WHITMORE PRIMARY SCHOOL AND NURSERY

BERLESDUNA ACADEMY TRUST

WHITMORE
PRIMARY SCHOOL AND NURSERY

Behaviour Policy

This policy will be reviewed:	September 2027
This policy was ratified by the Local Governing Body:	September 2026

Appendix 1: Written Statement of Behaviour Principles

Appendix 2: Risk Calculator

Appendix 3: Conscious/Sub-conscious Behaviour Checklists

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Appendix 10: Touch Policy

Appendix 11: Incident Form

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Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable, or detrimental, behaviour, including bullying (see Anti-Bullying Policy)
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- Essex Therapeutic Thinking training
- DfE Mental Health and Behaviour in Schools (Nov 2018)

- Understanding and Supporting Behaviour – Safe Practice for Schools and Educational Settings. Guidance for Schools (Spring 2021) – Essex Safeguarding Children Board (ESCB)

This policy complies with our funding agreement and articles of association.

Roles and responsibilities

The governing board

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

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour 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 and valued 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

Therapeutic Approach to Managing Behaviour

A therapeutic approach is defined as ***an approach to behaviour that prioritises the positive experiences and helpful feelings of everyone within the dynamic.***

We classify behaviour into 3 types:

- Valued
- Detrimental dangerous
- Detrimental difficult

Valued behaviour is defined as:

Behaviour that is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Detrimental *dangerous* behaviour is defined as:

Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Behaviour that causes harm or injury to an individual, the community or to the environment

Detrimental *difficult* behaviour is defined as:

Behaviour that violates the rights of another person

Behaviour that is anti-social, or detrimental to others, but not dangerous.

The following are examples of the types of *valued* behaviours that we see in school and how adults respond

Examples of Valued Behaviours	Adult Responses
Putting their hand up. Asking for help when they need it. Working with a peer. Walking inside the school building. Starting their work or completing their work independently. Helping a peer with their learning. Holding doors open for each other and for adults/visitors. Using 'please' and 'thank you'. Showing kindness to a peer on the playground e.g. if they hurt themselves or do not have anyone to play with that day. Tidying up in the classroom and in the playground. Offering to help others. Showing a 'growth mind-set' and resilience when attempting challenges. Being honest and taking responsibility for their own actions. Making a positive choice if they find themselves in a situation where they may be getting angry or anxious. Making a good choice if someone else is encouraging them to do something they know they should not do – resisting peer pressure. Using equipment sensibly. Staying at their work station when they have been asked to do so. Participating in an adult-led game with their peers. Coming in from the playground when asked to do so.	We are always looking to 'catch them getting it right'. We generate positive and helpful feelings in pupils whenever we can as these then lead to valued behaviours. By responding positively to valued actions, we are making these behaviours more 'powerful' than detrimental ones, especially if the purpose is to gain attention. Types of responses include: '(Name) well done for….' '(Name) I noticed you were…. well done' '(Name) it made me happy when I saw you…. that can be difficult to do sometimes, thank you' '(Name) thank you for… that really helped them/me today'

The following are examples of the types of *detrimental* behaviours that could be seen in school and how adults will respond:

Examples of Detrimental *Dangerous* Behaviours	Adult Responses
Hitting a member of staff Spitting Swearing **at** another person Wilful damaging of property Throwing items at an adult Throwing or tipping equipment and/or furniture. Repeated and persistent refusal Leaving the classroom/running off around school site Persistent rudeness including name calling to adults Intimidating other pupils Hiding under or in furniture Climbing up trees or onto roofs Hurting other children on purpose (depends on severity of incident and may be escalated prematurely e.g. a child makes an unprovoked attack on another child) Deliberate use of offensive racist or homophobic language Sexualised behaviour and use of language that is not age appropriate (as defined by Brook Traffic Light system) Threatening (verbal or through actions) use of a prohibited item or object that could cause significant physical harm (e.g. knife, scissors) Bringing prohibited item into school with the intent to cause harm	Use of de-escalation scripts: • Child's name • I can see something has happened • I am here to help • Talk and I will listen • Come with me and… Give pupil time and space to calm down safely Ensure all pupils are safe and away from any behaviour they may find distressing or potentially harmful Use of de-escalating body language: • Distance • Height • Relaxed hands • Standing to the side Staff try to never miss an opportunity to de-escalate rising anxiety by analysing the purpose of the behaviour. Consequences given in-line with Consequence Chart below **only when the child is no longer in crisis and anxiety levels have reduced to a level where the child can discuss and reflect on their actions.**

