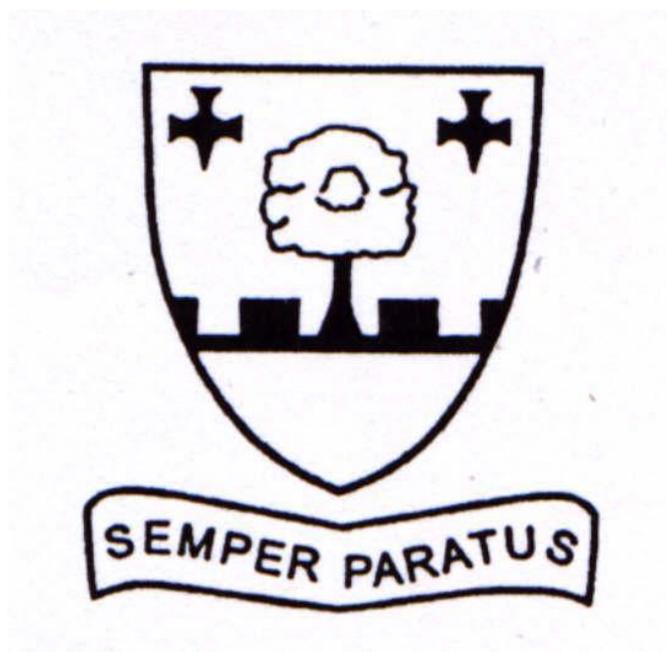
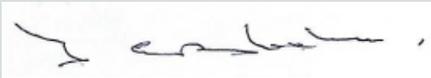


ELMWOOD JUNIOR SCHOOL



BEHAVIOUR POLICY

Approved by committee:	Curriculum	Date: 2.11.22
Approved by name:	C Soar	Issue no: 1
Next review:	Autumn 23	
Signed on behalf of FGB:		
	Date: 30.11.22	

Introduction

It is the expectation for all children to demonstrate excellent behaviour at all times. For Elmwood Juniors to be a calm, purposeful and happy atmosphere in the school where pupils are safe and respect and support each other, where they are free to learn without fear of discrimination, supported by adults who act in their best interests. We hope pupils will show respect for the environment and thrive, make a positive contribution and display respectful behaviour at all times.

This policy aims to:

- Create an excellent learning environment that is a safe, fun and happy place for all children and adults
- Provide clarity for all staff at Elmwood on the effective approach and application of the behaviour policy
- Provide a consistent approach to behaviour management.
- Outline how pupils are expected to behave.
- Outline our system of rewards and sanctions

Philosophy of Behaviour Management at Elmwood Juniors

Children love being in a positive and nurturing environment. By envisioning and encouraging positive behaviour through clear and consistent boundaries children learn how to develop a strong learning behaviour that will set them up for life. A calmer, well behaved learning culture reinforces positive behaviour and develops a positive cycle of success across the school.

How we deal with negative behaviour is within itself a teaching point which can help a child's personal development and ability to avoid poor choices in future.

Some key points

- Children need and love clear boundaries which provide security
- Behaviour expectations need to be very high and consistently explained by all staff
- Children need to understand the why of behaviour and this needs to be articulated by all adults positively
- All staff need to apply the behaviour policy with consistency so that children develop and grow in a safe and secure environment where they can learn from their mistakes, but be encouraged and take responsibility for their own behaviour.
- All rewards and sanctions need to support children to learn and develop
- Sanctions are always an opportunity to learn from mistakes and to change patterns of behaviour through accepting responsibility for their own choices
- The benefits to behaving well far out-weigh negative behaviour
- That children learn that their own behaviour impacts on the whole community
- That we teach the children strategies for when they are struggling emotionally (Zones of Regulation)
- That we teach children how to resolve conflict
- That we promote the values of respect, compassion and kindness
- That we create the right environment that reduces conflict or the need to misbehave
- That children want to be in the classroom, they understand it is a privilege
- The right of children to learn in a safe and positive environment means that children who do not respect the rights of their fellow classmates lose the right to be in the classroom or playground
- All adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other; their example has a significant impact on children.

- An engaging and creative curriculum, a well-managed class and effective teaching methods contribute to good behaviour.

