



**Heather Avenue  
Infant School**

# POSITIVE BEHAVIOUR AND EMOTIONAL REGULATION POLICY

<b>This policy was approved by the Local Governing Body on:-</b>	
<b>The policy owner is:</b>	<b>Heather Avenue Infant School</b>
<b>This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)</b>	<b>2024/2025</b>
<b>Policy Version:</b>	<b>V1 (2023)</b>
<b>Signed by the Chair of the Local Governing Body:</b>	<b>Sarah Smith</b>
<b>Ratified by the Local Advisory Board:</b>	<b>05.10.2023</b>

We are part of...

**WENSUM TRUST**

FOR CHILDREN, FAMILIES AND COMMUNITIES

## 1. Introduction

Heather Avenue Infant 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 school approach to positive behaviour and relationships. 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 incorporates guidance given in the Department for Education guidance [‘Behaviour in schools: Advice for Headteachers and school staff’](#), January 2022 and should be read in conjunction with the following school policies:

- Safeguarding Policy (including Child Protection)
- Equality Policy
- Health and Safety Policy
- Online Safety Policy
- Positive Handling Policy
- PSHE Policy
- RSE Policy
- Mental Health and Wellbeing Policy
- Teaching and Learning Policy

## 2. Aims

At Heather Avenue Infant School we want every member of the school community to feel valued and respected and to behave in a considerate and respectful way towards others.

We want to help our children to grow in a safe, secure and attractive environment, and to become positive, responsible and increasingly independent members of the school and the wider community. Our Positive Behaviour and Emotional Regulation Policy is designed to embed emotional wellbeing and self-regulation strategies within our school in order to improve children’s behaviour, self-esteem and their ability to learn.

We understand the importance of building positive relationships with all children and their families so that we are able to recognise and understand the needs of each child in our care. We know that positive relationships are central to the wellbeing of children and their families and underpin an effective learning environment.

We recognise all behaviours are a form of communication and work with children to ensure that their needs are met whilst fostering consistent boundaries via our Golden Rules. All staff are trained to use Emotion Coaching, to support children in understanding, regulating and reflecting on their emotions and behaviour.

Our Relational Approach, Emotion Coaching and consistent boundaries (through Golden Rules)

support all children in feeling safe and secure, which is vital for them to be able to achieve their full potential.

### 3. Our Philosophy

*'Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult, encourages you to help them through their distress.'*

The Gottman Institute

At Heather Avenue Infant School we recognise that behaviour is a form of communication and often reflects a child's emotions or feelings. Our Positive Behaviour and Emotional Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions, our actions and responses. Secure and consistent adult/child relationships are essential for this to occur. Children who feel safe, secure, seen, and soothed through adult interactions, are guided to develop resilience, confidence, self-regulation and the ability to form healthy relationships in the future.

We value and understand that every child has had a unique set of early life experiences and we recognise that children's ability to self-regulate can be impacted by many things. Consequently, we consider each child as an individual and we cultivate a non-judgmental, curious and empathic attitude towards behaviour.

We maintain clear boundaries and high expectations around behaviour and understand that in order to help children feel safe, their educational environment needs to be high in both nurture and structure. Some children need more support than others to manage their emotions and self-regulation skills, in order to meet our behaviour expectations. We therefore understand that being 'fair' is not about every child getting the same (equality) but about every child getting what they need, at their individual stage of development.

A fundamental part of our philosophy is our Relational Approach - developing positive relationships with all our children, our families and all adults. We define relational as *'Being mindful of our relationship with all children and adults, and using opportunities to support them by forming and sustaining quality relationships'*.

### 4. Promoting Emotional Regulation Approach

At Heather Avenue Infant School, staff are social, emotional and learning role models for the children and use emotion coaching to help children understand, regulate and reflect on their feelings and behaviour. All members of staff are trained in Emotion Coaching.

Staff members follow the listed steps when trying to support a child in regulating their behaviour.

- **Step 1: STAR (Stop, Think, Attune, Reflect)** We make a connection with the child before we correct their behaviour. This step enables us to try and think from the child's point of view, to approach the situation with a level of empathy and understanding. It gives us a chance to think about what the child is feeling.

Please also consider *Annex A: Understanding Behaviour*.

- **Step 2: Label and Validate the Feelings:** I noticed you're really annoyed . . . We all have feelings - some are positive and some are negative. We are all human and whatever the feeling is, it is valid in that moment for that person. We validate their feelings and label them.
- **Step 3: Set the boundary** - using our Golden Rules/Health and Safety to explain why our boundaries are in place. We use natural consequences to support in setting the boundary. When the child is calm, (and if needed) we set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to behave in a certain way.
- **Step 4: Once calm . . . Explore the problem/incident** and see what we can do next time to cope with this better - scaffold with the child steps that will support them in dealing with their emotions better. 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.