Examples of Detrimental *Difficult* Behaviours	Adult responses
Disturbing others when they are learning through talking, touching them or their equipment, deliberately making noises. Low-level work avoidance – wandering around the classroom, regular requests to go to the toilet/sharpen pencil/get unnecessary equipment/ wash hands/get drinks Using equipment inappropriately or playing with objects they should not have Reluctant to start or complete work Rudeness/not showing respect to peers or adults E.g.: • Calling out/shouting across the classroom • Talking when other people are talking • Use of negative comments/putdowns • Laughing at other's mistakes or discomfort. Specific to Play/Lunchtime - Repeated (after a warning) rough play - Misuse of school equipment - Name calling - Running in areas out of bounds	It is recognised that different pupils respond better to different approaches and a range of classroom management strategies can be used effectively as a pre-cursor to prevent escalation of behaviour. These methods work well when the staff member and pupil have built a positive relationship: • Use of humour (never sarcastic or belittling) • A stern look • Direction towards a learning prompt/different activity • Further explanation of the activity and checking understanding of activity or learning • Distraction • Proximity praise • Positive reinforcement • Rearranging seating position Vigilance, staff/pupil ratios. range of activities and staff positioning allow us to take a preventative approach initially using: • distraction, • engaging in different type of play, • intervening and re-directing if play can be seen to potentially escalate to harmful, dangerous or misunderstanding Use of firm tone and precise language. Where possible speak directly to the child in close proximity as opposed to a public instruction across the room. At an appropriate time, talk to the pupil about the impact of their actions on the feelings and learning of others. Encourage self-reflection and empathy and explore what the pupil could do differently in the same situation. Give clear instructions with reminder of consequence. We use a four-step process: 1) **A** warning (only one, not lots of chances) 2) Give explanation 3) Deliver exact moment behaviour 4) State the consequence Example… 1) (Name) this is your warning. 2) Your behaviour is stopping other children from learning. 3) Stay in your seat 4) Or you will not earn the Carrot point for this session. Use of limited choice – give pupil two options • Put the pen on the table or on the box • Put the toy in your bag or on my table • Are you starting your work with the words or the pictures?

When giving pupils direction in school, we are careful to:

- Use positive phrasing – tell the pupils what behaviour is expected as opposed to what they should not be doing
- Phrase instructions as instructions and not as questions
- Ensure the tone of voice is appropriate for instructions – low pitched and calm
- Make sure the language used in the instruction is clear and precise, particularly for younger pupils and those with SEND. It is important the instruction is not lost within lots of complicated or unnecessary language
- Use the child's name first to gain their attention

Examples of the above are

- (Name) put the pen on the table
- (Name) walk in the corridor
- (Name) stay seated in your chair

Staff plan to teach and respond to valued behaviours.

Staff spend time analysing the purpose of behaviours. This leads to a focus on de-escalation and preventative strategies rather than focusing on reactive strategies.

If there is a need for further action, then this would take the form of consequences.

Consequences

- A conclusion derived through logic
- Something that logically or naturally follows from an action

Consequences are different to punishments as they seek to help the child understand rather than forcing them to comply. They have far greater long-term benefits to the child and everybody in the dynamic.

We separate consequences into two types:

Protective consequences:

- Removal of a freedom to manage harm

e.g. Increased staff ratio, limited access to outside space, escorted in social situations, no availability of minibus/car, differentiated teaching space, exclusion

Educational consequences:

- The learning, rehearsing or teaching so the freedom can be returned

e.g. Completing tasks, rehearsing, assisting with repairs, educational opportunities, research, conversation and exploration.

For a consequence to be valid, there should be a clear reason for our response.

The vast majority of pupils display valued behaviours the vast majority of the time.

Consequences for when detrimental behaviours are displayed are:

AMBER (Detrimental Difficult Behaviours) CONSEQUENCE CHART

Consequences are hierarchical and designed to give pupils time away from the situation to reflect, calm down and change their current pattern of behaviour:

In class	Lunch/Playtime
If class management strategies are ineffective or pupil has shown a lack of respect to peers or adults: **Step 1**: Warning – children to be redirected to the class/teacher expectations. **Step 2**: Reception and Nursery – Thinking Spot for 2 minutes KS1 and KS2 - Children who are showing dysregulated behaviour may be given the opportunity to have a short 'regulation time' to allow them to reregulate before returning to learning. If a child is given time to regulate and returns to learning successfully, they may still receive their carrot for the session. **Step 3**: No Carrot earnt for that session **Step 4**: Class move – for the rest of the session. Within own phase wherever possible. Parents to be informed by class teacher at the end of the day. **Step 5**: If behaviour continues in another class or when the child returns to own class then a member of SMT will be consulted and this becomes an internal exclusion - classroom staff/Pastoral Support Assistants will manage this. Internal exclusion takes place in another classroom for a 1/2 day period. This may take place out of a classroom, if the pupil has a 1:1 and would find it distressing to go into a different class. **Step 6**: Failure to comply with an internal exclusion – a member of SMT will be called for and pupil will complete an isolation exclusion. This takes place in a room with a Pastoral Support Assistant or member of SMT. Pupil is away from peers/other children but not left alone. If initial incident is deemed severe enough, a child may be sent on a class move without going through steps 1 and 2. If a child has exhibited work avoidance behaviours, they may be asked to spend time at break or lunch completing their work to a satisfactory standard.	If playground management strategies are ineffective or pupil has shown a lack of respect to peers or adults: Step 1: Warning Step 2: 5 - 10 minutes walking with a Midday. Step 3: No Carrot earnt for lunchtime. Step 4: Reflection Room either same day or next day if during lunchtime, or consequence decided after lunch has finished - parents to be informed by the class teacher. Step 5: 3 reflection room visits within a half term: a half day internal will be given; parents will be contacted by FSO. Intervention to take place with a Pastoral Support Assistant. Step 6: Another 3 reflections after the initial 3 will result in a whole day internal exclusion; parents will be contacted for a meeting by a member of senior staff which could result in the child not being allowed out for play/lunchtimes for an extended period. If initial incident is deemed severe enough, a child may be given a reflection without going through steps 1 to 3 by Senior Midday Assistant.

