



Oakley CE Combined School

Behaviour Policy

September 2023

Michelle Hopcroft Gareth Munson

Co-Chairs of Governors

Helen Maskell

Headteacher

Review Date

September 2024

Oakley Church of England Combined School



Parvis E Glandibus Quercus
'Mighty oaks from little acorns grow'

Our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our children as confident, happy citizens.

We aim to grow from little acorns to mighty oaks, founded in the love of God.

'The fruit of the righteous is a tree of life.' Proverbs 11:30

Our core values are:

Love, Honesty & Respect

Through our values, together we provide for our school community, enabling everyone to be nurtured, to grow and flourish on their unique journey.

Through **Love, Honesty and Respect**, other values are explored throughout the year:

**Friendship & Kindness; Courageous Advocacy; Determination & Endurance:
Curiosity, Participation & Independence**

'Let all that you do, be done in love.'

1 Corinthians 16:14

'...you will know the truth, and the truth will set you free.'

John 8:31-32

'Honour your father and mother, and love your neighbour as you love yourself.'

Matthew 19:19

OAKLEY CE COMBINED SCHOOL

Promoting positive relationships and behaviours

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

This policy complies with section 89 of the Education and Inspections Act 2006 and Behaviour in schools: Advice for headteachers and school staff (DfE- September 2022) and should be read in conjunction with the:

- Vision, Values & Spirituality Statement
- Anti-Bullying Policy
- **Cyberbullying Policy**
- **Anti-racism Policy**
- Public Sector Equality Duty Statement
- Equality Policy
- E-Safety Policy
- Use of Reasonable Force Policy
- Suspensions, Exclusions and Re-integration Policy
- GDPR Policy
- PHSE curriculum
- SEND Code of Practice (2014 inc. updates)
- No Outsiders programme (website)
- Picture News (coverage on website)

School Philosophy

At Oakley CE Combined School we believe that a positive and inclusive environment, where all members of the school community are clear about expectations of behaviour is essential to achieving success as individuals and as a community. We foster an ethos of self-discipline and self-respect which is central to helping children to take responsibility for their own behaviour. We understand that children will occasionally make mistakes but believe that they need to be given the opportunity to learn from these.

As a school, we strive to provide a happy, safe, supportive and productive learning environment where everyone feels valued, respected and is treated fairly. This policy allows all stakeholders to have a clear understanding of the structures put in place to support this, and their own rights and responsibilities in the process.

Objectives

- Oakley CE Combined School is a place of learning where all children can exercise their right to learn within a safe, supportive and purposeful working atmosphere, where there is a consistent approach to matters of behaviour

- Due regard is paid to child protection and safeguarding
- Children, staff and parents/carers are clear about their rights and responsibilities in maintaining this policy
- This policy will be applied fairly and consistently, with due regard to any extenuating circumstances
- Positive behaviour strategies will be used, including the 'language of choice'
- Praise is used to nurture and motivate, engaged children who make good choices and consequently build positive relationships

Core Values

We believe our core values positively impact on behaviour and are reflected in the agreements that children and staff make in class. These agreements are revisited on a regular basis as appropriate by all school staff.

Roles and Responsibilities:

The Governing Body

- Is responsible for agreeing the standards of appropriate behaviour and the policy to support this
- Will monitor the effectiveness of the policy and review it when the schedule dictates

The Head Teacher

- Is responsible for implementing the policy and ensuring that these standards are maintained by children and supported by staff
- Is responsible for keeping a central record of significant incidents, incidences involving restraint and bullying
- Will decide on whether any extenuating circumstances may apply
- Will decide on whether a fixed term suspension or permanent exclusion is an appropriate measure. In either case, will notify the Governing Body of their actions (Refer to Suspensions, Exclusions and Reintegration Policy and School Suspensions and permanent exclusions May 2023
<https://www.gov.uk/government/publications/school-exclusion>)
- Will seriously consider imposing sanctions if poor behaviour out of school impacts on behaviour in school or puts staff or other children at risk in school (see paragraph 20, DfE document, 'Behaviour and Discipline in schools – A guide for Head Teachers and school staff')
- Will ensure ongoing engagement with experts, such as educational psychologists, counsellors and mental health support teams help to inform effective implementation
- Will be highly visible, routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and environment where everyone feels safe and supported