Philosophy of sanctions

- Children need to take responsibility for their behaviour - consistency enables children to understand sanctions are caused by their choices and not an adult's choice. This helps teach the children to take responsibility for his or her own actions and the choices they make. This in turn helps children develop into responsible adults.
- Children need to understand that all behaviour has consequences.
- Children need to be encouraged positively, but also with sanctions when they make poor choices
- Adults need to administer sanctions consistently and as calmly as possible so that the onus is on the child's behaviour and not an adult's feelings.

Working with Parents

It is essential to keep parents well informed about their child's behaviour in school. A positive partnership with parents is crucial to building trust and developing a common approach to high expectations and strategies for dealing with unacceptable or unwanted behaviour.

Parents/carers will be informed at an early stage if any member of staff has concerns about a child's behaviour.

It is principally the responsibility of the class teacher to make contact with parents. Class teachers will monitor and collate records that show when children have been spoken to regarding their behaviour. If the concerns about behaviour continue the children concerned will be discussed with the Year Leader and an appropriate support strategy put in place. The Deputy Head Teacher (Lead for Behaviour) will deal with serious incidents (see section 'Dealing with serious misbehaviour and on-going concerns'). Parents must be made aware, at all times, that it is unacceptable to approach someone else's child to deal with a behaviour issue. All incidents must be dealt with through the school and in accordance with the behaviour policy.

Table of behaviour expectations, rewards and sanctions

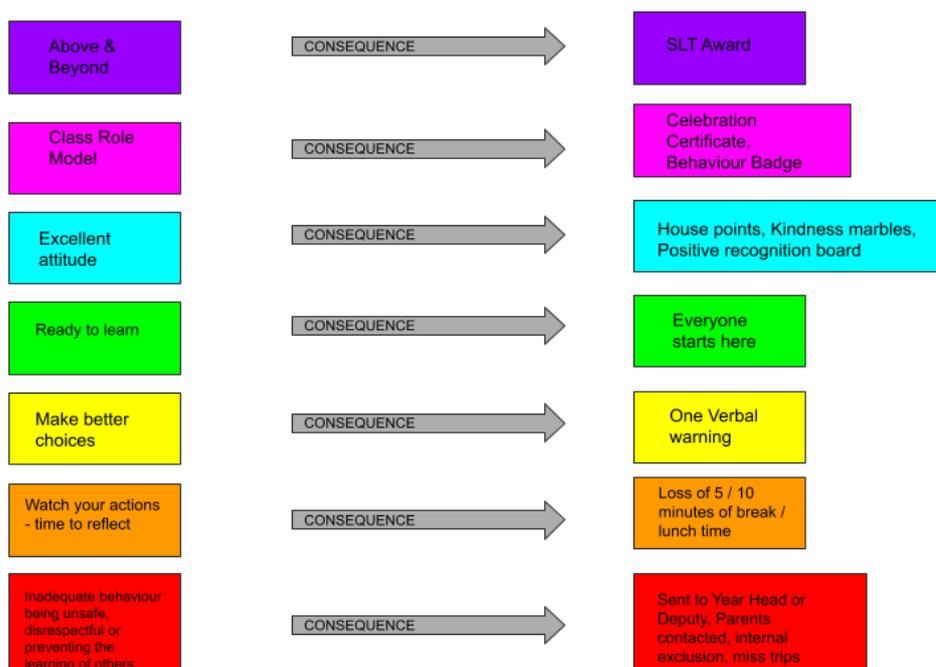
	Classroom	Playground	Around school
Rights Respecting	Every child has the right to learn	Every child has the right to have a safe, fun inclusive playtime	Everyone has a right to move around the school in a safe and calm manner
Expectation	An excellent learning environment High quality teaching and learning Always listen to the teacher Respect every child's right to learn A calm, safe, secure and inspiring environment where	A fun and happy place for all children An inclusive environment where everyone can join in A place where any conflict is successfully resolved quickly, fairly and in a calm manner Always listen to adults No verbal abuse	Always walking down a corridor (no running) Classes need to walk around together in silence and single file All adults and children are polite The lunch hall is calm Children always stay seated in the hall unless allowed to move

	learning is at the heart of everything All adults and children are polite	All adults and children are polite	by an adult
Rewards	Verbal praise Success at learning Positive recognition board Kindness Jar Housepoints Learner Profile certificates Learner Profile Ambassadors MIP Certificates	Behaviour star badge Learner profile badge Housepoints Golden award	Housepoints Golden Award
Consequences	One Verbal warning Loss of 5 minute playtime/lunchtime Increased loss Reflection sheet/conversation	One verbal warning 5 minute time out loss of next playtime Reflection sheet/conversation with adult	Return to starting point Individuals have to practise walking around school in breaktime

Positive Behaviour Management

Rules and behaviour are clearly articulated by all adults on a daily basis with praise and positive recognition on an ongoing basis.