The following behaviours are complex and the consequences are determined on a case-by-case basis. The context and circumstances are always carefully considered before a decision is made

RED (Detrimental Dangerous Behaviours)	Consequence
Hitting a member of staff	• Fixed term suspension • Permanent exclusion to be explored if behaviour continues
Spitting Swearing directed towards a person Wilful damaging of property Throwing items at an adult	• Internal 1/2 day –SMT to sanction • Internal whole day - SMT to sanction • Isolation internal 1/2 day - SMT to sanction • Isolation internal 1 day - SMT to sanction • Isolation internal more than 1 day - SMT to sanction • Fixed term suspension – RW to sanction, the number of days will depend on the context of the behaviour.
Repeated and persistent refusal Leaving the classroom 2nd time rudeness including name calling to adults	• Internal 1/2 day –SMT to sanction • Internal whole day - SMT to sanction • Isolation internal 1/2 day - SMT to sanction • Isolation internal 1 day - SMT to sanction • Isolation internal more than 1 day - SMT to sanction • Fixed term suspension – RW to sanction, the number of days will depend on the context of the behaviour.
Hurting other children on purpose (depends on severity of incident and may be escalated prematurely e.g. a child makes an unprovoked attack on another child)	• Reflection that day or next day (if a lunch or breaktime incident) – all staff can authorise • Internal 1/2 day –SMT to sanction • Internal whole day - SMT to sanction • Isolation internal 1/2 day - SMT to sanction • Isolation internal 1 day - SMT to sanction • Isolation internal more than 1 day - SMT to sanction • Fixed term suspension – RW to sanction, the number of days will depend on the context of the behaviour.
Sexualised behaviour and use of language that is not age-appropriate (as defined by Brook Traffic Light system)	Member of staff trained in the use of Brook Traffic Light system uses it to determine the action taken. If it is the first time or the pupil is in KS1 or EYFS there may be an educational consequence in the first instance with a Pastoral Support worker. If the pupil is in KS2 or has displayed the behaviour before: • Internal 1/2 day –SMT to sanction • Internal whole day - SMT to sanction • Isolation internal 1/2 day - SMT to sanction • Isolation internal 1 day - SMT to sanction • Isolation internal more than 1 day - SMT to sanction • Fixed term suspension – RW to sanction, the number of days will depend on the context of the behaviour.
Racist/Homophobic language	If first time and pupil is Yr3 and below • educational consequence with Pastoral support worker, learning why it is inappropriate and not acceptable behaviour If has happened before or pupil is Yr4 or above • Internal ½ or whole day – SMT to sanction • Isolation internal 1/2 day - SMT to sanction • Isolation internal 1 day - SMT to sanction • Isolation internal more than 1 day - SMT to sanction • Fixed term suspension – RW to sanction, the number of days will depend on the context of the behaviour.
Threatening (verbal or through actions) use of a prohibited item or object that could cause significant physical harm (e.g. knife, scissors) Bringing prohibited item into school Bringing prohibited item into school with the intent to cause harm to school community	• Fixed term suspension – RW to sanction the number of days will depend on the context of the behaviour. • Permanent exclusion – RW and CF to sanction Note about searching and confiscation: Where staff have reasonable suspicion to suspect that a pupil has a prohibited item in their possession and need to conduct a search of their person or property, we follow the guidance provided in the DfE's Searching, Screening and Confiscation document, which can be found here.
Leaving the school premises without permission	• Internal whole day – SMT to sanction • Isolation internal whole day – SMT to sanction • Fixed term suspension – RW to sanction – number of days will depend on context of incident • Permanent exclusion – RW and CF to sanction

Sequence of events when giving consequences to children:

A classroom / playground incident form is always completed by the adult involved in the incident where a child is having a consequence. All information on the form is completed with accurate, factual information. The incident is fully investigated to ensure all consequences are fair.

In the first instance, the class teacher or senior midday assistant is informed about the incident; all staff refer to and follow the behaviour policy.

Consequences are given using the red and amber behaviour charts. Advice is sought if you the member of staff is unsure, which supports with consistency and fairness.

The consequence is written on the incident form.

The class teacher is informed and it is their responsibility to talk to parents at the end of the day.

All internal suspensions are agreed by a senior member of staff. That member of staff signs the incident form and completes the internal suspension form which goes to the FSO or another member of the office staff to call parents. Senior leaders may also call the parents. The FSO adds the internal suspension to SIMs.

All completed incident forms are uploaded onto CPOMs and the Pastoral Support team alerted. The forms go onto each child's file who has been involved in the incident whether they are the perpetrator or the victim, this helps to see patterns.

If there is any further information from the incident, including notes from face-to-face meetings, telephone conversations or emails, these are added to the children's files on CPOMs.

When more than 1 incident occurs between 2 children or for 1 child in particular, a chronology of events document is started. This is a running record of actions the school is taking. This is uploaded to CPOMs and added to every time there is an action/ meeting about that child. This is particularly important for potential bullying incidents.

Most children are able to be told about the consequence when the incident has happened. However, if a child is upset or agitated, then the consequence is given once the child has returned to a state where they can reflect on their actions and form part of the Reflect, Repair, Restore process.

Any sexualised behaviour is logged on CPOMS

Consequences are given once the child has returned to a state where they can reflect on their actions and form part of the Reflect, Repair and Restore process.

For pupils who require this type of intervention, further exploration and support is required. They start to build relationships with our Pastoral Support and graduated response determines which of the following tools are the most appropriate:

- Risk Assessment Calculator see Appendix 2
- Completing Conscious/Subconscious Behaviour Checklists see Appendix 3
- Use of Anxiety Mapping Tools see Appendix 4
- Predict and Prevent mini plan see Appendix 5
- Roots and Fruits Analysis see Appendix 6
- Risk Reduction Plan see Appendix 7

These pupils receive regular intervention and support from our Pastoral Support Assistants.