Staff

All staff have high expectations of children in terms of their relationships, choices and behaviour, having regard to our motto '**The standard you walk past is the standard you accept.**'

All staff will:

- Support the Head Teacher in ensuring that standards of behaviour are maintained, and are applied consistently, facilitating a safe and calm environment
- At the beginning of each academic year will read and sign as having understood the Behaviour Policy
- Participate in termly discussions regarding the school's expectations of children's behaviour ensuring the consistent application and effectiveness of the Behaviour Policy
- Communicate the school's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children
- Use consistent and clear language when acknowledging positive behaviour and addressing misbehaviour
- De-escalate situations as they arise using the Norfolk Steps approach
- Behave with courtesy and care to model appropriate behaviour to de-escalate problems
- Use the school's reward system (house points, certificates)
- Ensure prompt communication with parents, striving to work in partnership (teachers only)
- Ensure that actions taken and any consequences applied are recorded as appropriate
 - Liaise with external agencies, as necessary, to support and guide the progress of each child
 - Read and understand their responsibilities in relation to the DfE guidance and our policy on the 'Use of Reasonable Force' and understand when reasonable force can be used and by whom.

For a definition of reasonable force visit this link to the DfE advice for head teachers, staff and governing bodies (July 2013)

<http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Special Educational Needs and Behavioural Difficulties

In managing behavioural difficulties we will have regard to the Code of Practice for children with Special Educational Needs & Disabilities, and ensure that children's special learning needs are identified and met. We will endeavour to work with parents of those children with additional needs in order to provide an inclusive and supportive environment.

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.

Support will be sought from external agencies (e.g. Educational Psychology, Specialist Teacher Service, Speech & Language support, Education, Safeguarding Advisory Service, Early Help Workers, CAMHS, etc.) for all children identified as having additional needs that result in social emotional and mental health needs. Support could include devising an individual programme including elements such as building self-esteem, behaviour recovery and taking responsibility, as part of the school community.

What we do to Encourage Good Behaviour

We aim for all pupils to make good choices, resulting in children behaving well, and building and maintaining good relationships through:

- Shared ownership of class rules at the beginning of each academic year
- Pupils listening to and following instructions given by members of staff
- Reinforce the expectation that children move around the school sensibly
- Care for each other and our school environment
- Use positive language (including body language)
- Respect other people's personal space, feelings and property
- Posters depicting what successful behaviours look like are displayed around school.

Zones of Regulation: A framework designed to foster regulation and emotional control

We recognise the importance of promoting positive mental health and emotional wellbeing to our children and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. We have adopted the whole-school approach of 'Zones of Regulation' created by Leah Kuypers.

This is a systematic, cognitive approach used to teach children how to regulate their emotions by categorising feelings and stages of alertness into four coloured zones. The Zones of Regulation framework provides strategies to teach children to become aware of and independent in recognising, naming and therefore controlling their emotions and impulses and improve their ability to solve potential conflicts. There is a consistent approach to the use of the zones of regulation throughout the school, the language of zones is referred to by all adults. By implementing the Zones of Regulation curriculum, we aim to support our children to identify emotions in themselves and others and provide them with a toolkit of strategies to help them to regulate their emotions and improve their wellbeing. We acknowledge that some children, particularly our neurodivergent children, may need additional support to use these tools effectively.

The Zones of Regulation curriculum also helps children to better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they are in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more

attuned to how their actions affect other people. There is progression across the curriculum from learning to identify different emotions to discussing how our behaviour can impact upon the feelings of those around us.

Information for parents (Appendix 4)

Norfolk Steps Training

The Norfolk Steps approach has been adopted due to its established reputation for working with other services to champion inclusion, together with its extensive SEND experience. Norfolk Steps supports early intervention and prevention through a whole-school approach through evidence-based principles, including managing behaviours that challenge or harm.

Step On is based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions.

Step Up focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks.

This approach facilitates our whole-school approach to inclusion, from the accurate identification of pupil needs, policy development, high-quality planning for positive behaviours, and practical approaches to de-escalation. It ensures that all staff can support pupils to effectively self-regulate, reducing the need for restrictive physical intervention (RPI). Where RPI is required, staff can use this safely and with confidence, providing follow-up restorative support and reviewing risk assessments to prevent/reduce reoccurrences.