The Elmwood Behaviour Ladder



The Elmwood Behaviour ladder is in every classroom and explains to children exactly where their behaviour is at any given time. This allows for consistency across classrooms and enables children to clearly understand the consequences for their actions whether positive or negative.

Rewards

1. The Positive recognition Board

Sometimes children can seek attention through negative behaviour. This approach counter acts this by only recognising and rewarding positive behaviour within a class.

How does it work?

1. A daily or weekly target is established by the Teacher
2. Childrens names are added to the recognition board as the complete the target
3. An end of day/week reward is provided for those of the recognition board - this may be a small game (no more than 10 minutes), story time or other as chosen by the class designed to motivate and edward the positive behaviour.

2. End of week Elmwood Learner profile awards

These are certificates for children who show the Learner profile attributes during the week, 2 children per class for a specific attribute

Behaviour star badge

Awarded predominately by the LSA's to a child how has shown outstanding behaviour at play or lunchtime

MIP (Most Improved Person) certificates

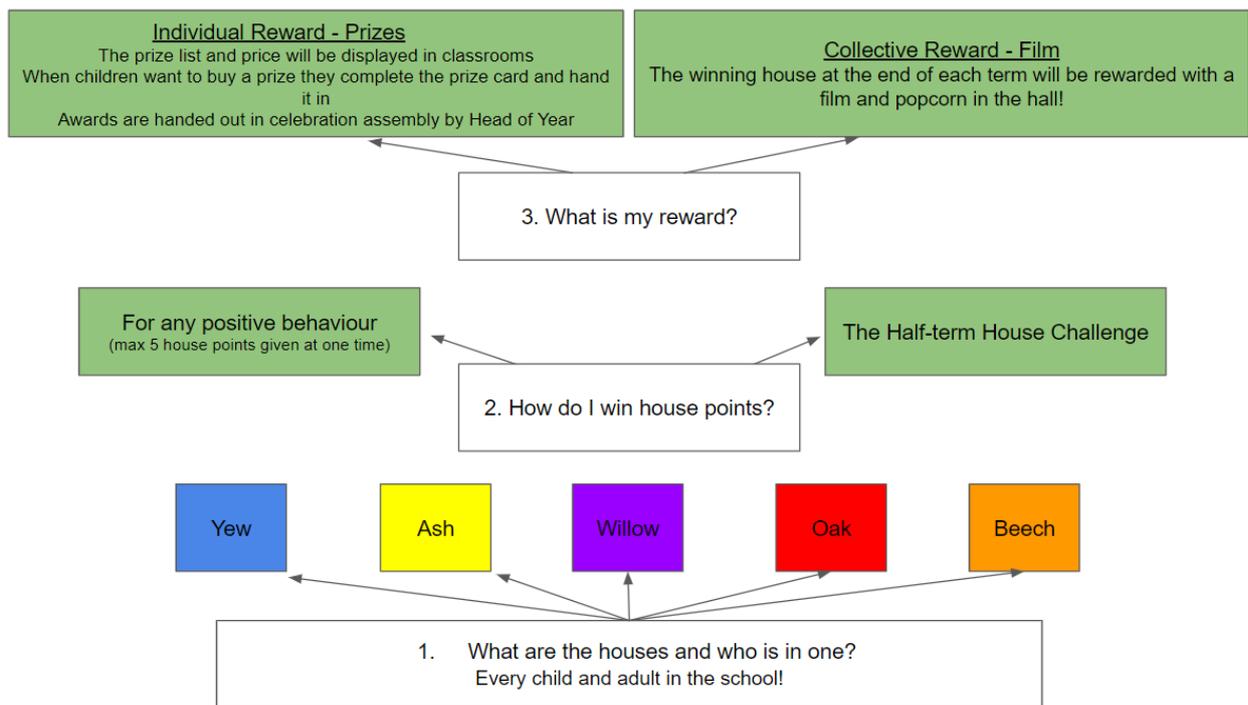
For one children per half term as selected by a class teacher for demonstrating significant effort to improve behaviour or work effort

Kindness Jar

Marbles collected for kindness shown by class members. Once the jar is full a class prize is awarded by the class teacher

House Points

House points can be rewarded by any adult for children that show any positive behaviour in and around the school. House point rewards are individual and collective. When children want to buy a prize they complete the prize card and hand it in. Awards are handed out in celebration assembly by the Head of Year. The diagram below gives more detail on how house points are used.