Reflect, Repair and Restore

When a child has displayed detrimental behaviours that have escalated to a point where the child has reached crisis point and/or has needed time to de-escalate out of the classroom, reflection takes place. The aim is to support pupils to self-regulate in situations in the future and to give everyone involved the opportunity to talk about what has happened along with the impact it has had on them.

This strengthens pupil and staff relationships, supports with analysis of behaviour and leads to long term changes in behaviour.

The restorative approach aims to do the following:

- Focus on harm that has been done and how the harm can be repaired
- Looks at positive and negative experiences, helpful and unhelpful feelings and needs
- Plans to ensure conflict is less likely to happen in the future

Examples of the types of questions considered during the process include:

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- What helpful and unhelpful feelings did people have?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make a different choice next time?
- What would you like to happen next?
- How can we make things better for pupil/staff member?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to school / bed etc?
- What do you think *(name)* might need?

The Essex Therapeutic Thinking approach is used across 8 counties and the flowchart below brings together every process used to analyse and respond to difficult or dangerous behaviours. The school will follow the following flowchart, kindly reproduced from original work carried out by our Hertfordshire colleagues.

All of the documents referred to within the flowchart are accessible from the school if they refer to your child or if you should need any further explanation.

Graduated response of behaviour Intervention

Universal Behaviour Curriculum	☐ Establish routines and identify valued behaviours. ☐ Include the above within pupil induction. ☐ Create and monitor staff code of conduct. ☐ Identify content of behaviour curriculum. ☐ Identify opportunities for learning and create supporting plans. ☐ Identify children not making expected progress and refer to Behaviour Policy.
Targeted Behaviour Policy	☐ Policy reflects DfE guidance. ☐ Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Where policy is not progressing the behaviour of most children, review the policy. ☐ Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from all relevant parties, including multi-agency colleagues. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed, move to the analysis and planning within Predict, Prevent & Progress.
Specialist Predict, Prevent & Progress	☐ Review all information within Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify protective and educational consequences. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis for relevant variables. ☐ Use all analysis to create a Predict, Prevent & Progress plan. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Where further intervention is needed move to the analysis and planning within Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are reviewed. ☐ Complete the Therapeutic Tree for the individual pupil, including information from all the preceding analysis. ☐ Complete a detailed Therapeutic Plan to micromanage staff responses to identified behaviours. ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Consider involvement of multi-agency colleagues. ☐ Consider group dynamic options. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

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, or detrimental, 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.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where they can discuss the needs of individual pupils.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including the details of our 'Touch Policy', as part of their induction process. There are regular refresher sessions and staff receive an annual Therapeutic Thinking refresher following refresher from the school's Therapeutic Thinking Tutors, Mr Wade and Miss Bray. Mr Wade and Miss Bray receive their training directly from Essex Therapeutic Thinking and are accredited tutors.

Behaviour management also forms part of continuing professional development for all staff who work directly with children.

Monitoring arrangements

This behaviour policy and the Written Statement of Behaviour Principles (appendix 1) will be reviewed by the headteacher and Local Governing Body every year. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to 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
- The exclusions policy explains that exclusions will only be used as a last resort, and 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 each pupil's home life
- As a school community, we demonstrate and promote our core values of: Respect, Perseverance, Honesty, Friendship and Positivity

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 Local Governing Body annually

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Appendix 2 Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

*Risks which score **6** or more (probability x seriousness) should have strategies listed on the plan*

