



Behaviour Policy



Version: 1.4

Last reviewed on: July 2024

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1. Introduction

1.1. At Raleigh and Admirals Academies we believe that good behaviour is essential in order to create an environment where everybody can learn. We accept and recognise that children present different learning behaviours, that all behaviour is a form of communication, and these behaviours will need to be dealt with on an individual basis in relation to the child's personal pathway. We believe in positive rather than negative approaches to learning behaviours and look for natural and logical outcomes when reflecting on the behaviour choices. Therefore, our Policy is holistic, and restorative in nature, and rooted in **helping** children to learn, which underpins the decisions that are made.

1.2. This works on the understanding that all involved in the Policy, children, staff, parents and other stakeholders all have **rights** and **responsibilities**.

2. Defining our rights and responsibilities:

Children

Rights	Responsibilities
To be safe at all times.	To share equipment and space.
To be able to learn in a friendly, encouraging, secure, supportive and positive Academy environment.	To be cooperative, considerate, and respectful to self and others.
To be heard and to be able to express an opinion.	To speak out but also listen with tolerance.
To know what is acceptable behaviour and the cause and effect of unacceptable behaviour.	To act in a safe and responsible manner for themselves and others.
To make mistakes and get things wrong.	To own mistakes, and allow others to make mistakes.
To be treated with respect.	

All Staff

Rights	Responsibilities
To work in a safe and pleasant environment.	To try and ensure the environment is safe and that others act safely.
To receive support from within the education system, including colleagues in the Academy.	To work to create a friendly, encouraging, secure and positive environment.
To be involved in collaborative decision making within the school.	To allocate time and resources fairly and appropriately.
For all stakeholders to be treated with respect and courtesy.	To model behaviours, listen to and encourage children to express opinions, as well as listen to others.

To be informed of family/home circumstances which may have an effect upon a child's behaviour, ability or attitude within the Academy.	To communicate with parents/carers, offering courtesy and a willingness to listen; this includes reporting both positive as well as negative behaviour/incident/events, etc.
To expect parents and carers to support Academy policies and actions towards behaviour.	To neither discriminate nor accept others discriminating.
To expect parents/carers to support the Academy's action to assist their child both academically and socially.	To play a part in the wider aspects of the Academy, working and consulting with colleagues.
To be made fully aware of the Academy's systems, policies, and expectations of children.	To consider the needs of children when planning lessons, including those with behavioural difficulties, or additional (learning) needs.

Parents/ Carers

Rights	Responsibilities
To be informed of the Academy's procedures and the curriculum.	To inform staff of medical/other problems or concerns.
To both receive and offer, information about their child's educational, academic and behavioural development.	To treat all members of the Academy community with courtesy and respect at all times.
To expect consistent approaches by all staff in respects of this policy.	To consult with staff in order to reach agreement where specific issues need to be addressed.
To expect that there will be no cultural, sexual or physical discrimination against any member of the Academy community.	To be encouraging towards their child and supportive of Academy policies, actions and any individual programmes such as Behaviour Support Plans (BSP), or social support / interventions offered.
To be treated with courtesy and respect at all times.	To reinforce what is acceptable behaviour in the Academy.
	To neither discriminate nor accept being discriminated against.

3. Outcomes for children:

3.1. At Raleigh and Admirals Academies we aim to:

- Guide children towards effective communication, self-control, the ability to express, and reflect on their feelings in an appropriate way, and develop self-awareness.
- Encourage each child to learn their own value, to respect themselves and appreciate their achievements.
- Enable children to respect others, to learn the unique value of each person in their lives and the effect we have on one another.
- Enable children to engage with learning and accelerate levels of attainment which will support their motivation to do well in school.
- Create a learning environment which is safe, stimulating, supportive and caring.
- Promote the skills of co-operation, collaboration, making choices and taking responsibility.

- Encourage each child to respect the things around them, both living and inanimate, belonging to themselves and others.
- Develop a sense of a learning community to which we all belong and have responsibility towards.

4. Principles and Practice:

4.1. We intend to achieve these outcomes by:

- Establishing clear expectations of behaviour with the children and between staff.
- Modelling these through our interactions with one another, staff in school, parents and the children, and other stakeholders.
- Ensuring we are non-confrontational in our own responses.
- Helping children reflect and evaluate their own behaviour and where possible set their own goals.
- Structuring time and giving routines and consistency.
- Giving the opportunity to learn experientially and through planned activities, independently and as a member of the group, within the safety of caring relationships and consistent responses.
- Embed the understanding of cause and effect, in that behaviour elicits outcomes, both positive and/or negative in nature, by encouraging children to develop their STOP-THINK-ACT skills.