When rules have been broken, the child should be supported to reflect, repair and problem solve to help them meet rules and expectations. Consequences will still be applied wherever appropriate, in line with school policies, however, individual circumstances and the child's stage of development will be considered.

We know that our positive relationships mean that we will often recognize children's triggers prior to behaviours escalating and can work with children to calm them in the following ways

- Checking in
- Supporting child with the difficulty they are facing
- Working in a quieter space with the child
- Making use of regulation stations

We also understand that if a child becomes so triggered that they '[flip their lid](#)' there may be a need for de-escalation strategies and a positive behaviour plan to be implemented with input from parents/carers and other professionals as appropriate. All classes will teach the 'flip their lid' lesson termly as a reminder for the children. This can be used as a way for the children to communicate what they are feeling (Refer also to Appendix B: Breakwell Assault Cycle and Appendix D: Behaviour Support Threshold). To help staff respond quickly a Behaviour Support Threshold document has been produced showing the stages of dysregulated behaviour and how we will respond to these. This can be found in Appendix D: Behaviour Support Threshold.

## 5. Expectations of Behaviour

Our Golden Rules are consistent across the school and are taught and revised annually at the start of each academic year in classes and in assemblies.

Heather Avenue Infant School's Golden Rules are:

- Do be gentle.
- Do be kind and helpful.
- Do work hard.
- Do listen to people.

- Do look after property.
- Do be honest.

We ensure children understand in a range of different ways, suitable to the age and stage of the child. These include, but are not limited to:

- Adult modelling
- Stories
- Explanation of rules in various contexts and why they are important
- Positive reinforcement
- Specific praise for children following along with description e.g. *well done for being so kind, it was really helpful that you passed your friend a pencil*
- Discussion as to why these rules are important
- Reference to the rules when discussing behaviour and boundaries
- Positive Strategies to support behaviour at transition times

## **6. The Curriculum and Learning**

We recognise that classroom management and teaching methods have an important influence on children's behaviour.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop skills, knowledge, and understanding, which will enable the children to work and play in cooperation with others.

Teachers should ensure that work is modelled/scaffolded so that children know what is expected of them. Curriculum work is differentiated for our children, set at an appropriate level to ensure confidence, suitable challenge and progress. Praise is used to recognise and encourage good behaviour as well as effort and achievement in class work.

## **7. Classroom Management**

Our Golden Rules are based on the principles of movement, safety, speaking, and respect for people and property. The rules tell the children what behaviour is expected, and what values are important, in a positive way.

Teachers should ensure that children are able to access work with resources ready to be used.

Teachers should ensure they are organised and ready, for each lesson with no learning time lost to organisational issues. Classrooms should be tidied regularly with carpets clear of mess / trip hazards etc. Noise level should be at an appropriate level for the activity ensuring that children can be heard and kept safe.

Equipment should be appropriately labelled and organised to encourage pupils to be able to access resources they need independently. All resources used in class must be appropriate and safe for the children or have been risk assessed to minimal risk.

Teachers must ensure clear classroom management routines for lining up etc. so that children are kept safe and consistent Read Write Inc. signals used - hand up for quiet, moving to tables etc.

Each class will have a visual timetable in place so that children are aware of what is expected of them as the day progresses. Where appropriate, children with Special Educational Needs or Disabilities may have their own visual timetables.



Consistent, clear language should be used by all staff when praising positive behaviour and challenging or difficult behaviour. For some pupils, a specific plan and scripts for positive behaviour management may be written under the guidance of the child's class teacher, the SENCO and with the agreement of the child's parents or carers.

### **Transitions**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Teachers ensure that pupils are inducted and re-inducted into school behaviour systems, rules and routines regularly, including at the start of each new academic year to ensure that all pupils are aware of school systems and expectations. Children are advised of what is expected of them and how to achieve this when transitions take place. If children struggle to achieve this, class teachers take this opportunity to teach and practise transitions until the child feels secure. Transitions such as to a new class or school are carefully planned with the support of the SENCO (Special Educational Needs Coordinator) and new setting staff.

### **Golden Rule Approach**

- Emotion Coaching Steps 1 and 2 are used to support understanding the child and letting them know that all emotions are ok but that we need to work on communicating them in a way that keeps us all safe.
- Step 3 is used to remind the child of the boundaries (Golden Rules). Natural consequences are used as part of this step. When establishing boundaries, there should be a clear explanation that takes into account the needs of the child; examples include clearing away mess created as a result of not looking after property (this may need support or modelling), missing play to complete work as a result of not doing work in lesson time (we may need to re-explain work, check that it is at the right level, model or support), making a sorry card if someone has been hurt as a result of not being kind (we may need to support this process or model).
- Step 4 is then used to repair and consider more effective forms of communication and scaffold the learning for this.