Appendix 3: Conscious/Sub-conscious Behaviour Checklists

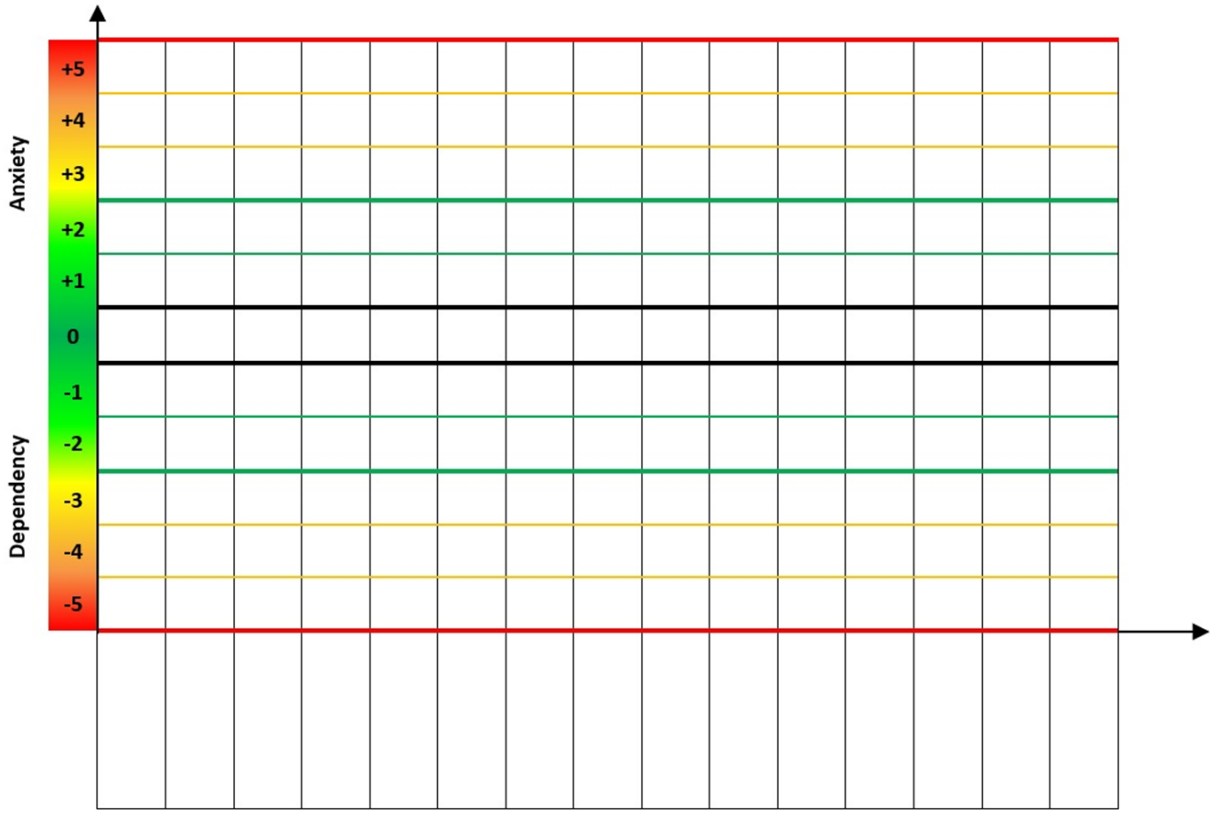
Subconscious Behaviour

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is over stimulating or overwhelming them?	

Conscious Behaviour

Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave detrimentally?	
What is the motivation to behave in a valued way?	
What are the expected consequences? (Limits to freedom)	
How can I impact on the child's beliefs or values?	

Appendix 4: Anxiety Mapping Tool



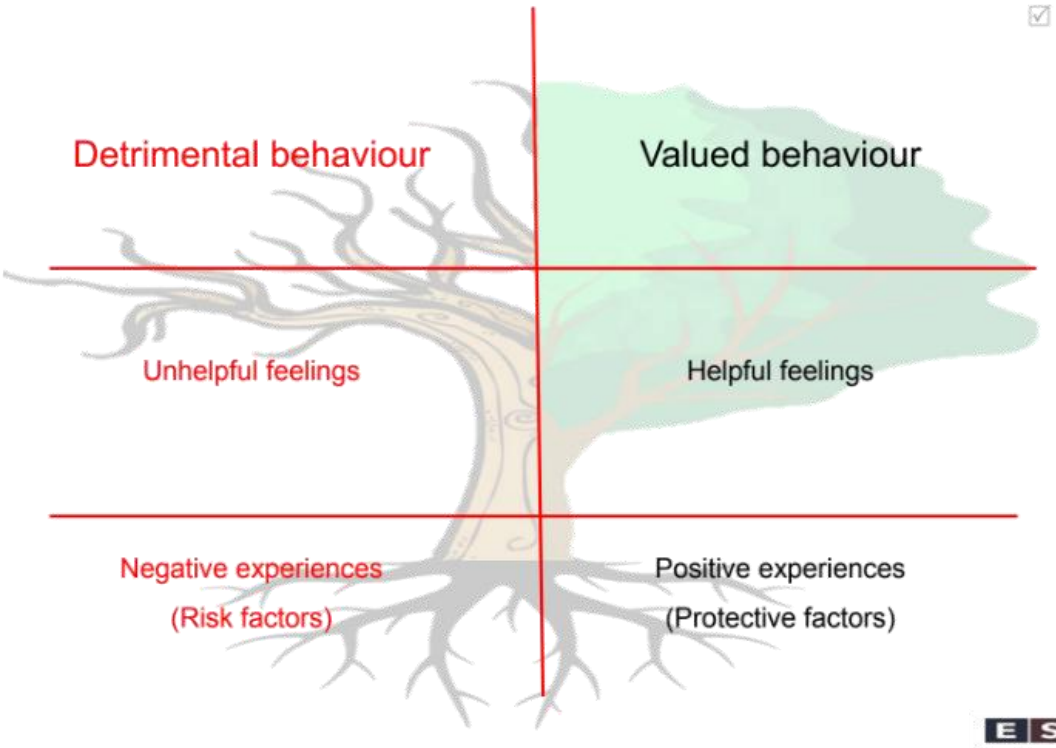
Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

Appendix 5: Predict and Prevent Mini-Plan

Predict and Prevent

	Score	Staff/Location/Activity/Peer/Time **Predict it**	Evidence of Action **Prevent it**
Raised Anxiety	+5 - +2	These items overwhelm the pupil • • • • •	Planned differentiation required to reduce anxiety • • • • •
	+2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased Dependency	-2	These areas run the risk of developing an over reliance • • •	Monitoring needed • • •
	-2 - -5	These areas have developed an over reliance • • • • •	Differentiation needed to reduce this over reliance • • • • •

Appendix 6: Therapeutic Thinking



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Appendix 7: Risk Reduction Plan

Name	DOB	Date	Review Date

Photo	Differentiated measures

Valued behaviours	Strategies to respond
Anxiety behaviours (detrimental difficult)	Strategies to respond
Crisis behaviours (detrimental dangerous	Strategies to respond
Debrief notes (reflect, repair, restore)	

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Appendix 8: Physical Intervention Report

Record of incident Requiring Physical Intervention (RPI)

Child name:	**DoB:**	**Year group:**

Reporting member of staff:	
Date of incident:	
Start time of incident: **End time of incident:**	
Location of incident:	

Name(s) of additional staff witness:	**Name(s) of additional child witness:**

Stressors leading up to the hyperarousal and distress

Co-regulation prior to the decision to use of RPI			
Verbal advice and support		Swapping of staff	
Calm talking and Reassurance		Distraction/diversion	
Personalised co-regulation script		Offering choices and options	
Humour		Offering safe space	
Other (specify)			