4.2. In our work with children and each other, we will refrain from:

- Criticism, blaming, complaining, threatening, punishing, using sarcasm, or judging.

4.3. Instead, we advocate and support:

- Reflection, recognition and praise; support and understanding, action and assertion; knowledge and negotiation; cause and effect and reparation; acceptance and restorative approaches.

4.4. This will demonstrate our ability to:

- develop our solution focussed approach to seek to find the positive in any situation and identify it.
- look for negotiation and explanation to support resolution.
- use language to identify behaviours, describe feelings, and reason actions.
- acknowledge achievement publicly.
- deflect and defuse difficult, potentially confrontational situations.
- supply alternative preferred responses as choice options, and state cause and effect of choices.

4.5 At Raleigh and Admirals Academies we have clear expectations of behaviour that we promote about how we listen, respect and respond to one another. We share these with the children by using our Academy Values (ARK).

We ask adults and children to work hard and:

- to be aspirational
- to be respectful
- to be kind

We support these values with positive reinforcement using

- 5 star LEARNER, 5 star BEHAVIOUR, 5 star LISTENING

5. Teaching and Learning

5.1 There are number of strategies that will be used to support children's learning about behaviour. They may include the following (as well as others):

- planned ignoring
- deflection/distraction
- de-escalating
- humour
- roles and responsibilities
- challenges
- change of task
- talking to chosen adult
- adult naming and reflecting the behaviour
- change of adult
- choices
- calmness
- listening
- awareness of possibilities
- firm assertive instructions
- controlled raising of voice
- warning of transition or preparatory discussions
- use of visual aids, such as timers or visual timetables, etc
- restorative approaches and language
- opportunity to reflect on behaviour in calm space (Safe Ports are stocked with sensory fidgets, weighted blankets, restorative stories, mindfulness colouring, etc)

5.2. Children will learn through

- routine and consistency
- modelling of positive behaviours by others and staff
- clear boundaries
- the way they are responded to by others
- expectations and achievements being explicit
- playing and working with others in planned situations that practice skills
- role play
- understanding that actions have cause and effect responses
- reparation
- expressing feelings and fears within a safe environment
- shared celebrations
- a nurturing and restorative approach
- personal experience in a safe place and secure environment.
- social stories
- strategies such as Lego therapy, or comic strip conversations, etc.
- sensory circuits
- practical strategies which develop self-awareness, including 5-point scales, the zones of regulation, feeling thermometers, anxiety ladders, or a personalised behaviour support plan (completed with the child).

6. Organisation:

6.1. Positive behaviour is reinforced with:

- immediate verbal and non-verbal praise

- visual signs
- use of stickers
- group appreciation
- other adult recognition
- certificates
- photographic displays
- dojo points
- house points
- telephone calls or written reports to parents/carers
- time spent with specific staff members including the Executive Principal
- allocated responsibility or job
- opportunity to be a positive role model and/or learning mentor or buddy
- assembly awards
- play leaders

6.2. Effects of negative behaviour include:

- reminders of expectations
- encouragement to make the right choices
- time out, which may include working away from peers
- loss of opportunity to participate in an activity or task
- loss of social time or free choice time
- time working with an adult
- reparation or opportunity/action to “mend” a situation
- follow up discussion with a member of the Senior Leadership Team
- contact with parent/carer
- invitation for parent/ carer to attend a meeting.
- restorative conversations

6.3. On occasion, a physical response by an adult will be necessary as a result of a child’s physically threatening or dangerous behaviour. If necessary we will move or hold a child in order to ensure safety for the individual child and others. When this has happened, the incident will be recorded on the *record of positive handling/restraint* (Appendix 1) and held with the Inclusion Team for monitoring, and the parents/ carers will be informed. For further information please see our Reasonable Force and Safe Handling Policy.