Gold Reward

An end of term award for all children who behaviour well around the school at lunchtimes and playtimes

Consequences

For low level behaviour

Adults should provide one clear verbal warning - encouraging correct behaviour
If the child repeats the negative behaviour within a lesson then 5 minutes of break time will be lost - which can double after a further warning.

If a child persists with poor choices and is ;

- Preventing the teacher from teaching
- Preventing children from learning
- is acting in an unsafe manner
- Is extremely rude

Sanction - child to be sent to the Year Head, then the deputy if the Year Head is not available. The child will automatically lose their lunchtime or a following full breaktime for being sent out of class. This also results in the parent(s) being contacted.

Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Supporting the behaviour of children with complex needs

The school's Behaviour Policy outlines the expectations of the children and staff. For a small number of children with complex needs, behaviour management needs to have additional considerations to be supportive and successful.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENCo) will work with families and staff to evaluate a pupil who exhibits challenging behaviour to identify whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from external agencies such as the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS), medical practitioners and/or others, to identify or support specific needs.

Support may also include creating a personalised Pastoral Support Plan with families to identify areas of support, specific targets and strategies to support behaviour and will be reviewed with the child and parents/carers on a regular basis

Dealing with more serious misbehaviour and on-going concerns

In the event that misbehaviour continues the child should be sent with an adult to the Head Teacher, Deputy Head Teacher or a senior member of staff. Alternatively, a pupil or LSA should be sent to the office where an available member of the SMT will collect the child from class/ the playground. An incident sheet should be completed in these instances and then the Class Teacher or member of SMT will inform the Parents/ Carers.

When a child's behaviour is causing on-going concern, the Class Teacher will:
-Meet with the HT/DHT/SENCO to discuss further strategies. These may include:

1. In school support (e.g. ELSA or a pastoral support plan).
2. Involvement of outside agencies.
3. Internal exclusion.
4. Reduced timetable
5. Fixed term exclusion.
6. Permanent exclusion.

Exclusions

There are fixed term and permanent exclusions. The Head teacher will carefully follow the procedure set out in the exclusions policy, which is designed to ensure fairness and consistency in the handling of exclusions.

Whenever the Head teacher excludes a child, the Parent/Carer will be notified immediately, ideally by telephone and followed up by the official paperwork. This will state the dates of the exclusion, the reason for the exclusion, the parents' rights to make representations about the exclusion, the person whom the parents should contact if they want to make such representations, the school days the parent is required to make sure the child is not in school and the arrangements to meet the parents and child to discuss and agree the return to school.

The Head teacher must report all exclusions to the local authority. The Governing Board is also informed.

Playground Behaviour

When an incident occurs in the playground at lunch time or break time, the staff member supervising that area is responsible for informing the class teacher of the situation so the class teacher can move the child's name accordingly along the class display board and record anything, if necessary, on the child's passport. If a serious incident occurs, the procedures explained in the 'How does it work?' (see page 4) should be followed.

SLT should be made aware if serious incidents of unacceptable behaviour occur on the playground. This allows us to see if there are patterns emerging e.g. if certain children are repeatedly having incidents on the playground. The SLT team will decide on appropriate support/intervention needed for the child/ren.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

-Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Roles and responsibilities

The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (see appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board. The Headteacher will also approve this policy. The Headteacher will ensure that the 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

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

Monitoring

The Deputy Head Teachers will monitor behaviour on a regular basis and follow up on-going concerns about the behaviour of particular children. The DHTs and SENCO will offer support and advice when requested and will attend meetings with parents/carers when necessary.

We have carefully considered the impact of this policy on all particular characteristics as part of our ongoing process to ensure it is fair and does not prioritise or disadvantage any pupil. This is in line with the Equality Act 2010.