Why the RPI was deemed absolutely necessary	To prevent harm to self	
	To prevent harm to another child (children)	
	To prevent harm to adults	
	To prevent damage to property	
	To prevent harm from absconding (in accordance with policy)	
The harm predicted to be prevented by the RPI (e.g. bruising to peers, lacerations, destruction of computer, climbing over high fence, climbing on roof)		
Unresolved harm/ details of damage to property (costs and details of harm to people including medical intervention or damage to property)		
Was a medical record completed	**Yes / No**	

Specific details of the RPI including sequence of techniques, time and staff involved		
Time	Technique	Staff name

Duration of RPI:		Duration of the incident:	

Was there any physical mark or harm caused by the use of RPI to the child?	Yes / No	Details
What action has been taken?		
Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)?	Yes / No	Details

Incident reporting and monitoring		
	Name	**Time and date**
Incident reported to Senior staff by:		
Parents / Carer verbally informed by:		
Parents / Carer letter sent:		
Child wellbeing check by:		
Staff wellbeing verified by:		
Restorative conversation with child		

Care for Child following the RPI

Verification of account of incident		
Staff name	Staff signature	Date

Reporting staff name	**RPI checker and approver name**
Signature	**Signature**

Appendix 9: Classroom Reward System

Carrot Rewards

Carrot Rewards is an online reward system which we use from Year 1 to Year 6. Children can earn 'Carrots' for good learning behaviour and for valued behaviour.

Good Learning and valued behaviours include:

- Putting their hand up/waiting their turn to talk.
- Working with a peer.
- Lining up quietly and walking around and inside the school building.
- Starting their work or completing their work independently.
- Helping a peer with their learning.
- Holding doors open for each other and for adults/visitors.
- Using 'please' and 'thank you'.
- Showing kindness to a peer on the playground e.g. if they hurt themselves or do not have anyone to play with that day.
- Tidying up in the classroom and in the playground.
- Offering to help others.
- Showing a 'growth mind-set' and resilience when attempting challenges.
- Being honest and taking responsibility for their own actions.
- Making a positive choice if they find themselves in a situation where they may be getting angry or anxious.
- Making a good choice if someone else is encouraging them to do something they know they should not do – resisting peer pressure.

How the System Works

- There will be 6 Carrot points awarded in a day
- Children are rewarded with Carrots for good learning behaviours; this will also include a Carrot being earnt for acceptable behaviour at lunchtime (children who are in reflection do not get a Carrot point for lunchtime)
- Carrots are awarded at the end of each session based on the behaviour in that session
- There is no removing of a Carrot once it has been earnt. This means that Carrot points from a previous session cannot be removed as an extra sanction for behaviour in the current session. Lunchtime carrots may be removed based on further investigation of an incident after lunch.
- Stickers can be given/earnt for good work
- Carrot Reward Time takes place twice a week on Wednesdays and Fridays for approx. 20 mins.
- In order to earn Carrot Reward Time, the minimum number of Carrots earnt in a day is 5 and the minimum number of Carrots earnt in a week is 25
- Daily, weekly and half termly Carrot points will be tracked and monitored so that children can take part in half termly 'Carrot' Celebration
- Some children will need a daily/session reward which will be discussed with the Pastoral Support Team and be part of their IEP/Risk Reduction Plan
- The timetable for giving out Carrot points is below:

9:00 - Break	Session 1	Ensure that carrots are updated **with the children** a **minimum** of twice a day, so that they can see that the system is fair and working
Break - 11:15	Session 2	
11:15 - lunchtime	Session 3	
Lunchtime	Session 4	
First hour after lunch	Session 5	

Second hour after lunch	Session 6	

Appendix 10: Touch Policy, Physical Intervention and Supporting, Guiding and Escorting.

Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a child in distress (so long as this is appropriate to their age);
- To gently direct a pupil;
- For curricular reasons (for example in PE, Drama, etc);
- In an emergency to avert danger to the pupil or pupils

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding;
- The pupil's individual characteristics and history (some pupils may find any form of touch uncomfortable or distressing);
- The location where the contact takes place (it should not take place in private without others present)

Within Whitmore Primary School and Nursery this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that all relevant policy has been read and understood to appreciate the reasons why physical intervention or restrictive physical intervention has been chosen and the appropriate ways in which we do so.

Why do we Use Touch?

We may choose to use physical intervention with children for a variety of reasons but in general terms we would normally do so for either comfort, reward or guidance.

How do we use Touch?

Hugging

At Whitmore Primary School and Nursery, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limits the ability of the child to turn themselves in towards the adult.

Hugging can be used either standing or seated.

Carrying

We do not use carrying as a method of moving children from one place to another or as a method of comforting children.

If a child is taken ill and has to be supported to move, two members of staff will support with this and a senior member of staff or qualified first aider will be present unless it is an emergency situation.

Hand Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant and initiated by the child. However, if the hand holding is being used by the adult as a method of control to move children, this can become a restraint. Handholding or wrist holding is not to be used as method of moving a pupil from one place to another. The grip must be loose and the child able to remove their hand easily at any time. Hand-holding is not to be used in games where children swing or weight bear on the hand/wrist being held. Younger children may want support when attempting to balance on equipment. This is acceptable; however the preferred method is for the child to lay their hand on top of the adult's hand or for the adult to support with steadying using the upper part of the arm.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our school we actively discourage lap-sitting. Children are taught to seek comfort/attention through other means. If a child attempts to sit on a staff members lap, they are encouraged to sit next to the staff member instead, if it is appropriate. Staff members may explain to the child that we do not sit on laps in school and that this is something they do at home instead depending on the child's personal circumstances and level of understanding.

