Model of the Brain and teach these lessons termly as a reminder to help them understand and recognise this feeling in themselves and others.

When children struggle to meet any of the expectations, we use the following steps to support them to reflect and regulate their behaviour:



- **Step 1: We recognise the child's feelings** - (STAR - Stop, Think, Attune, Reflect): We make a connection with the child before we correct their behaviour. We are curious and try to think what feelings might be behind the behaviour. We empathise with their feelings, (not their behaviour).
- **Step 2: We validate their feelings and label them:** *'I noticed you looking sad... or 'I can see that you get angry when that happens'.*
- **Step 3: When the child is calm we set limits (if needed):** We discuss that although it is ok to feel a particular way it is not ok to behave in a certain way. We will also talk about school rules or expectations that may have been broken.
- **Step 4: We problem solve with the child.** We support them to identify how to make the situation better, identifying what needs to happen as a result. This aims to empower the child to do something positive about their behaviour and supports them to self-regulate if faced with a similar situation in the future.

Rewards

Where pupils behave appropriately and follow the school rules they will be rewarded through the use of Class Chart points and recognition of their efforts in the Star of the Week assembly. These are recorded on Class Charts. In the cases of exceptional positive behaviour the class teacher may send a postcard home through the post or award a Headteacher's Award (includes a badge).

Teachers will use positive praise and identify positive behaviours - these are celebrated publically. Pupils may be awarded for specific successes related to individual learning needs.

Achievements outside of school will be celebrated in assembly, the newsletter or on the school's Facebook page.

Reminders

We all make mistakes and it's important that pupils learn from them. Pupils will be given reminders about how to behave appropriately for learning before a consequence is given.

Giving reminders

Teachers will remind the whole class first

If an individual reminder is necessary, the member of staff will move nearer to the child and issue a quiet reminder about the routine. This is reminder 1.

Adaptations are made as necessary i.e. time for Emotion Coaching, adult support, time in the class regulation station etc.

If the child still doesn't complete the expected routine a second reminder is given privately.

If a third and final reminder is necessary, teachers will make sure that the child isn't addressed in front of the class but is fully aware that this is their final reminder before a consequence.

Consequences

When pupils do not meet the expected level of behaviour, staff will respond using Emotion Coaching. Where possible all discussions with a child will take place in private and staff will endeavour not to 'publicly shame'.

Consequences will be considered by a member of staff based on the child's individual needs and understanding. This will include considering the level of emotional development or if the child has additional needs.

Behaviour contrary to expectations will be recorded on Class Charts and appropriate sanction given. This could include but is not limited to;

- Time out of break and lunchtime.
- An action to put things right, e.g. tidying up, helping a teacher, etc.
- Say sorry or write an apology.
- Phone call home to parents or carers.
- Speak to your Head of Year.
- Speak to someone from the Leadership Team.

Our school's Behaviour and Emotional Regulation Policy will be the plan for the majority of children. In addition, some children may require an individual behaviour management plan, in consultation and with support from parents, to formalise strategies that differentiate from the policy.

For some pupils whose behaviour has not improved and has failed to respond to behaviour strategies, a different response may be required. In such cases pupils will be placed in inclusion.

Bullying and Cyber-bullying

What is bullying and cyberbullying?

According to the NSPCC (June 2021) bullying is;

behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

According to the NSPCC (June 2021) cyberbullying is;

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

For more information please from the NSPCC follow this link: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

There are 4 main types of bullying:

- 1) Physical (e.g. hitting, kicking, theft)
- 2) Verbal (e.g. name calling, threatening behaviour)
- 3) Indirect (e.g. spreading rumours, excluding others)
- 4) Cyberbullying (e.g. use of social media, text messages)

As a school we appreciate SEN pupils are often more vulnerable to bullying and often do not report incidents and will need extra vigilance on the part of staff, parents and their peers.

Additional support for SEN pupils experiencing bullying can be found on the Anti-Bullying Alliance website at: <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/groups-more-likely-experience-bullying/sen-disability>

All reports of bullying will be taken seriously, including racist and sexual bullying.