If children continue to break a Golden Rule, additional time will be allocated to talk through the Golden rule with the child using the Golden Rule stories. We will also work with the child to find out more about why the rule is difficult to follow and develop strategies to support the child in meeting this.

If appropriate children's parents will be asked to work with us to further support the child in making progress toward following the Golden Rule they are working on.

If progress is still not made toward this we will ask for external support to further support us in meeting the needs of the child and implementing other support strategies.

### **Golden Time**

Golden Time is a special time, where children can choose an activity for ten minutes on a Friday afternoon as recognition of their efforts. Popular choices have included dancing, outdoor play, cooperative games and drawing; colouring and construction kits.

### **Further Consequences**

Further consequences are sometimes needed to protect the safety, security and stability of the school community. It must be made clear why the additional consequence is being applied and what changes in behaviour are needed to avoid any future consequences.

In addition to the Golden Rule strategy outlined above, the following are some examples of further consequences that may be used at the discretion of the teacher.

- Use of quiet spaces for supported interventions.
- Time with an alternative member of staff to discuss importance of Golden Rules and which strategies need more support
- Behaviour Communication Books - these are used as a more consistent means of communication with parents so that we can work on a behaviour target together.
- Alternative timetabled activities considered with input from Head Teacher and SENCo
- Positive behaviour plan created with input from Class Teacher and SENCo/Head Teacher
- Mediation by way of the Restorative Approach See appendix C
- Strategies as suggested by other professionals for example specialist teachers, educational psychologists or speech and language therapists

Removal from the classroom, other than for the reasons stated above, is considered a serious sanction and only used when necessary e.g. to restore order and calm following an unreasonably high level of disruption. Removal should be distinguished from the use of a separate space for emotional regulation purposes or a planned response to help a pupil with identified sensory overload needs.

A 'Safe Space' is a designated low stimulation area which is used to help calm a child in crisis in order to keep themselves and others safe. It is to be used when all previous stages of the Behaviour Support Threshold (Appendix D) have been followed and child remains heightened or is exhibiting potentially harmful behaviour.

### **Praise is demonstrated by a variety of the following:**

- Positive and specific praise
- Stickers
- Individual certificates – children receive certificates in the Friday assembly, where they are congratulated in front of the whole school
- Whole class certificates
- Individual/group opportunity – e.g. group of children who have completed a task well going out to play first
- Team points

- Good Work assembly
- Use of positive praise stamps in books/ on children's work
- Visits to other classes/head teacher for praise
- Small prize (usually the result of competition)

## **Noise**

Noise can be controlled by:

- **Hand up signal for silence** (this is our favoured method)
- "Freeze/ Stop"
- Ring a chime/bell
- Clapping rhythms for the children to clap back
- Hand movements for the children to copy
- A rhyme for the children to join in and do the actions
- Countdown
- Use of singing known rhymes
- Different volumes of speech
- Calming music

The above are not exhaustive lists, but clearly demonstrate the kind of classroom management that is appropriate.

## **Behaviour and Safety**

Persistent dysregulated behaviour will be taken seriously and take into account the needs of the pupil as well as that of the safety of the whole school community.

In close consultation with family and with the advice of professionals including the Local Authority School Inclusion Team we will work together to establish a risk assessment for the pupil along with a Positive Behaviour Plan (annex E) with clear expectations of behaviour included, to be used across school with the specific pupil it is designed for.

Where a child is frequently dysregulated to the point of showing potentially dangerous behaviours with a risk of harm to themselves or others, an individual positive behaviour plan may be drawn up by the child's class staff under the guidance of the SENCO and in collaboration with the child's parents or carers. A crisis cycle plan (Annex F) fully explaining details of the child's triggers and signs of dysregulation and how staff will respond in order to keep the child and others safe will be shared with all staff working with that child and with the child's family to ensure all adults are clear on the consistent responses that will be employed. Positive Behaviour Plans and Crisis Cycle plans will be regularly reviewed (at least half termly) to ensure they are up to date and relevant.

Where this is not successful we will implement the following steps:

- If a child's behaviour is a threat to the safety or well-being of others in the school, then long-term exclusion will be considered, and in appropriate circumstances, applied.
- Where serious violence is involved a child may be permanently excluded.

Incidences of behaviour should be recorded on class boards in preparation for teachers briefing, where behaviour is monitored and discussed. Significant behaviours are also



recorded on CPOMS with the behaviour tag. All incidences of bullying, racism, sexual violence or child-on-child abuse are recorded in a book in the head teacher's office and reported at Governors meeting half termly or annually via a local authority return.