6.4. The circumstance in which this sort of action maybe required would be to prevent

- the child from injuring or endangering themselves
- the child from injuring or endangering another person
- the child from damaging property
- the child from disrupting good order and discipline and therefore affecting the learning of others

6.5. If this situation does occur, then only the minimum force required will be used and will be reasonable and proportionate to the situation/incident/risk. Staff will apply any professional guidance or training they have received to ensure this is done as safely as possible to protect both the child in question and themselves/others. Only staff trained in the Norfolk STEPS techniques should be called upon to physically intervene in the first instance, although all staff have the Executive Principal’s authority to intervene where it is judged necessary to prevent injury or maintain good order. In these situations, support from a trained member of staff should be sought as soon as possible and they would take over as soon as they arrived (Guidance for Use of Reasonable Force DfE July 2013 p4).

6.6. We acknowledge that some children are more likely to display degrees of vulnerability that may include issues around Safeguarding or child protection. The relationship with staff can result in degrees of trust that elicit disclosure, or observed behaviours that may lead us to believe that the child is at risk. Staff will pay heed to the Safeguarding Policy in relation to these matters and be guided by the advice of the Designated Safeguarding Lead.

7. During Playtimes and Lunchtimes:

7.1 Exactly the same rules and expectations apply during these times.

7.2 We have additional support for children identified as requiring support in coping with social or behavioural issues, during the lunchtime. A nurture/lunch club run by the Academy Pastoral Assistant or experienced Teaching Assistants, is on offer to support those children as required. Children who are deemed to need this extra provision will be identified by a member of staff and encouraged to use the lunchtime clubs for a period of time appropriate.

8. Leaving the Academy Site

8.1 We acknowledge that when some children emotionally hi-jack they can go into fight or flight mode. For children who choose to leave the area, run, and more specifically off site, there is a procedure in place.

8.2 When a child is at risk of running off site the following procedure is followed:

- One member of staff (preferably with a mobile phone) stands on the front pavement outside of school. This is likely to be a member of the office staff
- Another member of staff goes to path at the back of the school (again preferably with a mobile phone)
- This ensures that the exits off the site are secure.
- A third member of staff (again with a mobile phone) follows the child. This is only so staff can keep the child in sight, not to chase or catch the child.
- If the child does go off site then 999 is called. This call is likely to be made from the office, but could be done by any member of staff involved in the incident.
- After the Police are informed, parents should be called immediately.

9. Suspensions and Persistent anti-social behaviour

9.1. Suspensions: It is hoped that suspensions will be rarely required. If a situation arises, where the Academy feel this is the appropriate action to take, the Executive Principal will follow the current guidance and procedures set out for such action. This will be found in the 'Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement' September 2023 document. Please note that some children have different reactions, and behaviours may differ to others, therefore a different and bespoke approach may be required. Despite the differing needs of our pupils, suspension and permanent exclusion may still be the result for incidents of negative or unsafe behaviour. A range of strategies, bespoke approaches, differentiated curriculum or provisions, that are in place for the individual pupils, would continue to be put in place in all circumstances.

9.2. If a child swears to other children or adults in the Academy, it may lead to an immediate suspension. Each case or incident will be dealt with on an individual basis. Depending on the severity of the foul language and related incidents, a member of the senior leadership team will make the final decision to suspend or not.

9.3. Following a fixed term suspension, a member of SLT, or Behaviour Lead, will meet with the child and their parent/carer to discuss a positive way forward. This will be carried out by a reintegration meeting, before they return to class. This will, in the most cases, be on the first day back to school.

9.4. Individual Behaviour Support Plans (BSP) and risk assessments (RA): In order to support some children, it may be felt that an individual behaviour support plan and/or a risk assessment (Appendix 5) will be beneficial. These will specify the concerns and how the school wish to move forward in addressing them, so that all staff can work consistently with the child. Parents will be involved in creating these plans with Academy staff.

9.5. Within the school day, in a learning environment, when a child is becoming dysregulated and unable to manage their behaviour, the following sequence of events will begin:

- The class teacher will give a first warning/indication of pupil needing to get on task/change their behaviour, by way of either a verbal or visual prompt.
- The class teacher will give a second warning, with further verbal discussion and support if required and request the pupil to take their learning to the time out table/area, where they will be given a set time to reflect and amend their behaviour. For some children, drawing or writing about the situation and how they felt support their understanding.
- If behaviour continues the pupil will be requested to leave the classroom and spend some time in the Safe port (which is a breakout quiet space for pupils). After the set time scale in the Safe Port, class teacher, or classroom adult, will invite young person back into class, however a following restorative action will occur. At this point, or afterwards, the Behaviour Lead, or another member of SLT may be contacted/informed of the pupils behaviour.