APPENDIX 1

Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

Exclusions will only be used as a last resort, we follow Croydon exclusions guidance and this document outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

APPENDIX 2

Restorative Approach

In dealing with conflict situations we adopt a restorative approach to encourage children to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community which surrounds them.

This approach is a way of resolving conflict and promoting reconciliation. It focuses on enabling young people to take responsibility for their actions by making them aware of the harm that has been caused and empowering them to repair damaged relationships. This approach involves listening to children and helping them to identify the feelings and thoughts that lay behind their actions. The children are then supported in identifying the impact that their choice had on others.

The Restorative Approach does not rule out punishment. It simply looks at the problem from a different perspective. Its focus is on the harm that has been done and how it can be repaired. This approach has been proven to be more effective for ensuring sustained improvements in children's behaviour than the traditional punitive method which assigns blame and distributes punishment.

All staff can use restorative questions in order to structure a discussion with a pupil about an incident.

Restorative Questions

1. What happened?
2. Who has been affected?
3. How can we involve everyone who has been affected in finding a way forward?
4. How can we do things differently in future?

The question 'Why did you.....' is to be avoided

What do you need when you've been harmed?

An apology and amends made
An empathetic listener
A chance to talk
Have my voice heard
The other person to understand
To be respected
To be allowed to have emotion
Support and positive reinforcement
To be able to problem solve
To draw a line underneath it

What do I need when I've harmed someone else?

A chance to explain and apologise
Time to put things right
To feel better about it
To be forgiven
To get back on friendly terms
To reassure them/myself it won't happen again
To make it up to them

APPENDIX 3

HOW WE WILL SUPPORT OUR BEHAVIOUR POLICY

- All adults will praise positive behaviour
- Use of 'Restorative Approach' questions to ensure that child takes responsibility for their actions and to raise awareness of how their behaviour has affected others

- House points – awarded for good work, attitudes and behaviour in the classroom and around the school by all staff. Total points collected weekly by house captains and shared in assembly
- Circle time – to encourage everyone’s views and ideas, to promote a more caring and supportive environment
- Be positive e.g. ‘Tell a good tale.’ This may be particularly useful after lunchtimes
- School Council - children will take an active part in supporting the Behaviour Policy. They will have opportunities to discuss the policy and offer suggestions on how to implement and improve the policy.

APPENDIX 4 STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

- **Be positive**
Positive reinforcement of desired behaviours is more effective than naming of undesirable behaviours
e.g. ‘*Thank you for walking*’ is more effective than ‘*Don’t run*’
- **Catch them being good**
Be vigilant and spot the positives. Verbal praise that is specific to the behaviour gives the pupil valuable feedback
e.g. ‘*I like the way that you are sitting. Well done.*’
- **Be fair**
Be consistent with any rewards and sanctions that are applied. Once the sanction is completed reinforce the fresh start that the pupil is making.
- **Be equitable**
Some children demonstrate behaviours that are ‘unacceptable’ as a result of SEN or disability. They will need specific support and teaching in order to understand what others of their age already comprehend. In order to be equitable these children may need more time than other pupils. Some children display different behaviours as a result of different cultural values.
- **Take time**
If an incident occurs, take time to find out what happened, to think and assess. This avoids ‘jumping to conclusions’. Listen to all sides and ensure that all children have an opportunity to speak. – RESTORATIVE APPROACHES
- **Be calm**
At all times, maintain calm, positive Board language and tone of voice.
- **Be proactive**
Support all children in the school by celebrating positive behaviours and challenging negative choices.
- **Use the language of choice**
This empowers children and avoids a confrontation where the pupil has no control.
e.g. ‘*You can complete your work at this table or this table. Where would you like to work?*’
- **Repeat instructions**
Repeat the requested behaviour calmly but assertively using open board language.
- **Give a time frame**
Use the ‘When you.....then you.’ phrase to ensure that the pupil understands what the expectations are.
e.g. ‘*When you complete three sentences then you may go out to play.*’
- **Differentiate**
Know how each pupil is progressing with their learning and match the teaching content to their needs.
- **Planned ignoring**
This would be used for low-level misbehaviour and might involve:
 - Praising adjacent children whilst ignoring those children behaving inappropriately.
 - Avoiding eye contact, seeking answers from those children putting their hand up.