## **SEND**

Under the Children and Families Act 2024, the school will uphold its duty to use its 'best endeavours' to meet the needs of all pupils with SEN. As specified in the Equality Act 2010, school staff will ensure it upholds its duties to make reasonable adjustments to policies, practice and criteria for disabled pupils.

For pupils with an Education, Health and Care plan (EHC plan) the school will follow the co-operate the local authority and any other relevant bodies to ensure the pupil's provision follows that specified in Section F of their plan.

Appropriate adjustments may be made to a pupil's provision and routines where required to ensure a pupil is able to meet behavioural expectations. These adjustments may be made on a temporary or permanent basis according to need and under the guidance of the SENCO and Headteacher for example changes to a pupil's timetable. Staff will consider carefully, on an individual basis whether a pupil's SEN or disability may have affected their behaviour on specific occasions and appropriate sanctions if required. Staff will not automatically assume that all misbehaviour can be attributed to a pupil having SEN or a disability or that a pupil with SEN or a disability automatically requires additional behaviour support.

It is important that staff carefully consider reasonable adjustments that may need to be made to sanctions in response to the needs of the pupil and strive to understand the underlying causes of behaviour. Where needed, the school will work in partnership with external agencies to seek further support.

As part of meeting the specified duties, where appropriate, school staff will look to anticipate likely triggers of misbehaviour for pupils with SEND and put in place supportive measures to prevent these e.g. delivering staff training on a specific condition or planning short sensory movement breaks for a pupil whose SEN or disability means they cannot sit for long.

## 8. Bullying

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

### Main Types of Bullying

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All reports of bullying, including racial and sexual, will be treated seriously, including reports of bullying behaviour which have taken place outside of the school premises which is witnessed by a staff member or reported to the school.

### Signs of Bullying:

- Being easily upset.
- Not wanting to play.
- Having frequent illness.

- Being reluctant to come to school.
- Deterioration in schoolwork.
- Becoming withdrawn.
- Refusing to say what's wrong.

**If Bullying/Sexual Violence is witnessed, or reported by staff, children, or parents/carers, action should be taken as follows:**

- Listen to all accounts of the incident by all parties concerned.
- Invite all parties to express their views and wishes.
- Negotiate and agree behaviour expectations with all parties if possible.
- Notice and reinforce acceptable behaviour.
- Set the limits of unacceptable behaviour.
- If unacceptable behaviour continues, apply consequences, such as those outlined in the section of this policy entitled "classroom management".
- The head teacher, SEN Co-ordinator and Senior Designated professional should be informed of all instances of bullying/sexual violence.
- The head teacher will involve the parents/carers of both victims and perpetrators at an early stage.
- The SEN Co-ordinator will support the class teacher in formulating Positive Behaviour Plans and will involve external agencies as appropriate.
- A risk assessment will be completed and monitored.
- Contracts of behaviour may be formed, involving children, parents/carers and staff, if risk assessed behaviours persist.
- Where contracts are not adhered to children may be excluded from school for higher risk sections of the school day.
- Persistence in these areas will result in fixed term exclusion.
- If there is no improvement, and bullying / sexual violence continues to be a threat to the safety or well-being of others in the school, then long-term exclusion will be considered, and in appropriate circumstances, applied.
- Where serious violence is involved perpetrators will be permanently excluded.
- All incidents of bullying / sexual violence should be recorded on a "class behaviour record sheet" and are included in the Daily Briefing book/notes.
- The Head teacher will keep a record of all cases referred to her in a "School Bullying Book" or "School Sexual Violence Book".
- Incidents that occur during playtimes and lunchtimes are recorded by the member of staff who observed the incident on CPOMS (with a behaviour tag) and passed straight to the class teacher and Head teacher.
- All children are taught this is a "Telling school" and would inform their class teacher in the first instance or other supervising adult.
- The school Golden Rules are prominently displayed in every classroom and communal areas.
- School is actively involved in anti-bullying week.
- Paths and RSE resources are used to support this area of the curriculum.

## **9. Exclusions**

There are a number of situations in which the exclusion route will be followed.

### **Bullying**

The procedures to be followed are clearly outlined in the section entitled “**Bullying/Sexual Violence**”, above.

### **Sexual Violence**

The procedures to be followed are clearly outlined in the section entitled “**Bullying/Sexual Violence**”, above.

### **Racial Discrimination**

Racial discrimination, racial remarks and racist attacks constitute racism and will be dealt in accordance with the principles of the Equality Statement.