The signs of bullying vary, but might include:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

(NSPCC June 2021)

If bullying of any kind is witnessed, or reported by staff, pupils or parents, the following action will be taken:

- 1) Listen to all accounts of the incident(s) by all parties involved.
- 2) Identify whether the school feels this qualifies as bullying (rather than for example, a one off falling out).
- 3) Contact the parents of both parties (if not already involved).
- 4) Look to investigate and understand what has happened which has led to the bullying.
- 5) Problem solve with all parties how to stop the bullying from happening.
- 6) Negotiate and agree behaviour expectations with all parties if possible.
- 7) Set the limits of unacceptable behaviour.
- 8) At this point sanctions may be applied to the perpetrator.
- 9) Record the incident(s) on the agreed school bullying recording form and submit this to the SLT.

- 10) A tracking form may be appropriate for the victim(s) and/ or the perpetrator(s) to monitor the situation moving forward.
- 11) If unacceptable behaviour continues further sanctions will be applied and a meeting will be set with all parties.
- 12) Further to this, a behaviour management plan may be deemed appropriate.
- 13) Where the situation persists, despite school intervention, pupils may face exclusions from break, lunchtimes and the school day.
- 14) Persistent bullying may lead to a fixed term or permanent exclusion.
- 15) Constantly revisit each step when needed.

Peer on Peer Abuse (Including Sexual Violence and Sexual Harassment)

Definitions

For the purposes of this policy, the term victim will be used to describe children who have been subject to sexual violence and/or sexual harassment.

The term 'perpetrator' or 'alleged perpetrator' is used to describe a child accused of carrying out sexual violence and/or sexual harassment. It is important to highlight that any alleged perpetrator is entitled to, and deserves, support from a Designated Safeguarding Lead/Pastoral Manager.

Sexual Harassment: Sexual harassment refers to unwanted conduct of a sexual nature which may occur online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated. If left unchallenged, this can create an atmosphere that has the potential to normalise inappropriate behaviour.

Sexual Harassment includes:

- Sexualised comments or remarks
- Sexual jokes or taunting.
- Physical behaviour such as deliberately brushing against another pupil or the smacking of bottoms.
- Online harassment including the non-consensual sharing of images and videos, 'sexting', sending inappropriate comments on social media, exploitation or threats.

Sexual Violence: Sexual Violence refers to three offences: rape, assault by penetration and sexual assault (intentionally touching someone in a sexualised manner without consent).

Sexual violence and Sexual Harassment can occur online and offline, and are never acceptable. All victims should be taken seriously and offered appropriate support.

Prevention: In order to prevent peer-on-peer abuse and address wider societal factors that may influence sexualised behaviour, Firside Junior School will educate pupils about abuse, its forms and the importance of discussing any concerns. The school will educate children to respect others, through the use of the curriculum, assemblies, Jigsaw PSHE and Emotion Coaching.

The school will ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE and RSE lessons. Content will be of age and stage of development specific, and will investigate issues such as:

- Healthy relationship

- Respectful behaviour
- Gender roles, stereotypes and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is wrong
- Addressing cultures of sexual harassment.

Pupils are allowed to openly talk about their concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their peers and how the report will be handled.

Taking Action

When a disclosure is made, staff will report the incident to a Designated Safeguarding Lead and the Headteacher or Deputy Headteacher. Victims will always be taken seriously, reassured, supported and kept safe.

If a friend of the victim makes a report, staff will take action and report this to a Designated Safeguarding Lead.

The Headteacher or Deputy Headteacher and the Designated Safeguarding Lead will decide on the initial response and will take into consideration:

- the victims wishes
- the nature of the incident
- the ages and development stages of the children involved
- any power imbalance between the children
- whether the incident was a 'one-off' or part of a pattern
- any ongoing issues and risks
- the best interests of the child
- that sexual violence and sexual harassment is always unacceptable.

Immediate consideration will be given as to how best to support the victim, alleged perpetrator and any other children involved. Examples of actions that may be taken are:

- parents/carers will be made aware of the incident(s)
- the proximity of the victim and alleged perpetrator in shared classes will be considered and changed
- the alleged perpetrator may be escorted around the school by a member of staff
- the alleged perpetrator may not attend break or lunch time until a risk assessment has been completed or the allocation has been concluded
- both the victim and the alleged perpetrator will receive pastoral support
- the alleged perpetrator may be removed from the class shared with the victim
- the alleged perpetrator may be excluded for a fixed term.

The school has a duty to safeguard all children. In most cases, such as 'one off' incidents, the school will decide to handle the incident internally through the behaviour policy and by providing pastoral support.

If the child has been seriously harmed, is at risk of serious harm or is in immediate danger, the school will make a referral to the Children's Advice and Duty Service (CADS). Parents will be informed unless there is a compelling reason not to do so. A decision will be made in consultation with Children's

Services, this may also include the Police - even if the alleged perpetrator is under the age of 10 years old.