A resulting effect – e.g. loss of playtime, loss of choosing time.

A monitoring sheet completed and incident recorded officially on CPOMS, noted by the class teacher
Communication with the Parent/Carer. This will begin with a phone call by the class teacher. If a second phone call is required by the class teacher then parents/carers will be invited into the Academy for a meeting with the class teacher to discuss next steps. If there is no improvement in behaviour, parents/carers will be invited into the Academy again for a meeting with Behaviour Lead and, if required, a member of the Behaviour Lead. All discussions and correspondence with parents/carers will be logged on CPOMS for our records of communication between home and school.

The pupil may complete a reflection sheet for records, (Key stage 2 only).

Some children with additional needs may have their own individual behaviour support plan and the responses to their behaviour will be tailored accordingly. We will always include advice from other professionals.

For any behaviour incident outside during playtimes and lunchtimes, the following will apply:

Out of Class (playtime and lunchtime) incidents:

- Follow the same pattern as above, with final warning and if necessary, ‘Time Out’
- Report the incident to the Class Teacher and when applicable, the Behaviour Lead. Ensure incident is logged on CPOMS.
- The Class Teacher will inform the parent, as necessary and apply appropriate follow up/outcome.
- Inform SLT as pupil may need to be placed in a different learning space, or a suspension may be considered.

- Repeated behaviours:

Multiple repetitions of behaviours will be addressed in a meeting between parents and class teacher, and the Behaviour Lead. This will be to determine next steps, explore reasons for behaviour, offer further support to the family if needed, implement an individual behaviour plan if agreed as appropriate next step. Depending on individual circumstances, the SLT may consider, in discussion with parents/carers, a bespoke plan for the child. This will have clear criteria for success and be reviewed regularly.

- Pupils who self-exit classes or the academy building

Non-compliance from pupils, leading to an exit from the building and accessing the academy site, not only disrupts the learning of others but also presents a safety concern. Our strategy is to positively support the pupil to make the right choices and to reinforce the behaviour expectations at the academy. We will implement the

following protocol, communicating with parents to ensure that we work together to ensure pupil safety and compliance:

It will be explained to the pupil that we have 5 minutes to get 'back on track' and return to class etc. The pupil may be offered some time in the Safe Port for them to take their 5 minutes.

- If after 5 minutes the child is still non-compliant, explain that they have 5 further minutes, then a telephone call will be made to notify parent/carers to advise them that their child is out of the school building and non-compliant.
 - After the additional 5 minutes a telephone call is made to notify parents/carers that their child is non-compliant and potentially unsafe.
 - After 10 minutes further non-compliance (total 20 minutes) a further call is made to parent/carers to seek support from them and ask them to attend.
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- The class teacher will inform the Behaviour Lead in school and ascertain whether more early help could be given to the child. This will be completed by the class teacher completing a *referral form* (Appendix 2) to the Behaviour Lead for further discussion and exploring of what support could be offered.
 - The class teacher and Inclusion team may decide to inform a member of the SLT and/or the child's parents if the behaviour is particularly serious or does not seem to improve.
 - If the behaviour becomes a serious concern during any part of the school day, and all possible interventions have not helped matters to improve, the Executive Principal may impose fixed term suspension.
 - Extremely serious situations may lead to involvement of the Academy Council, with Permanent Exclusion being the ultimate resort.
 - The class teacher may ask for further support from the Behaviour Lead and if necessary, the support of the Special Educational Needs Co-ordinator. A case study of the child and support given will be formulated by key stakeholders, and the Executive Principal will be made aware.
 - Other outside agencies may need to be involved, at the discretion of the Behaviour Lead and/or Executive Principal, in some special circumstances. If it is deemed appropriate for any referrals to be made, this will be in consultation with parents/carers.

9.6. Monitoring: If a child continues to be unable to follow the Academy rules and expectations an individualised Behaviour Support Plan (BSP) may be drawn up. This is the responsibility of the class teacher and the Behaviour Lead. We will look for frequency, intensity, generality and duration of the behaviour in order to discover what triggers or exacerbates the behaviours concerned.