### **Violence against Pupils or Members of Staff**

Verbal and physical violence constitutes bullying and will be dealt with under the section entitled “**Bullying**”, above. The Wensum Trust poster on Violence against Staff is displayed around the school. The victim of such an incident must report the matter immediately to the Head teacher. Such incidents are reported to The Wensum Trust

### **Drug related Offences**

Any child using, sharing, or selling drugs on school premises will be immediately excluded for a fixed term. A second offence will result in a permanent exclusion. Staff will refer to the drugs policy for guidance on action to be taken following drugs related incidents.

### **Dangerous Weapons**

If a child is found carrying an offensive weapon, the weapon will be confiscated and appropriate disciplinary action will be taken, which may result in the exclusion of the child.

### **Screening searching and confiscation**

Any item that our school deems to be inappropriate or one that causes a problem may be confiscated from a child.

## **10. Use of reasonable force**

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed and for the shortest amount of time possible.

As mentioned above, schools may use restrictive physical intervention to control pupils and to restrain them in order to ensure their safety or the safety of those around them. Control could be one of two types; passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as escorting a pupil by the arm out of a classroom in order to ensure their safety or the safety of others.

Restraint means to hold back physically or to bring a pupil under control. It is only used in extreme circumstances where a member of staff judges the risk of harm to be substantial, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury to pupils or themselves, but in extreme cases it may not always be possible to avoid injuries. If injuries occur as a result of physical intervention, the staff members concerned must report the injuries to the Head Teacher or a senior member of staff at the earliest possible opportunity. Medical assistance will be sought for any person injured as a result of physical intervention and a record of injury kept by the school and shared with an injured pupil's parents or carers.

It is agreed at Heather Avenue Infant School that only those approaches identified through Norfolk Steps training should be used as reasonable force. Where possible any use of reasonable force should be completed with another member of staff present. Step On Training will be offered to all staff at the beginning of the academic year. Step Up training will be offered to all staff where the school leadership team considers it to be needed.

All acts of reasonable force will be recorded on CPOMS for the child. Those parents/carers of children concerned will be informed if there is an incidence involving reasonable force.

#### **When Can Reasonable Force be used?**

*"Any restrictive intervention must be based on an assessment that intervention is likely to cause less harm than not intervening"* BILD Restraint Reduction Training Standards 2019

In a school, physical intervention is used only where there is a risk of actual or foreseeable harm.

Staff will always seek to support children using the steps outlined above to work through dysregulated or crisis behaviour before the behaviour escalates to a point where it threatens or causes harm.

Harm can be:

- harm to self
- harm to others including emotional harm e.g. racism, bullying, homophobic language
- damage to property
- loss of learning

Physical intervention should always be used as a last resort, when all other approaches outlined in Appendix D: Behaviour Support Threshold of this policy have been used and in response to a continuing risk of actual or foreseeable harm. Any physical intervention employed must be of the least intrusive type and used for the smallest amount of time



possible. Physical intervention should be desisted as soon as the staff member judges that the risk of harm has passed or greatly reduced. The Safe Space should be used where outlined on a pupil's positive behaviour plan to reduce the need for staff to intervene physically wherever possible.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. No staff member should attempt physical intervention if they have pre-existing medical conditions or are concerned that they may put themselves or others at risk.

**Heather Avenue Infant School can use reasonable force to:**

Physically intervene with a pupil in a situation **only** where there is an actual or foreseeable risk of harm and other positive behaviour management techniques have not reduced this risk or the risk is immediate and severe.

The use of physical intervention must be based on evidence that the action taken was in response to actual or foreseeable harm. It must always be:

- Reasonable
- Proportionate
- Necessary

**Physical intervention or restrictive physical intervention must NEVER be used to:**

- 'punish' or coerce a pupil
- cause pain as a direct result of the technique
- have a negative impact on the process of breathing (positional asphyxia\*)
- cause a sense of violation to the pupil

\*Positional asphyxia can result when a person's shoulders are held forward of their hips sufficiently to restrict the natural movement of the diaphragm, abdomen and chest. Staff must never use a 'basket-type' or wrap hold where an adult's arms, the child's arms or their clothing is held in a way that could restrict the free movement of the diaphragm, abdomen or chest and negatively impact upon their breathing. This type of hold also presents an increased risk of injury to staff.

**Staff must NEVER:**

- use clothing or belts to restrict an individual's movement
- hold an individual who is laying on their chest or back
- Push on an individual's neck, chest or stomach
- Extend or flex an individual's joints by pulling or tugging

**11. Malicious allegations against staff**

Please refer to our 'Safeguarding Policy' for guidance in this area

**12. Communications and Parent/Carer Partnership**

At Heather Avenue Infant School we give a high priority to clear communication and to positive relationships with parents/carers, since these are crucial in promoting and maintaining a good understanding of our children.