Ongoing Support

Both the victim and alleged perpetrator are entitled to ongoing pastoral support in school. The support given may differ depending on the incident. Such support which may be put in place is:

- 1:1 pastoral support for both victim and alleged perpetrator
- specific education sessions
- the victim may be referred to an outside agency to offer specialist support or counselling for the alleged perpetrator, whether behaviour could be a symptom of their own abuse or the exposure of abusive practices and/or materials.

The school will work with professionals as required to understand why the abuse took place. The school will provide a high level of support to help children understand and overcome the incident. The school will educate the alleged perpetrator to overcome their behaviours and reduce the likelihood of them abusing again.

Consequences for the Alleged Perpetrator

Consequences and actions can be taken whilst investigations are ongoing. The school will make decisions based on each individual case, considering all aspects of the children involved. Consequences will be decided by the Headteacher or Deputy Headteacher and Designated Safeguarding Lead and parents/carers will be informed.

The school recognises that any form of sexual violence and/or sexual harassment is unacceptable and will take appropriate actions of disciplinary whilst also providing the necessary support for the alleged perpetrator.

Appendix 1 shows the Risk Assessment used for Peer on Peer Abuse.

Malicious accusations against school staff

Pupils that are found to have made malicious allegations will have breached the school Behaviour and Emotional Regulation Policy. Any pupil found to have made an unfounded malicious allegation against a member of staff may be subject to a fixed term exclusion, as well as referral to the police if there are grounds for believing that a criminal offence may have been committed.

The use of powers of searching pupils

Items which are illegal or considered dangerous are not allowed in school and will be removed from any pupil bringing such items to school.

School staff may search pupils with their permission for any item that is banned by the school. The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has something on their person included on the list of items banned by the school.

The school can also carry out a 'without consent search' if a member of staff reasonably suspects that a pupil has an article that has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage property.

The school will not normally conduct a 'without consent search' but will contact the child's parents instead. The use of this power will therefore be a last resort.

Physical Intervention using Norfolk STEPs

Restrictive Intervention and restraint is defined as 'planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently.' (Reducing the Need for Restraint and Restrictive Intervention, 2019).

Legal defence for the use of force is based on evidence that the action was justified and was: reasonable, proportionate and necessary. All restrictive physical intervention must be:

- a last resort
- only in response to foreseeable or actual harm
- least intrusive
- for the least amount of time.

The school has invested in training members of staff in Norfolk STEPs training. This training provides members of staff with methods of safe physical intervention to use as a last resort if a child is at risk of harm or putting others at risk of harm.

The lead tutors trained by Norfolk STEPs at Firsides Junior School are Mrs Jacqui Harris and Mr James Laskey.

In the event that a child may need physical intervention, the class teacher and other members of staff working with the child will create a Positive Behaviour Plan. The plan will be reviewed by the Headteacher and/or Deputy Headteacher. The plan will then be reviewed in consultation with the parent/carer.

Some children may have a Positive Behaviour Plan in place even if physical intervention has not taken place. The plan will be put in place as there may be a perceived risk of harm and will be used in case physical intervention is needed in order to keep everyone safe.

When any form of physical intervention for restrictive purposes has taken place, the parent/carer will be informed and be reported on the school's safeguarding software.

Appendix 2 shows the template used for the Positive Behaviour Plan.

Use of data

Behaviour records will be kept on Class Charts. These records will be used to inform reports to parents, Leadership Team and the governing body. The Senior Leadership Team are responsible for tracking behaviour across the school and compiling all reports when required.

The governing body requires a termly report on behaviour.

The Senior Leadership Team requires a report at the end of each half term.

Monitoring and Review

The Local Advisory Board will review this policy every 2 years and assess its effectiveness and implementation. Any deficiencies identified shall be corrected and used to inform review of the policy, which will be promoted and implemented throughout the Academy.

The Headteacher will report on the effectiveness of the policy to the Local Advisory Board as and when guidelines or best practices have materially changed or at a frequency requested by the Local Advisory Board .

Appendix 1: Risk Assessment for Peer on Peer Sexual Abuse/ Harmful Sexual Behaviour

Risk Assessment for Peer on Peer Sexual Abuse/ Harmful Sexual Behaviour

The terms victim and alleged perpetrator are used to identify the children involved. There should be no assumption of guilt on the part of the alleged perpetrator, pending investigation.

