



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

This policy was approved by the Local Governing Body on:-	July 2024
The policy owner is:	Deputy Headteacher
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	July 2025
Policy Version:	V3
Signed by the Chair of the Local Governing Body:-	<i>A Goodson</i>
Signed by the Chair of Trustee Board	<i>John Smith</i>

## **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/Behaviour Lead is responsible for writing, reviewing and approving this behaviour policy. The Headteacher and Senior Leadership Team 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
- Support and work with school staff where there are behavioural concerns

## **1. 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 are 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:**

- ***That all of our children and staff*** feel valued, respected and safe.
- ***That every pupil is*** treated fairly and in a positive way.
- ***That every pupil is given the opportunity to learn and practice positive behaviours***

#### **School Ethos:**

We strive to develop positive relationships with all our children, families and adults through the 'Relational Approach'. All adults in our school model and teach the behaviours that will help pupils be successful learners and future citizens. We promote high standards to provide a safe and positive learning environment through our school code and our school behaviour curriculum: 'The Firside Way'.

Using Emotion Coaching we work alongside pupils to develop their understanding of how to deal with the feelings and emotions surrounding unacceptable behaviour.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their wellbeing and academic engagement. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us this means that pupils are always respectful, responsible, safe and ready to learn. 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 of excellent behaviour. We teach and support pupils to meet expectations while recognising that there may be individual pupils that will need reasonable adjustments and adaptations to our approach.

## **2. School Code**

Our code is displayed in every classroom and around the school. It is central to the work of the school community; constantly promoted and demonstrated in the classroom, playground, assemblies and our curriculum. Through this, our children, our staff and visitors to the school are aware of the vision that underpins our ethos and how we can best achieve this.

Be ready to learn

Be respectful to all

Keep yourself and others safe

We call this 'Ready, Respectful, Safe'.

## **3. The Firside Way (see Appendix 1)**

The Firside Way sets the standards for behaviour around the school. This covers many simple social skills, habits and routines that we as adults can take for granted, e.g. introducing yourself; being polite; listening; moving sensibly around the school and more. The curriculum is sequenced so that knowledge is built over time and is recapped each year. We proactively role-model what we wish to see – based on forming positive habits and routines. We teach the children what positive behaviour looks like – not in the abstract but through purposeful practice. We model, maintain and remind each of these habits every day. We recognise that some children may need to be reminded more frequently and more sensitively than others. Regular reminders for everyone ensure that practice is embedded and everyone understands how the Firside Way is lived across the school.

#### **4. Emotion Coaching (See Appendix 2)**

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. It entails recognising children's emotions, setting limits and sanctions where appropriate and supporting the child to develop more effective behavioural strategies.

#### **5. Adult dos and don'ts for promoting a culture of positive behaviour:**

All members of staff will:

- Follow the principles of Emotion Coaching;
- Remind, model and promote 'The Firside Way'
- Record positive and negative behaviours on Class Charts
- Encourage pupils to have respect for themselves, for their peers and for adults
- Encourage pupils to have a respect for the property of others, including the school's property
- Encourage pupils to be responsible for their own behaviour
- Focus on de-escalation and preventative strategies rather than reactive strategies
- Ensure fair and honest treatment for all pupils
- Encourage the partnership between school and home through the early involvement of parents.

Adults in the school should not shout - nothing is gained by being verbally aggressive or modelling a lack of control.

When reacting to negative behaviour we should:

- Remain calm and dispassionate (i.e., avoiding overly emotional reactions and language to describe behaviour)
- Limit attention on the child by giving corrective feedback in private where possible (i.e., not in full view of the class)
- Deliver a consequence (outlined in Appendix 4) where necessary
- Take time to explain the decision and give the child a chance to 'fix' the situation if appropriate (and in addition to a consequence if required)

For example, we describe the behaviour and its impact on the child and others: "You called x ... and that made x feel very angry/upset. We don't call people names at Firside. You will need to miss some of your play whilst...'

To maintain positive behaviour, adults will:

- Remind children of how we behave at Firside (e.g., 'Remember, we need to use Firside Walking' etc.)
- Start lessons promptly and punctually – empty time leads to misbehaviour
- Have a clear seating plan– make it clear that lessons are about learning not socialising
- Use a lining-up order and ensure children enter and exit the playground and classrooms quietly in a line – this will help create a calm and productive atmosphere.
- Focus on narrating the positive and redirecting behaviour back to learning (rather than giving an audience to inappropriate behaviour)
- Arrive to collect pupils from playtime before the end of play – arriving late leads to unattended lines of children and possible misbehaviour

When communicating, adults will:

- Use a polite, calm tone of voice at all times. A harsh, strident tone is counter-productive producing a negative response in the child. See Emotion Coaching strategies (Appendix 2)

- Focus on the behaviour, not the child
- Use 'we' when talking about expectations: 'At Firside Junior we do not throw pencils'
- Use 'if' and 'then' to clarify actions and consequences, e.g.: 'If you choose to throw that pencil, then you will then miss your play.'
- Follow through on 'if' and 'then' statements made but NEVER make threats which do not follow the school system, including giving class or group sanctions where an individual or individuals are at fault
- Use the language of 'dysregulated' when talking about pupils, rather than 'kicking off', 'acting up' etc.

If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model those mistakes are normal and that we take responsibility for our actions.

All teachers must teach behaviour explicitly through using our behaviour curriculum and practise the expected routines with pupils.

## **6. Rewards, reminders and consequences**

### Rewards:

Teachers will regularly use specific positive praise when identifying positive behaviours - these can be celebrated publicly and privately. Pupils may be awarded for specific successes related to individual learning needs.