9.7. A behaviour support plan and/or risk assessment:

- Will have a shared responsibility with a solution focused approach, so that all staff are giving the same message, this will include teachers, TAs and the Behaviour Lead.
- Will guide the child through what is acceptable behaviour using strategies such as social stories, small group work, 1:1 support
- Offer moral, emotional and practical support for the pupil, teachers and support staff
- Involves the parent and the child and ensures regular and honest communication between all parties involved.
- Ensure all staff receive regular training and CPD for Early Intervention and solution focused strategies.
- Please note, each situation and child, is different and requires an appropriate response as necessary. There is no 'one size fits all' and different approaches and adaptations in approach will be attempted. It is not uncommon for a variety of intervention strategies to be implemented. The main objective is always to rectify the inappropriate behaviour and encourage the child/children to take responsibility for their own behaviour, reflecting upon their choices and effects of their behaviour and actions.

10. Searching Children & confiscation of items – we follow the advice and guidance of the DfE document 'Searching, screening, and Confiscation. Advice for Schools' July 2022.

10.1. All staff are able to search belongings should they have reasonable grounds to do so. Such grounds might be:

- To look in general for something that has gone missing
- In order to establish the presence, or not, of a prohibited item such as drugs, alcohol, weapons, tobacco, etc, or if staff believe that any items may be used, or likely to be used to commit an offence or cause personal injury to any person, as well as damage to any property.
- To establish the use of technology in a given situation, e.g. texting or taking of picture

10.2. The procedure for searching is such:

- Belongings such as bags and clothing not being worn at the time, may be searched, or asked to be emptied. If the pupil has access to a locker, this may also be requested to be searched.
- Pockets on clothing that is being worn at the time shall be required to be emptied. Additionally, and only if felt necessary, clothing may be patted down to check that they are empty. This will only occur with a second staff member present. We will also ensure that the staff members are the same gender of the pupil if this does need to occur.

10.3. If any of the following takes place, then all staff have the right to confiscate the item and return to parents/carers after school.

10.4. If any searches of belongings take place, this will only be carried out with the pupil and at least one staff member present.

10.5. The Academy Designated Safeguarding Lead (DSL), or a member of the DSL team, may choose to contact the Children's Advice and Duty Service (CADS) if they feel the child who has been searched is at risk of harm. Further information regarding this can be found in Keeping Children Safe in Education 2022.

10.6. If a pupil refuses to cooperate with a search by a staff member, the Executive Principal will be informed, then parents/carers will be invited into school immediately to discuss and hopefully resolve the situation.

10.7. If a situation arises where the pupil refuses to be searched and parents/carers are not able to attend school, as a final resort, and only if reasonable and proportionate to the risk identified, reasonable force may be used. This will only ever occur with two members of staff, of those will be the same gender of the pupil.

10.8. Strip searches, where all clothing other than underwear is to be removed, will not be carried out on Academy premises. Should this need to occur, the Police will be contacted who may carry out this type of search on Academy premises, but only by the Police. Please note, this will only occur should staff members deem the risk to be high and require a search of this level.

10.9. After any form of search has been carried out, a record of the incident will be recorded on the *Search Record Form* (Appendix 3), which will outline the need for the search, outcomes, and any follow up actions. This will be shared with parents/carers by way of a meeting with the staff involved or a member of the SLT.

11. Child on Child Abuse

At Raleigh Infant and Admirals Academies, as part of our positive behavior management policy, we are aware that child on child abuse [or harmful sexual behaviour] *could* happen here.

In order to minimise and mitigate the circumstances where this could happen, we have:

- Made sure that all adults understand what child on child abuse is and looks like;
- Ensured regular training and refresher information is made available to all staff;

- Ensured all staff are capable of recognising and challenging inappropriate behaviour;
- Ensure that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and being able to offer support;
- Adapted our curriculum to ensure pupils are clear about our expectations in this area;
- Made links with appropriate external partners who can support when these issues arise;
- An established procedure, protocol and guidance, and risk assessment in place should the need arise.

Anti-Bullying Policy

1. Aim

1.1. To make the life of **every child** at Raleigh Infant and Admirals Academies **happy and secure**.

2. Definition:

2.1. Bullying is persistently, deliberately hurtful or threatening and targeted behaviour. It is not a one-off isolated incident.