A positive partnership with parents/carers builds up trust and develops a common approach to

behaviour expectations and strategies for supporting children. Where positive relationships are present, we believe parents/carers are more likely to be responsive if the school requires their support.

Although there is no legal obligation to do so, staff will always inform parents/carers if an incident occurs which involves physical intervention because of a risk of harm. Where staff feel an individual positive behaviour plan (Annex E) is required, this will be written in conjunction with the child's parents or carers and their written agreement to the plan will be obtained and recorded on CPOMS.

Where a child is frequently dysregulated to the point of showing potentially dangerous behaviours with a risk of harm to themselves or others, an individual positive behaviour plan may be drawn up by the child's class staff under the guidance of the SENCO and in collaboration with the child's parents or carers. A crisis cycle plan (Annex F) fully explaining details of the child's triggers and signs of dysregulation and how staff will respond in order to keep the child and others safe will be shared with all staff working with that child and with the child's family to ensure all adults are clear on the consistent responses that will be employed. Plans will be regularly reviewed (at least half termly) to ensure they are up to date and relevant.

If parents/carers are concerned with their child's behaviour at home, consultations can be arranged with the child's class teacher and our Parent Support Advisor or SENCO where required to offer guidance and signpost organisations who may be able to offer further support.

### **13. Roles and responsibilities**

#### **13.1 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.

#### **13.2 The Headteacher**

The Headteacher is responsible for writing, reviewing and approving this behaviour policy, in conjunction with the SENCO, Senior Leadership Team and Wensum Trust.

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

The Headteacher, in conjunction with the SENCO and SLT, will ensure staff are offered regular training on positive behaviour management and emotion coaching and the application of these in school.

#### **13.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils including creating a positive behaviour plan for individual children in conjunction with the SENCO as needed

Recording behaviour incidents for daily briefing or if significant on CPOMS

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

#### **13.4 Parents and Carers**

Parents and carers are expected to:


Support their child in adhering to the pupil code of conduct

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

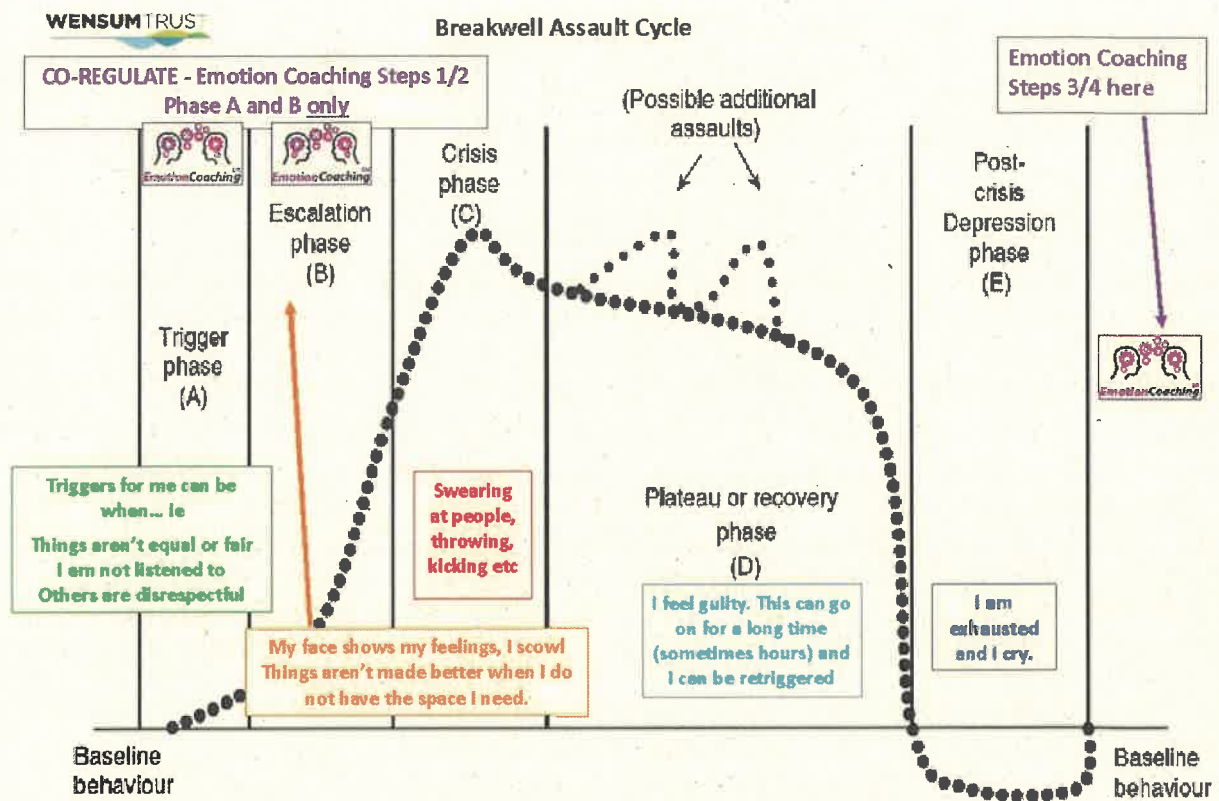
## Annex A

**step 1: Understanding Behaviour** – What is going on for the child right now? What's the reason behind the behaviour - the why?