Where pupils behave appropriately and follow the school rules, they will be rewarded through the use of Class Charts and/or house-points; recognition of their efforts can also be highlighted in the DREAM assembly. In cases of exceptional positive behaviour, the class teacher may send a postcard home or award a Headteacher's Award.

Achievements outside of school will be celebrated in assembly, the weekly 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.

Reminder 1: Teachers will remind the whole class first (e.g., *'Remember, at Firside we do not talk when the teacher is talking'*)

Reminder 2: If an individual reminder is necessary, the member of staff will move nearer to the child and issue a quiet reminder about the required behaviour. (e.g., *'You are still talking when I am talking to the class. At Firside we do not do that. Thank you.'*)

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

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

If the 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 (see Appendix 3)

Consequences will be considered by a member of staff based on the seriousness of the incident, as well as the child's individual needs and understanding. This may include considering the level of emotional development or if the child has additional needs (including SEND).

When pupils do not meet the expected level of behaviour, staff will respond using the school consequences guidance document (**Appendix 3**).

Where possible all discussions with a child will take place in private and staff will endeavour not to 'publicly shame'. Also, where appropriate, a conversation using the Emotion Coaching framework (**Appendix 2**) should be employed.

Class Charts is the school recording and monitoring system. It is used to record both positive and negative behaviour.

Behaviour contrary to expectations will be recorded on Class Charts and appropriate sanctions 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.
- Conversation with Head of Year
- Discussion with a member of the Leadership Team.

Negative behaviour points are monitored by the Leadership Team. Should a pupil receive 10 or more negative behaviour points in a half-term a meeting may be called to discuss how the individual is behaving in school.

Our school's Behaviour and Emotional Regulation Policy should be sufficient to address negative behaviour for the majority of children.

However, occasionally children will show more challenging behaviour and some pupils may require further provision and intervention. For pupils with higher-level needs, a personalised approach can be implemented to offer support in improving their behaviour. For example, the first step may be an individual behaviour management plan, called a 'Pastoral Support Plan (PSP)'. This is compiled in consultation and with support from staff and parents, to formalise strategies that differentiate from this policy. An exemplar Pastoral Support Plan can be seen in **Appendix 4**.

Teachers should inform the Senior Leadership Team as soon as they become concerned that the child is not responding to their high expectations and is at risk of reaching ten negative Class Charts in the half-term. Senior staff will discuss strategies to reduce the risk of reaching 10 negative Class Charts. If thought necessary, staff may contact parents at this point.

Following the implementation of support strategies, if the pupil then does progress to accruing 10 negative points parents will be called into school for a meeting with the class teacher and a member of the Leadership Team. At this meeting it will be made clear that the behaviour is unacceptable and

that if it continues the child may be at risk of a Fixed Term exclusion. A PSP will be discussed and expectations will be clarified, including agreed approaches from parents and our pastoral team.

Furthermore, if adults are regularly having to apply the school behaviour policy and a child's behaviour is still not improving, the school may feel that the child would be unsafe to attend an out-of-school trip. In this situation, the school will explain this to the child and parent/carer. The school's decision will be final in this circumstance.

For some pupils whose behaviour has not improved after this provision, and has failed to respond to behaviour strategies, the school may decide to issue a Fixed-Term Exclusion.

## **7. Suspensions**

On rare occasions the Headteacher and Senior Leadership Team may feel that a formal process should be activated to remove the child from the school temporarily. Such suspensions are an extreme step and will only take place when long-term misbehaviour is not improving as a result of the strategies above. Very occasionally, an incident may be serious enough to warrant an immediate suspension, e.g.:

- The use of racial or homophobic language when the child is aware of its meaning and impact
- Causing another child significant harm (including emotional, physical, social, racist, sexual, verbal or through cyberbullying)
- Physically assaulting a member of staff
- Causing permanent damage to the school building and property
- When an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of suspension, the pupil and carer will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil in order that they can return to school successfully. Full and comprehensive details setting out the school policy can be found in The Wensum Trust Suspensions & Exclusion policy.

## **8. Permanent Exclusions**

On extremely rare occasions, the school may decide that there are grounds for permanent exclusion of a pupil.

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Full and comprehensive details setting out the school policy can be found in The Wensum Trust Suspensions & Exclusion policy.

## 9. 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, in-game messaging etc.)

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 Pastoral Support 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 relationships
- 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 victim's 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 5 shows the Risk Assessment used for Peer on Peer Abuse.*

## **10. 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.

## **11. 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.

## **12. Physical Intervention using Norfolk STEPs**

Restrictive Intervention and restraint are 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 Pastoral Support 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 Pastoral Support 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 4 shows the template used for the Pastoral Support Plan.*

## **13. 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.

#### **14. 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 4: Pastoral Support Plan**

**Positive Behaviour Management Plan**

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Version of plan: Review Date:</b>
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<b>Brief description of presenting difficult/dangerous behaviours:</b>	<b>Positive behaviour(s) we wish to see / have:</b>
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<b>Differentiated measures to promote / support positive behaviours:</b>
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	<b>POSITIVE behaviours you will see:</b>	<b>What you will say and do:</b>
	<b>DIFFICULT behaviours you will see:</b>	<b>What you will say and do:</b>
	<b>DANGEROUS behaviours you will see:</b>	<b>What you will say and do:</b>
<b>Post incident recovery and debrief measures</b>		

Signature of plan coordinator.....  
Signature of parent / carer.....  
Signature of young person (if appropriate).....

Date .....  
Date .....  
Date.....

## Appendix 5: 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?				

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

**Further Action taken by the school:**

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

## **Appendix 6: 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/carer

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