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

This policy was approved by the Local Governing Body on:-	**11.03.25**
The policy owner is:	**Mrs. J. Philpott, Mrs. R. King & Mrs L. Taylor**
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	**June 2026**
Policy Version:	**V1**
Signed by the Chair of the Local Governing Body:-	**Mr. A. Goodson**

Roles and responsibilities

The Local Advisory Board 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 poor 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 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 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

Introduction

Kinsale 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
- Wensum Trust Suspensions and Exclusion Policy

Our Aims

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

School Ethos

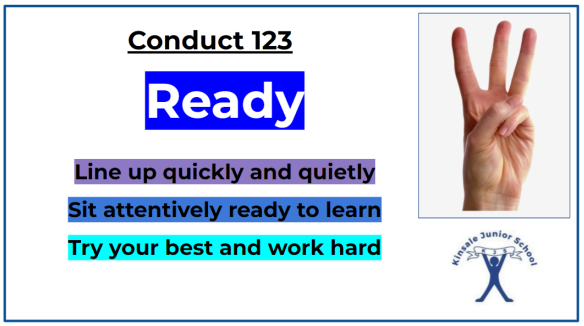
- We want children to understand their own strengths, differences and skills.
- We understand children will not get behaviour choices right all the time. Using Emotion Coaching, we will work alongside them to develop understanding of how best deal with the feelings and emotions behind unacceptable behaviours.
- 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 best to behave, promote high standards and provide a safe learning environment.

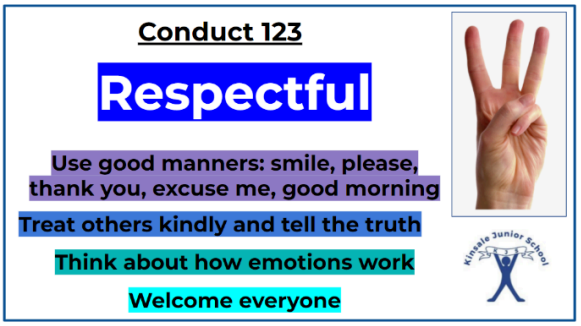
Expectations of Behaviour

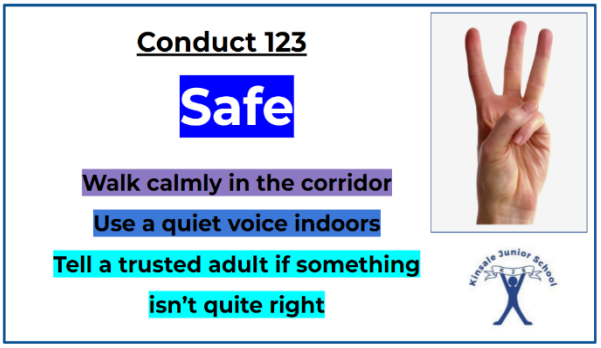
In order to maintain a safe and supportive environment, we will ensure flexibility in our approaches to behaviour to meet the needs of all children. Staff strive to be warm and reflective whilst understanding causes of behaviour in order to positively resolve incidents. We teach and support pupils to meet high expectations and recognise that different children will need adaptations to our approach.

Teaching and Modelling Good Behaviour

- The Code of Conduct is regularly refreshed with the children via assemblies and in lessons
- All staff use the words 'Ready, Respectful, Safe' to signpost pupils and remind them of the Code of Conduct throughout the day
- All staff use the Code of Conduct when setting up routines for their classes which is consistently referred to by all adults around our school
- The 4Ss are taught and used when children are moving around the school to keep corridors calm, quiet and safe for all. The 4s: moving around the school safely, silently, in a single line and with safe hands







Rewards

- Class Chart points are awarded in classes by all school staff
- Star of the Week is announced in Celebration Assembly
- Teachers use positive praise and identify positive behaviours. Children may be awarded for specific successes related to individual learning needs
- Individual achievements, whether in school or external, will be celebrated in assembly or on the school's social media pages

De-escalation

We recognise that children will not always make the right behaviour choices. However, these will be used as important learning opportunities for personal growth. Children will be reminded to be 'Ready, Respectful and Safe' by staff using the relational approaches.

Giving reminders

- Teachers will address the whole class first
- Individual children will be given a quiet reminder
- Adaptations are made as necessary e.g. time for Emotion Coaching, adult support, time out of class etc.
- If the child continues to not meet the expected behaviour standards, a further reminder is given
- If a final reminder is necessary, an appropriate consequence will be issued

Consequences

When pupils do not meet the expected level of behaviour, staff will respond using Emotion Coaching. Discussions with the child will be discreet and aim to support them to understand, regulate and reflect their needs and behaviour. We want children to understand it is natural to feel a range of different emotions.

Consequences will be considered based on the behaviour displayed. Reasonable adjustments will be made according to the level of emotional development or if the child has additional needs.