Each section/question will be considered from the perspective of both pupils involved. All concerns and proposed actions will be recorded. Considerations will be given for the impact on, and the needs of, the wider school community.

A risk assessment will be completed for all cases relating to sexual violence.

Consideration	Risk (consider victim, alleged perpetrator, other pupils and staff.)	Risk Level High, Medium, Low	Actions to reduce risk	Revise Risk Level
What was the nature of the incident?				
Was it a crime?				
Is it necessary to limit the contact between the children involved?				
Is there an actual or perceived threat from the alleged perpetrator to the victim and/or others?				
Is either the victim or the alleged perpetrator at risk of physical harm as a result of this incident?				

Do they share classes?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can contact be limited?				
Is there a risk of harm from social media and gossip?				

Further Action taken by the school:

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support agencies		
Referral to internal support agencies		
Referral to CAMHS		
Referral to Early Help		
Other		

Appendix 2: Positive Behaviour Plan

Positive Behaviour Management Plan

Name:	DOB:	Date:	Version of plan: Review Date:
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Brief description of presenting difficult/dangerous behaviours:	Positive behaviour(s) we wish to see / have:
Differentiated measures to promote / support positive behaviours:	

	POSITIVE behaviours you will see:	What you will say and do:
	DIFFICULT behaviours you will see:	What you will say and do:
	DANGEROUS behaviours you will see:	What you will say and do:
Post incident recovery and debrief measures		

Signature of plan coordinator.....

Signature of parent / carer.....

Signature of young person (if appropriate).....

Date

Date

Date.....

Appendix 3: Classroom behaviour strategy for individual pupils at Firside

- Staff will address pupil behaviour using Emotion Coaching where appropriate.
- Negative behaviour – verbal warning (1 or more, depending on the severity of the behaviour)
- Continued negative behaviour – ‘self-regulation time’ for 5 minutes (must be 5 minutes only). After 5 minutes return to the desk and continue with work.
- End of lesson, break, lunchtime or end of day discuss briefly their behaviour and explain/demonstrate what you expect to see from them in the future. If behaviour continues then send a yellow card to the office. A member of SLT will remove the child for 10 minutes and then bring them back where they continue with their work.
- If negative behaviour still continues then send a red card and the child will be removed for the rest of the session or day.
- If behaviour is severe then the class teacher or Senior Leadership Team will contact parents.

Appendix 4: Behaviour strategy for areas outside of the classroom

Emotion Coaching procedure

Negative behaviour – verbal warning (1 or more, depending on the severity of the behaviour)

Continued negative behaviour – ‘self-regulation time’ for 5 minutes (must be 5 minutes only).

When on the playground ‘self-regulation time’ will take place in an area designated by the member of staff.

After 5 minutes return to activity/classroom.

End of break or lunchtime behaviour will be reported to the child’s class teacher who will briefly discuss it with them and explain what will be expected in the future.

If there is a repeat of the poor behaviour during the same break or lunchtime then the child will be sent to;

BREAKTIME – the silent corridor or Senior Leadership Team

LUNCHTIME – the Hall or Senior Leadership Team

A member of SLT will then supervise the child. This will be considered the same as a classroom yellow card and will be recorded accordingly.

A single incident of severe behaviour will result in the child being sent in immediately. A member of SLT will then supervise the child and investigate the incident. This will be considered the same as a classroom red card and will be recorded accordingly. The child would not be permitted to return to the classroom until the incident was fully investigated and the class teacher informed.

Any incident of negative behaviour which results in being sent in may mean that the children involved will not be permitted on the playground the following day, for either break or lunch.

The Head of Year will be involved in making decisions about consequences for all negative behaviour outside of the classroom.

Appendix 5: Banned items in school

Matches or lighters

Anything that has been, or is likely to be used, to cause injury or commit an offence

For example:

Fireworks

Laser pens

Mobile phones

(Those brought in should be agreed with parents and school. Phones should be turned off when coming onto the school site and handed in to the class teacher and then sent to the school office. They are returned at the end of the school day and should not be turned on again until leaving the site).

Alcohol

Any prescription or non-prescription drug without prior consent from a parent/carers

Illegal drugs

Cigarettes or cigars

Tobacco and cigarette papers

E-cigarettes

Any type of liquid correction fluid

Chewing gum

Energy drinks

Any aerosol product

Offensive material (pornographic, homophobic, racist, etc.)

Stolen goods