At times, children may be in such crisis or distress that they hold staff members in a way which is not described as above (e.g. 'front on' or hug/lap sitting). If this happens the staff member needs to inform a senior member of staff. The staff member will be asked to make a note of this, in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that staff members have to use physical interventions with children.

It should also be realised that some children will not want to be touched. Staff at Whitmore Primary School and Nursery respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if a staff member does not physically intervene in an emergency situation, staff must take action. The action taken will be dependent on the dynamic risk assessment that is made at that moment in time and is reasonable and proportionate to the risk of danger the child/other children are in.

Supporting, Guiding and Escorting

All staff have been trained in Essex Therapeutic Thinking Physical Intervention strategies.

Physical intervention is only used if the child is causing disruption and danger to themselves or others.

Children who need to regularly be escorted or have physical intervention have a Physical Intervention Form that is completed with parents

We do not use physical restraint at Whitmore Primary School and Nursery except in emergency situations where there is immediate severe physical danger.

At Whitmore Primary School and Nursery we ensure we avoid any of the following three components:

- A negative impact on the process of breathing
- Pain as a direct result of the technique
- A sense of violation

Communicating Intention

We communicate with the child about what is happening, where we are heading. We include reassurance 'I am here to help' and positive phrasing 'breath with me, take a big breath, look at Mrs Smith etc. (think of it as a running commentary)

We plan to communicate with children with adaptive communication to ensure they are aware of what is happening on an individual basis.

Techniques Used

Closed Mitten

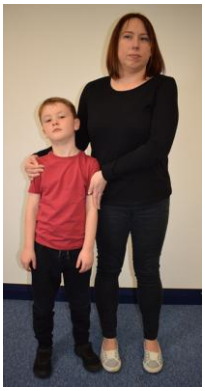
- Used to draw a student close
- Fingers and thumb together
- The hand remains in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

Offering an arm - to support, guide or escort

Stance:

- Hip-to-hip
- Arm is offered – explicit teaching
- Student accepts the invite
- Communicate intention
- Draw elbow in for extra security

Supportive Hug - To support, guide or escort or to communicate comfort or reward



Stance

- Hip-to-hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script

Supportive Arm – to support, guide or escort

Stance:

- Maintain penguin shape (child held so they are not twisting and turning putting strain on vulnerable joints – arms secured by their sides, held hip-to-hip, maintained standing where possible)
- Hip-to-hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script

Supportive Arm (paired) – to support, guide or escort

Stance

- Maintain penguin shape
- Hip-to-hip, slightly behind
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script

Open Mitten – to support, guide or escort,

Used to move a student away

- Fingers together
- Thumb away from fingers
- Palms parallel to floor

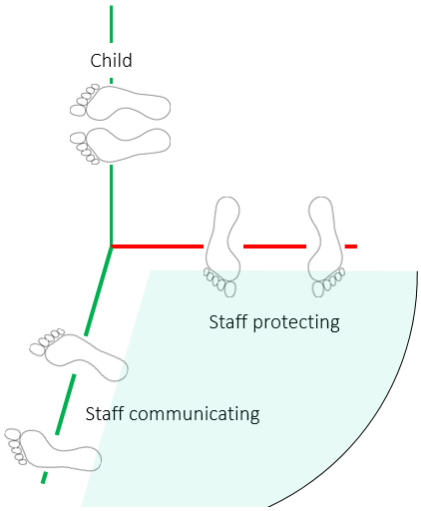
The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.
Students who are allowed to plant their feet may drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options.

The desired outcome is SAFETY NOT DESTINATION.
Open mitten can be used:

To provide low level protection when close to a child
To turn a child away from a stimulus

To guide a child in a preferred direction
To guide a child away from physical or verbal conflict
To encourage

Open Mitten Guide Arc



As the danger increases staff arc from beside the child to stance L shape.

- Side by side to communicate
- Stance L shape to protect

Open Mitten
Guide to communicate

Stance:

- Contact just above elbow
- Intermittent eye contact
- Free hand reassuring or directing
- Communicate intention, consider de-escalation script

Open Mitten Guide – to support, guide, escort, protect

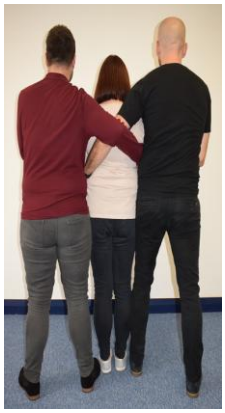
Used to move a student away

- Stance L shape
- Maintain penguin shape
- Palm parallel to the floor
- Staff positioned behind with extended arm to protect
- Communicate intention, consider de-escalation script

Open Mitten Guide – Paired

Open Mitten Escort

To support guide or escort



Stance:

- Hip-to-hip
- Open mittens above each elbow
- Palms parallel to floor
- Nudge
- Communicate intention, consider de-escalation script

Appendix 11: Incident Form

This form is completed when a child is given a sanction of a class move or reflection, or if the staff member deems it necessary for an incident to be recorded.

Forms should be completed as factually as possible, with unemotive language.

Forms may be handwritten or typed, and should be uploaded to the school's CPOMS record keeping system.