Behaviour will be recorded on Class Charts and appropriate consequences will be 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.
- A verbal or written apology
- Phone call home to parents or carers
- A restorative conversation with an adult

Emotion Coaching

We use Emotion Coaching as a tool to help children understand, de-escalate, regulate and reflect on their feelings and behaviour.

An important part of Emotion Coaching is understanding that children's responses to situations could present differently particularly when they may be dysregulated. At times, behaviours displayed are not always within the child's control and they will need support to regulate.

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

- **Step 1: We recognise the child's feelings -** 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, and if needed, we set limits:** 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.

Bullying and Cyberbullying

What is bullying and cyberbullying?

According to the NSPCC (2024) 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 (2024) 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. A person can be bullied online and offline at the same time.

The school does not tolerate bullying of any kind. All reports of bullying are taken seriously and carefully investigated.

There are four main types of bullying:

1. Physical (hitting, punching and theft)
2. Verbal (name calling, prejudice or racist remarks, threatening remarks)
3. Indirect (excluding others from a social group or spreading rumours)
4. Cyber bullying (text messaging, email, video calling)

The NSPCC (2024) states signs of bullying may vary and no single sign will indicate that your child is being bullied, but signs 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
- a change in how they are doing at school, including a dip in grades or not handing homework in
- asking for, or stealing, money (to give to whoever's bullying them)
- a change in behaviour, including being nervous, losing confidence, or becoming distressed and withdrawn
- a change in eating or sleeping habits
- bullying others

When we are alerted to indicators of bullying, we act quickly to make sure further occurrences of such behaviour do not happen. We aim to ensure that children attend school without fear. Children are encouraged to speak to their class teacher.

If bullying is witnessed, or reported by staff, children or guardians, the following actions are taken:

1. Listen to all accounts of the incidents of all parties involved.
2. Invite all parties to share and express their views and feelings.
3. Discuss and agree what the expected behaviour should be by all parties.
4. If the unacceptable behaviour continues, consequences will be applied.
5. The Headteacher or Deputy Headteacher will be informed of any instances of bullying and will involve the parents of victims and perpetrators.
6. The Headteacher or Deputy Headteacher will support the class teacher in developing a behaviour plan and seek advice from external agencies if deemed necessary.
7. Persistent bullying will result in an appropriate consequence

6. Peer on Peer Abuse (Including Sexual Violence and Sexual Harassment):

<u>Definitions</u>

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 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 intimated. 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 inappropriate touching
- 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 pentration 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, Kinsale 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 supported to openly talk about their concerns. They are taught how to raise concerns and, where appropriate, information will be shared with the child of how the concern will be dealt with.

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 peer 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 harrassment 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 may 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 harrassment 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.

7. 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. Any restrictive intervention must be based on an assessment that the intervention is likely to cause less harm than not intervening.' (Reducing the Need for Restraint and Restrictive Intervention, 2019).

Staff can use reasonable force to (Use of Reasonable Force, DfE 2013):

- remove a disruptive pupil from the classroom where they have refused to follow an instruction to do
- prevent a pupil behaving in a way that disrupts a school event, trip or visit
- prevent a pupil from leaving the classroom if there is a risk to their safety or leads to behaviour that disrupts the behaviour of others
- prevent a pupil attacking a member of staff or another child, or to stop a fight/altercation
- restrain a pupil at risk of harming themselves through physical outbursts

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 STEPs Lead Professionals trained by Norfolk STEPs at Kinsale Junior School are Mrs Rosie King and Mrs Lucy Taylor.

The school does not require parental consent to use physical intervention. Reasonable adjustments will be made for disabled pupils and those with special educational needs. In the event that a child may need or has received physical intervention, the class teacher and other members of staff working with the pupil will create a Positive Behaviour Plan. The plan will be reviewed by the Headteacher, Deputy Headteacher and/or SENDCo. The plan will then be reviewed in consultation with the parent/carer.

Some pupils 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 the future 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 the event will be reported on the school's safeguarding software (CPOMs). A restorative conversation will take place with the pupil at an appropriate time after the event.

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

8. Suspension and Exclusion:

There may be occasions when a pupil has to complete a piece of work with a member of the Leadership team if they are disrupting their class. If disruptions regularly continue, and despite working with parents/carers, a pupil might be excluded from certain activities.

If behaviour is serious, for example they threaten the health or safety of other pupils or adults, a child might be excluded for a fixed term. Pupils may be placed onto a behaviour plan following their fixed term exclusion. If this poor behaviour continues without improvement, permanent exclusion may need to be considered.

A pupil can be permanently excluded for a serious breach or persistent breaches of the school's behaviour policy and if their being in school would harm the education or welfare of themselves or others.

Permanent exclusion is only used as a last resort and it means that the pupil would no longer be allowed to attend the school.

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:

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 co-ordinator…… Date …….

Signature of parent / carer…… Date …….

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