- Discussing with the child why they are being ignored.
- Discussing with the class why a particular child is being ignored.
- **Non – verbal signals**
This might include:
 - looking in the direction of the noise
 - clicking fingers
 - eye – to – eye contact
 - shaking head
 - facial expressions
- **Proximity control**
This might be used to de-escalate conflict or inappropriate behaviour
 - teacher moves nearer the pupil
 - pupil is moved nearer the teacher
- **Effective Reprimands**
Staff should be aware of the way any reprimand is delivered. Shouting should be regarded as an exception. The occasional raised voice when the child / class are normally quiet is more effective.
When reprimanding a child, it is expected the teacher will:
 - Know the child. Reprimands should be appropriate to the age, character and understanding of the individual child.
 - Be reasonably close to the ‘target’ child. Where possible avoid blanket, whole class reprimands. Encourage the child to be ‘self-critical’. This might be done orally or in written form.
 - Deliver the reprimand calmly, firmly and with confidence. With older children in particular, it might be better to speak to the child away from their peers.
 - Be clear and specific about the facts and the points you wish to make. Give the child the opportunity to explain their point of view. Don’t get involved in arguments. Don’t let the child talk while you are talking.
 - Make sure the children are clear that it is the inappropriate behaviour that is unacceptable, not the child. We should be aware of what is said when reprimanding a child. The reprimand should be related to their behaviour. We should encourage the child to take responsibility for their actions. Explain carefully why the child is in trouble and the behaviour that would have been appropriate.
 - We should be aware of the situation where the reprimand is given. Reprimands should not intentionally humiliate a child.
 - We should avoid the use of emotive language e.g. idiot, stupid.
 - Be clear and specific when discussing with the child their inappropriate behaviour, giving them clear ideas on alternative types of behaviour.
 - Insist on eye contact with the child.

APPENDIX 5

Behaviour and being a rights Respecting School

To support our aims Elmwood Junior School is a UNICEF Rights Respecting school with the values of the Convention on the Rights of the Child (CRC) at its heart and these are embedded into the ethos and curriculum of the school. All members of the school community learn to use the language of rights and respect. It is our aim that, through the Rights Respecting agenda, pupils are empowered to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights, pupils also learn about the importance of respecting the rights of others.

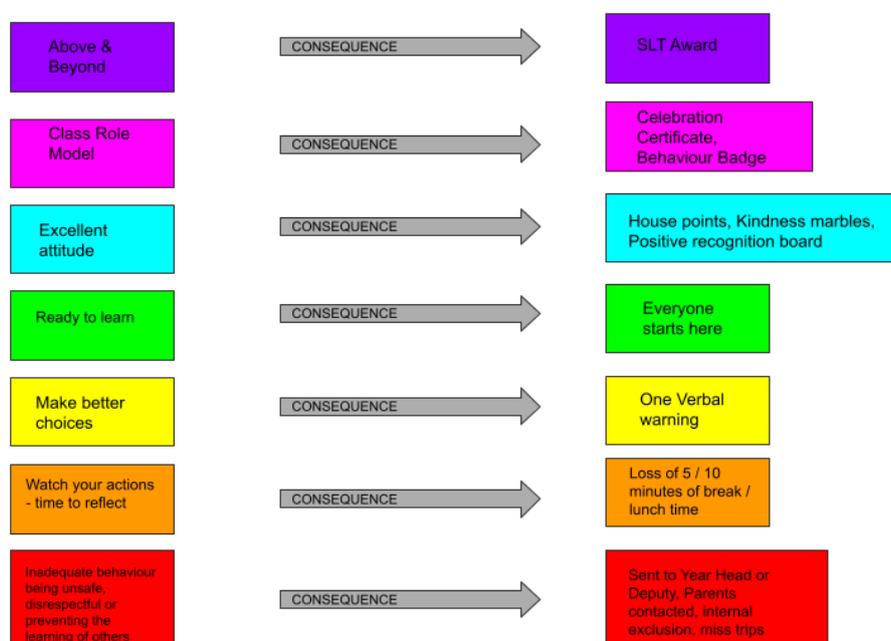
The school community has chosen 5 Rights from the Convention which have particular relevance.