<p><b>What are you seeing?</b> <span style="float: right;">1</span></p> <p>School, Initials, Year group.....</p> <p>Totally new behaviour.....</p> <p>Ongoing or escalating.....</p> <p>Post lockdown behaviour.....</p>	<p><b>Child's lockdown experience?</b> <span style="float: right;">4</span></p> <p>In school bubbles.....</p> <p>At home.....</p> <p>At home with siblings.....</p> <p>Parents working from home.....</p> <p>Child's routine/agenda.....</p> <p>Anxiety around COVID.....</p> <p>Anxiety around school return.....</p> <p>Has behaviour changed after this period?.....</p> <p>Changes at school (i.e. staff availability, room, curriculum).....</p>	<p><b>Learning behaviours and skill deficits</b> <span style="float: right;">7</span></p> <p><b>Social regulation difficulties:-</b></p> <p>Play/social skills.....</p> <p>Few positive friendships.....</p> <p>Seeks adults and friends attention inappropriately.....</p> <p>Seeks constant approval.....</p> <p>Clings or seeks adult company.....</p> <p>Avoids attention/tries to be invisible/doesn't trust adults.....</p> <p>Starting conversations, connecting with people.....</p>
<p><b>What is going on for the child right now?</b> <span style="float: right;">2</span></p> <p>Possible Concerns.....</p> <p>Sleep.....</p> <p>Food.....</p> <p>Home/family.....</p> <p>Health/medical.....</p> <p>Toileting.....</p> <p>SEND.....</p> <p>SAL or cognitive learning difficulties.....</p> <p>Obvious sensory difficulties.....</p> <p>Other.....</p> <p>What have you tried and what were results?.....</p>	<p><b>What might the function of the behaviour be?</b> <span style="float: right;">5</span></p> <p>Anxiety/Stress (Complete Wensum Wellbeing Profile/PASS).....</p> <p>Complete ABC Checklist findings (LD entries).....</p> <p>Attention (Connection).....</p> <p>Avoiding/escaping.....</p> <p>To get something tangible.....</p> <p>Sensory.....</p> <p style="text-align: right;"><i>why?</i></p>	<p><b>Learning behaviours and skill deficits</b> <span style="float: right;">8</span></p> <p><b>Executive regulation difficulties:-</b></p> <p>Touching, speaking, hurting impulsively.....</p> <p>Focusing and maintaining attention.....</p> <p>Listening, waiting, sharing, cooperating, personal space.....</p> <p>Sensing danger.....</p> <p>Following other's directions or agendas.....</p> <p>Accepting changes or novel events.....</p> <p>Understanding consequences of own actions (cause &amp; effect).....</p> <p>Following rules and expectations.....</p> <p>Transitioning or shifting tasks.....</p> <p>Accepting rules have changed.....</p> <p>Thinking flexibly/seeing other's perspectives.....</p> <p>Solving problems in different ways.....</p> <p>Concept of time.....</p> <p>Organising self.....</p> <p>Starting and completing tasks/goals.....</p> <p>Reflecting on behaviour and learning.....</p>
<p><b>What has happened in the past?</b> <span style="float: right;">3</span></p> <p>LAC.....</p> <p>PLAC.....</p> <p>Premature.....</p> <p>Known ACEs during pregnancy/birth.....</p> <p>Known ACEs 0-5yrs.....</p> <p>Known ACEs 5-11yrs.....</p> <p>Known ACEs 11+ yrs.....</p> <p>Parenting capacity.....</p> <p>Home life.....</p>	<p><b>Learning behaviours and skill deficits</b> <span style="float: right;">6</span></p> <p><b>Emotional regulation difficulties:-</b></p> <p>Expressing needs.....</p> <p>Expressing feelings and anxiety.....</p> <p>Zoning out/depressed.....</p> <p>Increasing/decreasing levels of activity.....</p> <p>Managing frustration.....</p> <p>Managing excitement or anticipation.....</p> <p>Managing anxiety.....</p> <p>Hurts self or others (physically/emotionally).....</p> <p>Feeling empathy/expressing remorse.....</p> <p>Aware/self-conscious of difficulties.....</p> <p>Poor self esteem.....</p> <p style="text-align: right;">WENSUM </p>	<p><b>Learning behaviours and skill deficits</b> <span style="float: right;">9</span></p> <p><b>Core beliefs/mind-sets/toxic shame</b></p> <p>Learn to get needs met in this way.....</p> <p>Recreates familiar environment (trauma/attachment).....</p> <p>Everybody leaves me I'm not important Nobody likes/loves me.....</p> <p>I'm stupid I always get everything wrong I'm the bad one.....</p> <p>I'm boring I'm ugly I'm always right Everyone is a liar.....</p>

6, 7, 8, 9 Tick all difficulties that apply

## Annex B





Annex C  
**The Five Restorative Questions**

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been hurt or upset?
- What do we need to make this better?