Restorative Conversations

Positive relationships are central to our approach to behaviour management. Where an incident of unacceptable behaviour occurs and where there has been a breach of respect or trust, adults will have a one-to-one restorative conversation with the pupil when they are calm, focusing on how to repair relationships. These conversations enable pupils to further develop their self-regulation skills and focuses on the relationships and how their behaviour choices have impacted on others. These conversations focus on the pupil taking responsibility for their own actions and will involve the use of prompt questions and other support as appropriate. Sometimes the restorative conversation will be between a child and an adult and at times the adult will also facilitate a restorative conversation between two or more children or between the child and another adult. The focus is on working 'with' the child to establish the facts whilst acknowledging differences in perspective to promote shared understanding and empathy. Active listening is key and adults will consider the environmental conditions most conducive to a productive conversation.

Mental Health and Well-being

Nurture room/ safe spaces

Where deemed appropriate, each class has a space in their room (or nurture room) should a child need time to reflect, take time out (directed or self-directed), use their zones toolkit or as a buffer zone before entering the classroom.

We are mindful of individuals who find emotional regulation very difficult and in these cases individual plans are formulated in conjunction with the child, class teacher, SENDCo and parents to support children to understand and accept the school rules.

Parents/Carers

- Are asked to work in partnership with the school to support an ethos of good behaviour
- Are asked to ensure that their child/children support the school's core values
- The use of 'fiddle toys' in school is only permitted after discussion and agreement between the child, parent, teacher and SENDCo
- Must, in the event of a fixed-term suspension, supervise their child at home, ensuring the child is completing set school work and attend the re-admission meeting.
- Are asked to attend meetings when requested and keep the school informed of any external issues which may impact on behaviour
- Support school decisions when consequences are applied to deal with a specific incident or issue

If parents have a concern regarding the behaviour of their own child or they feel that the behaviour of another child is impacting on their own child they should initially contact the class teacher and thereafter the SENDCo or Deputy Headteacher. Staff members must maintain confidentiality at all times when this is in reference to a child where the complainant does not have parental rights. If the concern remains, they should contact the Head Teacher, and if still unresolved, the school governors. A copy of the Complaints Procedure is available by contacting the school office and is on the school website.

The Behaviour Policy is shared with parents at the start of each school year.

Consequences

Throughout school, all should aim to 'catch' good behaviour. If we become complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

The 'language of choice' is used for positive behaviour management (see Appendix 1) although specific scripts can be developed to support individual children.

We strive to employ a consistent and hierarchical set of consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in

which positive, happy, healthy relationships flourish (Appendix 2). The system gives children the chance to reflect on and regulate their own behaviour. We recognise that the consequence system will only work alongside the following:

- Clear and on-going teaching of expected behaviour, rules and routines
- Effective communication systems within school and between home and school, and outside agencies (when involved)
- One to one meetings between children and teacher (or support staff) to discuss behaviour
- A balance between sanctions and rewards

Examples of possible consequences

- A verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges – eg loss of some time at break
- School based community service, such as tidying a classroom
- Time out of class (TA/ teacher to take child to another class with work to complete). Reintegration back into class is managed by the teacher, TA, SENDCo or HT, whichever is the most appropriate
- Sent to SENDCo/ Deputy Headteacher/ Head Teacher
- Class teacher and/or Head Teacher to discuss with parents if appropriate and necessary
- Implementation of individual behaviour support plan
- Suspension; and in the most serious of circumstances, permanent exclusion

To promote consistency of practice across the school the following steps are followed in every class:

- A reminder about the agreed school values and class rules which gives the opportunity for the child to make a good choice
- Provision made for new starters joining the school to understand the school's expectations of behaviour
- Pupil voice
- Adjustment of seating plans for children with visual/ hearing impairments
- Adjustments are made for children with additional needs, where appropriate and reasonable to ensure all children can meet behavioural expectations. Where appropriate, children with additional needs are supported by staff responsible for them to make the right choices. This may translate into the use of the nurture room or a movement break to pre-empt particular behaviours
- Anticipation of likely triggers
- Verbal and non- verbal warnings to make better choices
- Re-integration back into class
- Time available for reflection ('think sheet' (Appendix 3) & restorative conversations)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (see Anti-Bullying Policy/ Cyberbullying Policy/ Anti-Racism Policy).