These are:

1. THE RIGHT TO A CHILDHOOD
2. THE RIGHT TO BE EDUCATED
3. THE RIGHT TO BE HEALTHY
4. THE RIGHT TO BE TREATED FAIRLY
5. THE RIGHT TO BE HEARD

These 5 Rights are displayed throughout the school and enshrine many of the 54 Articles included in UNCRC (United Nations Convention on the Rights of the Child). Knowledge of these Rights empower pupils to develop positive relationships founded on dignity and a mutual respect for rights and pupils are included and valued as individuals.

APPENDIX 6 - The Elmwood Behaviour Ladder



APPENDIX 7 Restraint and Physical Intervention

Elmwood Junior School encourages pupils to make positive behaviour choices. However pupils sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff.

Our restraint procedure is based upon the following principles:

- Physical intervention is used only as a last resort when other appropriate strategies have failed.
- Any physical contact is only the minimum required.
- Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- Incidents are recorded and reported to the Headteacher.
- Parents are informed of each incident.

THE LEGAL FRAMEWORK

Section 93 of the Education & Inspections Act 2006 allows teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline.

All members of staff who can use reasonable force have a legal power to use it. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. When possible, restraint will not be used.

The DFE Guidance 2013 on 'Use of reasonable force' states that schools can use reasonable force to: » remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event, trip or a visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment. It is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force, as is reasonable given the circumstances, to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned under the school rules. A search will always be carried out by a member of staff of the same sex as the pupil, and staff will always conduct a search with another member of staff present. This is to safeguard the child and staff member against complaint or accusation.

OUR APPROACH

We aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate. Staff exercise their own professional judgement in situations which arise within the above categories. Staff act within our school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Once again it is stressed that physical intervention is only used when all other strategies have failed to have the desired effect on a pupil's behaviour.

NB It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They therefore take reasonable action to ensure the safety and well-being of all pupils. This being said staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

USE OF PHYSICAL RESTRAINT OR INTERVENTION

Physical restraint is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It never takes a form which could be seen as punishment. Staff are only authorised to use reasonable force in applying physical restraint i.e. only applying force necessary to stop or prevent danger should be used, in accordance with the guidelines below. In all circumstances, alternative methods are used as appropriate with physical intervention or restraint a last resort.

In the exceptional circumstances when physical restraint or intervention becomes necessary, staff

DO:

- Summon help / involve another member of staff if possible
- Continue to talk to the pupil in a calm way
- Use simple and clear language
- Tell the pupil what s/he must do for them to remove the restraint (this may need frequent repetition)
- Use the minimum force necessary
- Be aware of any feelings of anger
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax the restraint in response to the pupil's compliance

DON'T:

- Try to manage on your own
- Stop talking even if the pupil does not reply
- Act in temper
- Allow a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Use physical restraint or intervention as a punishment
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