## Annex D

### Behaviour Support Threshold

What are the children doing?	What are the adults doing?
Most children Children are not following The Golden Rules	In class check ins, drive bys and reminders
Children continue to not follow The Golden Rules	Reminders of consequences
	Carry out natural consequence
Those children we know who struggle or... Children who seem upset	Quiet conversation Emotion Coaching Step 1 and 2: I see you are upset. Regulation Station
Children begin to heighten	Offer alternatives: their own strategies or walk and talk, a drink/snack or sensory circuit etc
Children continue to heighten	Stick with alternatives and guide child to calm space away from other children e.g. corridor regulation station, class regulation station or outdoor area
Children continue to heighten	If possible, swap an adult with another that the child may respond to. Make sure you leave an adult with the child and swap to save extra adults and/or leaving other classes short.
Children become unsafe : throwing, hitting, kicking, destructive	Move the child safely, with support if needed to the Safe Space
<p><b>In the Safe Space (last resort - this is a safe space not a pleasant one)</b></p> <ul style="list-style-type: none"> <li>First five minutes is minimal talk, we do not ignore, but this should not be a special time with an adult or time to try to set limits etc.</li> <li>The child is likely to be very heightened so it is a case of keeping them safe and not escalating them further.</li> <li>If a child starts to attack or spit, the adult can say "I can't stay in the room if you do that but I'll be just here (outside the door)" or swap adults.</li> </ul> <p>You can address the behaviour calmly, firmly and briefly, do not engage in an argument, you need to show kind care and not show your feelings.</p> <p style="text-align: center;"> <b>"We use kind hands here" or</b>  <b>"We don't .... here, we follow the golden rules" or</b>  <b>"I am here to keep you (or others) safe"</b>  <b>"We can leave when you are feeling calm"</b> </p> <p>As the child begins to calm, you may be able to distract them (and calm them further) through conversation and then make plans with them to repair.</p> <p><b>Know the child</b> - if repair work or setting limits at this stage would escalate stress response again just concentrate on making sure the child is calm enough to be able to return to class etc - what would help them right now? Limit setting and repair work can take place at a far later time, even the following day.</p> <p style="text-align: center;"><b>Please take time to reflect on the need behind the behaviour today:</b></p> <ul style="list-style-type: none"> <li>Can we give the child what they need before they escalate? <ul style="list-style-type: none"> <li>Does the child actually need a quiet place?</li> <li>Do they want time away from the class?</li> <li>Do they need time with an adult?</li> </ul> </li> </ul>	

# Annex E: Example of an individual Positive Behaviour Plan



## Positive Behaviour Support Plan

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Version of plan: Review Date:</b>
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<b>Areas of strengths:</b>	<b>SEN stage:</b>	<b>Pupil voice:</b>
<b>Motivators:</b>	<b>Areas of Need:</b>	
<b>Presenting behaviours that challenge or cause harm:</b>	<b>Possible triggers:</b>	<b>Positive behaviours we are supporting:</b>
	<b>Possible functions</b>	



**Differentiated measures to promote / support positive behaviours**

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<b>Positive behaviours:</b>	<b>What we will say and do to regulate behaviours and reinforce positives:</b>
<b>First signs of escalation:</b>	<b>What we will say and do to de-escalate/divert:</b>

<b>Behaviours that challenge:</b>	<b>What we will say and do to de-escalate/divert:</b>
<b>Behaviours that harm:</b>	<b>What we will say and do to best ensure safety:</b>
<b>De-escalation and Reflect / Repair / Restore</b>	

Signature of plan co-ordinator.....Date .....

Signature of parent / carer.....Date .....

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



<b>Review date:</b>		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator..... Signature of young person (if appropriate) .....		Signature of parent / carer.....

<b>Review date:</b>		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator..... Signature of young person (if appropriate) .....		Signature of parent / carer.....

<b>Review date:</b>		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator..... Signature of young person (if appropriate) .....		Signature of parent / carer.....

Annex F: Example of an individual Crisis Cycle Plan