WHITMORE PRIMARY SCHOOL AND NURSERY

BERLESDUNA ACADEMY TRUST

WHITMORE PRIMARY SCHOOL AND NURSERY

Incident Report Form – Class Move / Reflection

Adult Witnessed: Yes/No Child Reported: Yes/No

Date: _____ Time: _____

Children involved and classes:_____

Witnesses: _____

Location: _____

Activity (circle/highlight): Lesson Breakfast Club Break Lunch After-school

Form completed by: _____ **Parents informed by:** _____

Amber behaviour (please circle/highlight if applicable)

Low-level disruption (describe below) Work avoidance Rough play Rudeness Misuse of equipment Peer-related issues

Going in areas out of bounds Other (describe below)

Red behaviour (please circle/highlight if applicable) **SMT (inc. Phase Leader) to be informed**

Hurting a staff member Spitting Prohibited item Throwing items Deliberate damage of property

Persistent refusal Leaving classroom without permission Failure to follow instructions Hurting other children

Other (describe below)

Red behaviours with separate forms to be completed (please circle/highlight if applicable) **SMT (inc. Phase Leader) to be informed**

Alleged bullying Alleged homophobia Alleged racism Alleged sexualised behaviour

Antecedent: What happened before the behaviour?	Behaviour: Describe the behaviour	Consequence: What happened as a result of the behaviour?

Appendix 12 Procedures for Children Who Abscond From School

Aim

We actively work to provide a secure, safe environment - a school where children want to come to enjoy learning with others as part of a caring community. We recognise that it is highly unlikely that a child will try to abscond from our school but these procedures are in place to ensure we are ready to deal with this eventuality should it occur.

To abscond is to 'leave without permission' Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

Although the perimeter of the school site is fenced, the gates locked during the school day and the main entrance has an electronic release system, we recognise that it is possible to circumvent these barriers should a child be intent on leaving the premises.

Where a pupil is found to be absent from school without authorisation the procedures should be as follows:

1. CT to inform the Headteacher, or a member of the SLT, and the school office.

2. Headteacher or member of the SLT to organise a search of the building and known places that the pupil may have gone to.

3. If the pupil is not found then all available staff to complete a more thorough sweep of the school and grounds.

4. School office to phone the police when the school and grounds have been fully checked if the child is not found.

5. School office to contact parents/carers and inform them of the situation. Every attempt to make contact with parents to be recorded.

6. Consideration will be given as to whether the search should be extended beyond the school buildings and grounds. This decision will be based on staff knowledge of the child and levels of risk and on what action is in the child's best interests.

7. Any staff who leave the school grounds should take a mobile phone to contact school.

8. Once a pupil has been found then the lead member of the SLT will use their professional judgement as to outline the response towards the pupils and the support the pupil will need in the future.

9. A written report will be made of the incident.

10. The lead SLT member will brief parents and the police.

11. Upon his or her return to school, and when the pupil is calm, the pupil will meet with a member of the SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions. The headteacher may consider a fixed term exclusion as a sanction.

Pupils who abscond from school but remain on the school grounds

In these circumstances, school staff will not pursue a pupil or force him/her back into the school building. School staff will use their judgement, knowledge of the pupil and assessment of the pupil's safety in deciding what to do. This will include taking into account the pupil's age and vulnerability. The demeanour of the pupil will need to be taken into account. If the pupil is upset or angry, care should be taken in approaching the child. The size of the pupil will also be taken into account. In all cases, staff should not place themselves in situations of potential danger of injury.

Pupils who return to school after absconding

Pupils who abscond will do so as a result of a specific incident which may have taken place at school, at home or on the way to school. For those pupils who return to school either by their own choice, with parental support or following intervention by a member of staff, thought should be given to their welfare. They are likely to be in need of support, understanding and perhaps some time apart from their peers.

Where a pupil attempts or is seen to be leaving school premises without authorisation the following procedure should be followed:

1. A member of staff will alert the headteacher (in her absence) the deputy headteacher or the deputising Senior Leader; this lead person will direct the course of action.

2. A member of Staff who knows the pupil well and has a good relationship with the pupil will follow the pupil to the perimeter fence, exit or gate and will try to persuade the pupil to stay in the school.

3. As active pursuit may encourage a child to leave the site and may also cause the pupil to panic; possibly putting him or herself at risk by running onto a busy road, staff will not chase but will try to keep a child in sight at a distance.

4. The lead member of the SLT may request additional staff to join the search in a vehicle, taking a mobile phone to contact the school.

5. A member of the SLT will contact the pupil's parents/carers. The call or attempted calls will be recorded. A member of the administration team will also call the police to log the incident and make a log of the call.

6. If the searching staff member loses sight of the pupil they must contact the school office giving details of their location and the clothes that the pupil is wearing.

7. If the pupil has left the immediate vicinity of the school grounds and is no longer visible then the lead SLT member will make a decision as to how to take matters further, which will take into account the age of the pupil, the nature of the incident which led to the pupil absconding, the pupils previous history of being involved in episodes of absconding and their outcomes. If the pupil returns of their own volition, parents/carers and the police will be informed.

8. Upon his or her return to school, and when the pupil is calm, the pupil will meet with a member of the SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions. The headteacher may consider a fixed term exclusion as a sanction.

Parents and Carers

Parents and carers of pupils are responsible for supporting the work of the school and encouraging their children to keep to all school procedures and policies. Once school has informed the parents that their child has absconded, parents and carers are responsible for actively supporting the school with subsequent procedures and actions. This could include coming into school to help secure the safety of their child as well as meeting with a Senior Leader in order to agree subsequent actions.

Monitoring and Evaluation

Each incident will be monitored and evaluated. Individual risk assessments for pupils may be appropriate.