- physical – hitting, kicking, taking belongings.
- verbal – name-calling, insults and discriminatory remarks.
- indirect – spreading nasty stories, excluding from social group.
- cyber/online – using electronic devices to send messages / digital content, or post derogatory comments or remarks about an individual.

3. Aims and Objectives

- Since bullying thrives on secrecy, we actively encourage any victims or observers of bullying to inform a member of staff.
- Both parties' parents/ carers will be informed and will be encouraged to support the school in their response.
- We believe that early intervention is important and that effects of behaviour and actions should be used where bullying behaviour is clearly identified.
- Victims of bullying will be supported and encouraged to employ strategies to modify their behaviour which might encourage bullying, in order to minimise the risk of further incidents occurring.
- The child/children identified as the perpetrator will be given support to address their behaviour and their parents will be informed of the strategies used.
- A written log will be kept of the incident and the agreed next steps. This will be shared with the parents/carers.

3.1. Preventative Measures

- Using education via whole school approaches such as the PSHE Curriculum / assemblies.
- Involvement of children in a variety of playground games.
- Provision of different types of play area e.g. Quiet area, small apparatus area, area for chasing games.
- Vigilance in supervision of corridors, toilets, playgrounds, dining room etc.

3.2. Procedure when an incident takes place:

- **Early intervention**

Early and effective intervention has an important part to play in preventing poor behaviour. Much can be done by our Academies to contain situations. We should explain to the child concerned what aspects of their behaviour are causing concern, and how it can be modified. A verbal reminder may be sufficient to deter a pupil from name calling, mild teasing etc, which can lead to bullying.

- **Cause and Effect**

Cause and effect of the behaviour and actions of children should be used where bullying behaviour is clearly identified. Whatever effect occurs from the cause of behaviour, needs to relate to our Behaviour Policy. Parents/carers will be involved in this discussion.

- **Recording**

We will record any information about serious or persistent incidents of bullying and how they were resolved, both immediately and over the longer term.

Records will be objective and should include: those involved (or alleged to be involved)

- where and when the incident happened
- what happened
- the points of view of both perpetrator and victim
- what action was taken
- how it was followed up

These records should involve any staff involved in the incident. This information should be recorded on a Pupil Incident Form (Appendix 4) and recorded on CPOMS for monitoring.

Appendix 1
Record of Positive Handling/Restraint

RECORD OF POSITIVE HANDLING/RESTRAINT		
Childs name:		
Date of Incident: Time of Incident:	Location of Incident:	Report completed by: Role in school:
ANTECEDENTS (events leading up to the incident):		
BEHAVIOUR (How did the pupil respond, describe what actually happened):		
ACTIONS (How did the staff intervene, how did the pupil respond, how was the situation resolved?):		
NAMES OF THOSE INVOLVED (Staff and pupils):		
NAMES OF WITNESSES (Staff and pupils):		
WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO THE PHYSICAL CONTROLS? (Tick below):		
Verbal advice and support	Choices/limits/cause and effect	Humour
Reassurance	Distraction	Success reminder
Calm talking/body language	Planned ignoring	Time out directed
Time out offered	Negotiation	Change of adult
Deflection	Guide away from area	Other (please specify):
WHY WAS THE DECISION MADE TO RESTRAIN THE PUPIL?		

<p>DESCRIPTION OF PHYSICAL RESTRAINT HOLDS USED (Please include approximate time span of any holds):</p>
<p> VIEWS OF THE PUPIL: Report read and discussed with pupil? Yes/No Pupil agrees with content? Yes/No If 'no', what are the views of the pupil/If 'yes' does the child have any comments? </p>
<p> DID THE CHILD SUFFER ANY INJURIES AS A RESULT OF THIS INCIDENT? Yes/No Injury location and description: </p>
<p> DID STAFF OR OTHERS SUFFER ANY INJURIES AS A RESULT OF THIS INCIDENT? Yes/No Injury location and description: </p>
<p> HAS THIS REPORT BEEN SHARED WITH THE EXECUTIVE PRINCIPAL? Yes/No Any comments: </p> <p>Executive Principal Signature:</p>
<p> HAS THIS REPORT BEEN SHARED WITH PARENTS/CARERS? Yes/No DATE AND TIME OF SHARING WITH PARENTS/CARERS: Any comments of parents/carers: </p>
<p> REPORT RECORDED BY: NAME: ROLE IN SCHOOL: DATE REPORT COMPLETED: </p>