Rewards

Each teacher and their class develop their own systems of reward and praise, making it age appropriate, based on the overall principles set out in this policy.

These are individual, class and group rewards which promote inter-personal relationships.

Examples of rewards used in school for the good choices and good behaviour that children show are:

- Regular verbal feedback to reinforce the positive behaviour and it is congratulated
- Reference to being good role models
- Extra time given for play / IT
- Reward stickers
- Good behaviour certificates
- Pupil of the week
- Values certificate
- Random acts of kindness award
- House points
- Head Teacher's tea party
- Positive messages to parents, including phone calls home
- Headteacher golden stickers and postcards

Recording

Class teachers are responsible for recording incidences and relevant conversations with parents/carers when they report concerns about behaviour. Completed incident/ welfare forms are then kept in a central file by the Headteacher. (Appendix 6) Significant incidents, incidences involving restraint and bullying incidences are recorded in a bound and numbered book, kept by the Head Teacher. An additional risk assessment is completed for children with an identified behaviour need (see Appendix 5). As a result, a Behaviour Support Plan may be drawn up in conjunction with parents/carers, and reviewed regularly. (Appendix 7)

Equal opportunities

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

We acknowledge the need to make reasonable adjustments on an individual basis in the light of the Disability Act 2001 and the circumstances of each case. We also refer to the latest DfE guidelines to ensure this policy is up to date and in line with current national advice and recommendations.

Monitoring

A behaviour review will be held at the end of each term, as a standing item on the SLT agenda. The Headteacher and staff will review the policy annually.

DfE guidance on the use of reasonable force

<http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix 1 - The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Sam, you're climbing over the fence. It's not safe.

Never ask a child **why** they are doing what they are doing.

It is confrontational and you do not actually need to know why they are doing it – they just need to stop it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script.

Remember: you need to give them take-up time to do this rather than stand over them, which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you.

Sam, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with please, use a thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you must deliver consequences or the child will learn that you do not follow through with consequences).

Sam, if you choose to continue to climb over the fence then you will lose two minutes off your lunchtime.

It is your choice although it is easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it is good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Sam, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it is absolutely simple:

you follow through with the consequences you stated.

Do not cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined will work. You could repeatedly say eg 'In our school, we keep hands and feet to ourselves' which reminds them of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Appendix 2 - Hierarchy of Consequence

All incidences of behaviour are investigated thoroughly and the staff at Oakley CE Combined School strive to treat children fairly. The school values are reinforced.

Level 1 Behaviour

These behaviours are **inappropriate** and hinder both the child's and other children's learning.

The child will be given a warning and if the behaviour is repeated the 'time out' will be given in class. This time will be paid back by completing work at playtime or by taking it home; to be decided by the class teacher.

- *Not doing what is asked*
- *Displaying poor manners by talking inappropriately*
- *Not listening when someone else is talking*

Level 2 Behaviour

These behaviours are **unacceptable** and hinder both the child's and other children's learning.

Level 2 behaviours can upset another child.

The child will be given a warning and if the behaviour is repeated the child will be sent to another class teacher and 'time out' will be given in that class. This time will be paid back by completing work at playtime or by taking it home. Parents will be notified verbally.

There will be reparation following an incident and the adults will always try for 'natural reparation'.

A record will be made on an incident sheet and handed to the SENDCo or Head Teacher.

- *Name calling*
- *Unkind exclusion of other children*
- *Rough play*
- *Disrupting others learning or quiet time*

Level 3 Behaviour

These behaviours are **serious**.

These behaviours will result in automatic loss of playtime in order to do a 'think sheet'. A 'think sheet' might not be completed on the same day of the incidence but staff strive to complete it with the child as soon as possible after the incident. There will be reparation following an incident, decided by the SENCo or Head Teacher, and the adults will always aim for 'natural reparation'.

Repetition of the behaviour will result in the Senior Teacher, SENDCo or Head Teacher contacting the parent/carer.

The 'think sheet' will be placed in the central file.