ACTIONS AFTER AN INCIDENT

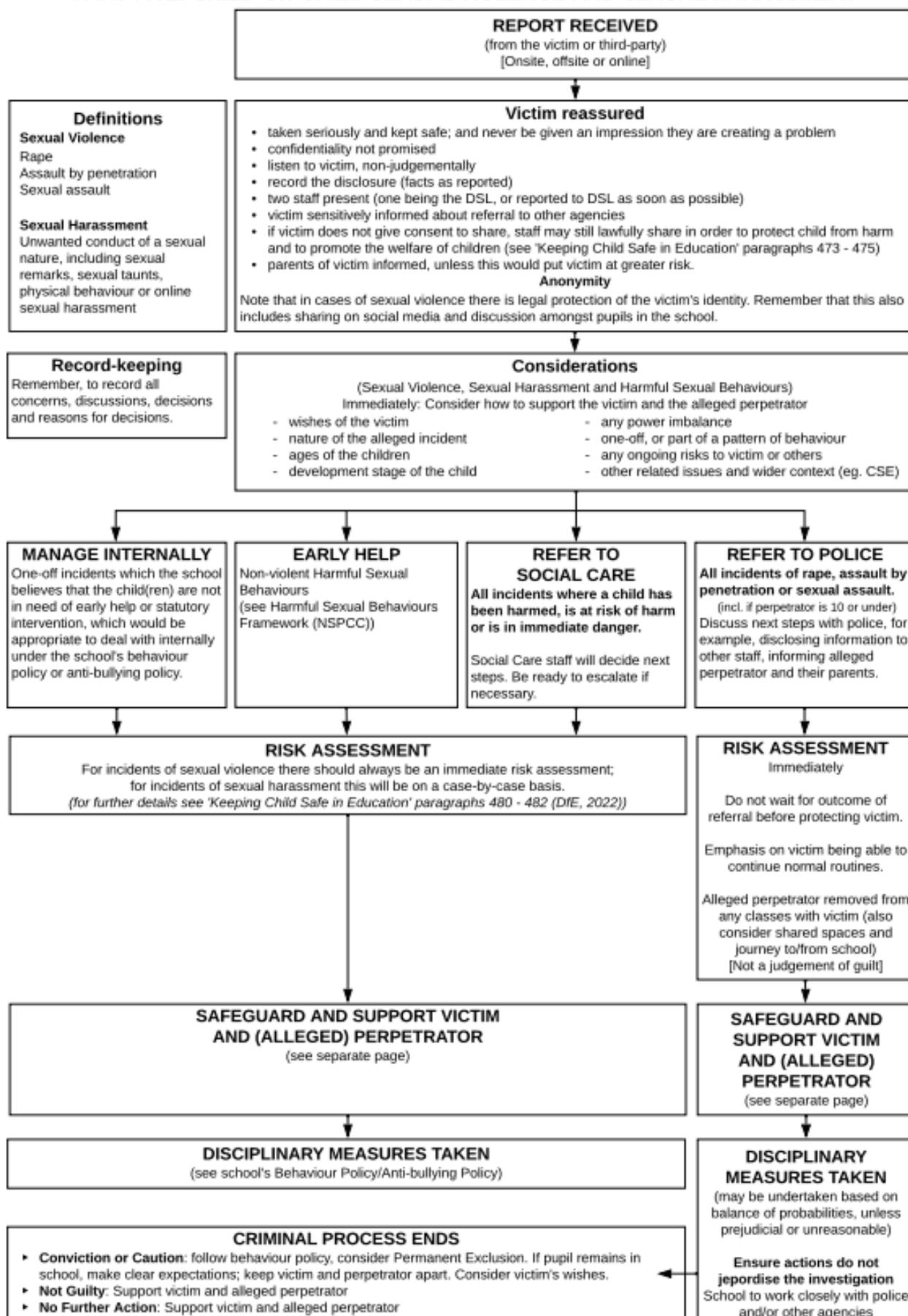
Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Headteacher is informed of any incident as soon as possible and takes responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff debriefs the pupil concerned: the debrief includes consideration of the circumstances that precipitated the incident and exploring ways in which future incidents can be avoided. Any other individuals involved in the incident are offered support. Behaviour incidents are logged on CPOMS.

A member of the teaching staff contacts parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

APPENDIX 8

Flowchart for procedures to follow upon receiving a report of child on child sexual violence / sexual harassment

***PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**



Source:

*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart

APPENDIX 9 Zones of Regulation

The Zones of Regulation curriculum has been introduced across Elmwood Junior School to support pupils' emotional regulation to gain skills in consciously regulating their actions, increased control and problem solving abilities.

The Zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

Self-regulation is the ability to monitor and manage emotions, thoughts, level of alertness and behaviours in ways that are acceptable and produce positive results such as well-being, positive relationships, and learning.

By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the curriculum is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® concepts and numerous visuals to teach pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

The goals of the Zones of Regulation is to teach pupils:

- To identify their feelings and levels of alertness
- Effective regulation tools
- When and how to use the tools
- To problem solve positive solutions
- To understand how their behaviour influence others' thoughts and feelings
- And ultimately move to independent regulation.

The Four Zones

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, or nervousness and other states (such as wiggly or sensory seeking) when in the Yellow Zone.

The Red Zone is used to describe extremely heightened states of alertness or very intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or panic when in the Red Zone. A person is described as “out of control” if in the Red Zone.

It is important to note and reinforce that everyone experiences all the zones at one time or another and that the Yellow and Red zones are not ‘bad’ or ‘naughty’. The Zones of Regulation is intended to be neutral and not project judgement when helping pupils to recognise their levels of alertness and feelings.

In the Zones activities, students learn how to use strategies or tools to stay in a zone or move from one to another. Pupils explore calming techniques, cognitive strategies and sensory supports so they will have a toolbox of methods to move between the zones.