Appendix 2

Referral to In-House Inclusion Team

REFERRAL TO IN-HOUSE INCLUSION TEAM

(NOTES FOR COMPLETION – PLEASE FILL IN AS MANY DETAILS AS POSSIBLE AND PASS TO TRACEY BROOKES – PLEASE REMEMBER THIS IS IN ADDITION TO LOGGING CONCERNS ON CPOMS)

NAME OF CHILD:

NAME OF STAFF MEMBER REFERRING:

CLASS:

DATE OF REFERRAL:

KNOWN VULNERABILITY FACTORS: (Pleaser tick all that apply)

CP CIN LAC YOUNG CARER PUPIL PREMIUM HEALTH

DIAGNOSED NEED: AUTISM ADD ADHD

EHC PLAN SEN SUPPORT OTHER NEEDS – PLEASE SPECIFY

ATTENDANCE THIS ACADEMIC YEAR: TOTAL: % AUTHORISED ABSENCE %

UNAUTHORISED ABSENCE %

NATURE OF CONCERN:

TYPE	RISK LEVEL (High/Medium/Low)	EVIDENCE AND COMMENTS
Violence to adults		
Aggression to peers		
Association with gangs		
Bullying		
Danger of self-harm		
Impulsive behaviour		
Sexualised behaviour		
Anti-social behaviour		
Theft		
Parental Issues		
Risk of neglect from self or others		
Increase in negative behaviour incidents		
Attendance – including lateness		
Other – please include full details		

INCLUSION TEAM COMMENTS/ACTIONS TAKEN:

NAME OF INCLUSION TEAM MEMBER:

DATE REFERRAL DISCUSSED:

Appendix 3
Search Record Form

Name of Pupil:	
Date of search:	Time of search:
Location of search:	
Name of staff who conducted search:	
Name of any other staff/pupils present during search or involved in the incident:	
What was being searched for:	
Why was the decision made to search for the above item/s?	
What item/s were found:	
Were parent/carers informed? If yes, what was their response? If no, why not?	
What follow up actions will occur as a result of the search:	

Appendix 4

Pupil Incident Form

To be completed for all incidents and high-risk behaviours.

Pupil Name:	Date of Incident:
Staff Name:	Time:
	Location:
Witnesses - pupils	Witnesses - adults

Nature of incident

Non-compliance or refusal to complete learning		Non-compliance or refusal to speak/communicate with staff		Racial Abuse	
Damage to Property/equipment		Bullying		Repeated disruption	
Harm to adults		Harm to self		Harm to peers	
Verbal Abuse		Physical abuse		Absconding/self-exiting	
Sexualised behaviour/language		Encouraging other pupils to join in with negative behaviour		Other (please specify):	

What de-escalation techniques were used (tick below):

Verbal advice and support	Choices/limits/cause and effect	Humour
Reassurance	Distraction	Success reminder
Calm talking/body language	Planned ignoring	Time out directed
Time out offered	Negotiation	Change of adult
Deflection	Guide away from area	Other (please specify):

Was physical restraint used? If yes, please complete record of positive handling/restraint form.

Yes		No	
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Details of incident:

Injuries	Yes	No	To whom:
Required medical treatment	Yes	No	Please provide details:
Was an accident form issued	Yes	No	If yes, who by:
Damage to property	Yes	No	Please provide details:
Name of Victims:			
Name of Perpetrators:			
Views of Victims:			

Views of Perpetrators:

Actions

What post incident follow up/pupil discussions occurred and what are the next steps:
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Parents informed?	Yes	No	Date:	Time:
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Parents responses/views:

Appendix 5
Pupil Specific Risk Assessment and Behaviour Support Plan

Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Opinion Known O/K	Deliberate Accidental Involuntary D/A/I	Seriousness Of Outcome A	Probability Of Hazard B	Severity Risk Score A x B
			1/2/3/4	1/2/3/4	
Harm to Self			2	2	4
Harm to Peers					
Harm to Staff					
Damage to property					
Harm from Disruption					
Criminal Offence					
Harm from Absconding					
Other Harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Now complete the Behaviour Support Plan overleaf



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

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

Signature of plan writer.....Date

Signature of parent / carer.....Date

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

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

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

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

Ensure support and strategies outlined on this plan are regularly reviewed in line with a cycle of 'assess, plan, do, review'.