- Deliberately hurting another child
- Verbally abusing an adult
- Damage to property – school or other children's
- Belligerent behaviour towards an adult when being corrected ie rolling eyes/giggling/talking back

Level 4 Behaviour

These behaviours are **very serious**.

The consequence would be intervention by the Head Teacher, loss of playtime, a 'think sheet' and either a letter home or a parent meeting with the Head Teacher. If there are repeated incidences, the Head Teacher may decide that a Behaviour Management Plan is to be written; to be managed by the SENDCo.

The Head Teacher will decide on the reparation which will take place.

The Head Teacher will decide if the behaviour warrants a fixed term suspension or permanent exclusion. NB the school may exclude for one such incident if it is considered to be serious enough.

- Deliberately hurting another child or adult
- Verbally abusing an adult
- Damage to school property
- Belligerent behaviour
- Racist behaviour
- Continued bullying

- Persistent disruptive behaviour
- Behaviour deemed to be inappropriate
- Behaviour that compromises the physical or emotional safety of themselves or others

Appendix 3 – Think Sheet

Name of child: _____

Name of adult conducting debrief: _____

Date of incident: _____

Date of debrief: _____

What happened?

How did you feel? What were you thinking?

- Before (why?)
- During (why?)
- After (why?)
- Who else has been affected? How have they been affected?
- How did this make them feel?
- What could you have done differently?
- What should we do to put things right?
- How can we do things differently in the future?

We agree to:

I agree that what has been written is correct.

Pupil's Name: _____ Adult's Name: _____

Signed: _____ Signed: _____

Appendix 4

Zones of Regulation – An overview for parents

Zones of Regulation®

The ZONES of Regulation®



An evidence-led programme to support children's social communication and emotional regulation needs

Background/Evidence

The *Zones of Regulation*® is an approach used to support emotional regulation.

It's great for children to use in schools but even better when the whole family use it as well so that children and their families can get used to the language of Zones in their everyday life!

The more people around a child who are familiar with the principles and language of Zones, the better

The Zones framework can help children become more aware of:

- The range of **different emotions** and **energy states** (e.g. high energy, medium energy, low energy) that they can feel.
- How different **situations** and **experiences** can trigger different emotions and energy states.
- **Tools and strategies** that can support them when feeling different emotions to help them move to an emotional state where they are calmer and more ready to learn.

Children are encouraged to understand that there is **no such thing as a 'bad' zone** and that we all go through different zones, sometimes all of them in a day (!) The

key is to recognise which zone we are in so that we can then be in a position to help ourselves or ask for help if we need it.

Brief description of the Zones

The **Blue Zone** is used to describe a 'low' energy state and 'down' emotions e.g. feeling sad, tired, sick or bored. If we were a car, our engine would be running very slowly.



The **Green Zone** is used to describe a *calm* energy state. A person can be described as happy, calm, focused or ready to learn when they are in the Green Zone. This is the zone where optimal learning occurs. If we were a car, our engine would be



going at a smooth, medium speed.

The **Yellow Zone** is used to describe a *semi-fast energy state*. You are starting to lose control over your feelings in the Yellow Zone but still have some control. A person may be experiencing worry, frustration, anxiety, excitement or silliness when in the Yellow Zone. If we were a car, our engine would be going faster than the medium speed of the Green Zone; we would be going above the speed limit and losing some control.



The **Red Zone** is used to describe an *extremely heightened* energy state. The Red Zone is when you are feeling out of control. A person may be elated (extremely excited), angry, yelling, or terrified when in the Red Zone. If we were a car, our engine would be running really, really fast.

Appendix 5 – Inclusion Risk Assessment

Pupil:

School:

Date :

Completed by:

Influencing Factors Risk Assessment also involves an analysis of the 'hazards' – the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these 'hazards' are likely to include features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil.

Use the table below to show the factors that are associated with the behaviours causing concern.

Possible Influencing Factor	Tick
1. Periods of unstructured activity	
2. Transition times.	
3. Availability of dangerous equipment.	
4. Periods of increased pressure. e.g. a. Home factors (change of home circumstances). b. School factors (assessment periods, routine changes). c. Other (please specify).	
5. Spaces which involve close physical proximity.	
6. Particular pupils / adults(please specify).	
7. Other (please specify).	

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing

factor in the final column of the table above. This will enable you to plan your preventative measures more specifically.

Known 'Triggers'	Tick if applicable (previous history)	Comments	High Medium Low Risk
Inability to cope with group activities			
Does not accept rules / instructions			
Unable to accept change in routine			
Interaction with specific member of staff			
Interaction with specific pupil			
Specific time of day / day of the week			
Other (please specify)			
Other (please specify)			

Preventative Measures

A range of common preventative measures can be taken to reduce the risk associated with challenging behaviour. Use the table over to show whether these are:

- Currently in place (P)
- Currently being actioned (A)
- Felt to be inappropriate to the particular risks presented (I)

Preventative Measure	P In Place	A Being Actioned	I Inappro- priate
Proactive Measure			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent / carer in decision making and planning			
Involving outside agencies (e.g. EP, BST, A&EO, SENSS, SHCD, PCAMHS, SCAMHS etc.)			
Establishing an individual plan			
Providing regular supervision to staff working with pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels which are appropriate to the pupil's needs (Teacher not TA)			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact including break/lunchtime			
Arranging furniture and other equipment to minimise movement and disruption			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating skills defined in the teaching programme, and through other appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents (IBP/6 stages of a crisis/PSP/PHP)			
Providing staff support at difficult times, such as start of day, changeover between lessons, break times and specific lessons			
Systematically reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures			

Preventative Measure	P In Place	A Being Actioned	I Inappro- priate
Reactive strategies to respond to early warning signs or an escalating situation			
Active listening			
Environmental adaptation (removing triggers, changing peer / staffing arrangements)			
Diversion / distraction to a preferred activity (please specify)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (please specify)			
Physical intervention *(Specify as part of a PHP following Team Teach training)			
Other (please specify)			

Following an incident

- Review risk assessment.
- Assess the risk of the incident reoccurring
- Reduce the risk by adapting the actions
- Communicate those actions with everyone involved

Monitoring

- Continue to monitor using QCA behaviour assessment to validate impact of intervention
- If minimal progress seek further advice from external agencies
- If physical intervention needed to keep child safe from harm to self, others, damage to property – contact Behaviour Support Teacher to arrange training.

DATE FOR REVIEW.....

Person responsible for implementing
plan:.....

Plan to be circulated
to:.....
.....

Copy given to parents/carers

Date.....

Appendix 6 Behaviour, Welfare, Safeguarding Report Form

Oakley CE Combined School			
Child protection/ Welfare Concern Form			
Please highlight/ circle all areas of concern.			
Safeguarding	Behaviour: • Verbal (peer) • Verbal (adult)	Behaviour: • Physical (peer) • Physical (adult)	Potential bullying
Pastoral/ nurture	Note for SENDCo	Emotional dysregulation	
Child's Name:		Year Group	
other children concerned:			
Time and date of incident/ concern			
Incident/ concern (who, what, where, when/ context of information shared, witnesses, immediate action taken)			
Continuation sheet used? Y/N			

Action taken by staff member:

Reporting staff signature..... Date:

Action taken by DSL

Response/ Outcome/ Further action

- Watching brief
- Child Protection concern - file opened

DSL signature.....Name.....

Date.....

Appendix 7 Behaviour Support Plan

Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Opinion Known	Conscious Involuntary C/I	Seriousness Of Outcome A 1/2/3/4	Probability Of Hazard 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					
Other Harm					
Other Harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling 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

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

Behaviour Support/Risk Management Plan

Name:	Class:	Date:	Review dates			
--------------	---------------	--------------	---------------------	--	--	--

	Potential Triggers / Key Themes <ul style="list-style-type: none"> •
--	--

Best Zone for learning and interaction (Green Zone) <ul style="list-style-type: none"> • 	Strategies to maintain Green Zone
First signs that emotional zone is changing (Yellow Zone)	Strategies to return to Green Zone
Where emotional distress might lead (Red Zone)	Strategies/support needed to calm down to safe level <ul style="list-style-type: none"> •
What we are trying to avoid <ul style="list-style-type: none"> • 	Interventions necessary for safety of all <ul style="list-style-type: none"> •

Signature of school class teacher.....Date: Signature of parent.....Date:

Signature of SENDCODate:.....