



# Behaviour Policy

Version	September 2020
Review Cycle:	Two years
Date of next Review:	September 2022

Signed:	
	Headteacher
Signed:	
	Chair of Governors

**Thurton CE Primary School**  
**Policy Statement for Behaviour and Discipline**

**Introduction**

Our school is a community of pupils, teachers, learning support assistants, lunchtime staff, governors, parents/carers and other adults. A community works best where there is mutual respect between all members and an agreed code of conduct within which all activities take place.

It is our aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built upon mutual trust and respect for all.

This behaviour and discipline policy is designed to support the way in which all members of the school live and work together.

**What are the principles or ethos that underpins the promotion of effective behaviours for learning at Thurton Church of England Primary School?**

The school follows the principles of the Christian Values for Life.

The school vision is Enjoy, Achieve and Believe.

“The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.” Norfolk STEPs - Step On – (staff development training January 2017).

**What are the purpose and aims of the policy?**

At Thurton Primary School we aim:

- to recognise, promote and reward positive behaviour.
- to work in partnership with parents and carers to support the social and academic development of **all** pupils.
- to provide a framework to support and promote socially acceptable behaviour.
- to promote an environment where the Christian values in class covenants are followed using the Values of Life values e.g. forgiveness, respect, responsibility, courage, perseverance, humility, generosity, courage, peace, trust, faithful, gratitude, tolerance, compassion, justice and togetherness.
- to ensure staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- to ensure staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating.
- to ensure that all members of the school community ensure that they follow the school vision of Enjoy, Achieve and Believe.
- to focus and plan to manage the stable behaviour (the pro-social behaviour that the individual is capable of displaying) and to recognise, plan and respond to escalating behaviours in order to prevent harmful behaviour. “Key phrase -CATCH THEM GETTING IT RIGHT” (Norfolk STEPs)

**Supporting pupils returning to school (COVID-19)**

We have reviewed this policy in conjunction with the Norfolk County Council ‘Guidance to Support Positive Behaviour’ document Summer 2020. Appendix B

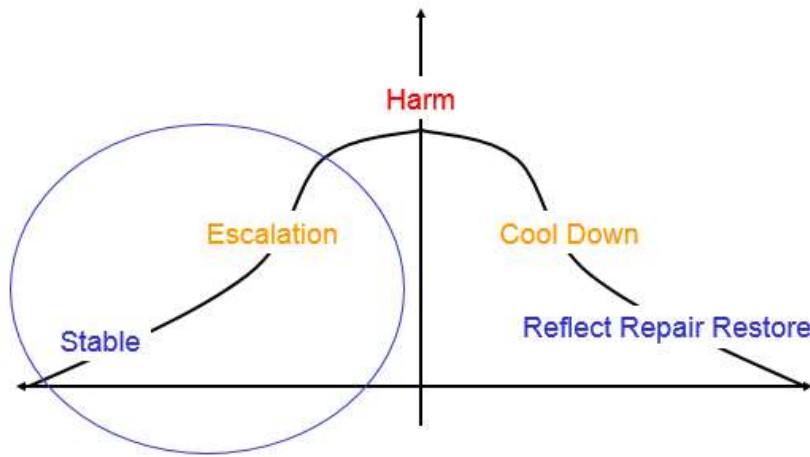
**What is the framework at Thurton Primary School which supports and promotes positive behaviour?**

We use a three stage framework to manage potential challenging behaviours. Staff are trained regularly to be equipped with the skills needed at each stage:

Stage	Skills needed:
Stage 1: Before a crisis.	De-escalation.
Stage 2: During a crisis.	Management of risk or harm.
Stage 3: After a crisis.	Reflect, repair and restore (forgiveness).

# Progression

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(Norfolk STEPs)

At Thurton Primary School, we believe that inappropriate behaviour contrary to school expectations should be dealt with using consequences (see Table 1), which have opportunities for the child to learn from their actions. We endeavour not to use punishments which could lead to further negative behaviours. We have developed a clear card system for behaviour which is outlined in this policy, for use both in school and outside on the playground. Sometimes a protective consequence, such as a removal of a freedom, is required to manage inappropriate behaviour, especially if there is a risk of harm. In extreme cases where a child presents a high level risk, to ensure no further harm occurs in the short term, the child may receive a fixed term exclusion and/or a Risk Management Plan (see Appendix A) which aims to develop responses to de-escalate and avoid high level interventions occurring. If a child's behaviour continues to result in harm to learning and the child has been unsuccessful with the educational consequences put in place, this may lead to a permanent exclusion. (See section, 'What does exclusion mean?').

Table 1 Examples of Consequences:

Educational Consequences	Protective Consequences
A letter to parents/carers/child to explain what they did, why it was inappropriate and what they should do next time to make the right choice.	Isolation/removal from an area.
Completing tasks.	Increased staff ratio.
Rehearsing.	Limited access to outside space.
Assisting with repairs.	Escorted in social situations.
Educational opportunities.	Differentiated teaching space.
Research.	Removal from classroom.
Restorative meetings.	Exclusion.

*“Generally the concept of ‘discipline’ is linked to an attitude of prosecution and the idea of apportioning blame. Steps encourages services to adopt an attitude based on the principles of pastoral care, closer linked to trying to understand and a defence for the child’s actions. Punishment is unhelpful as it only has the potential to suppress rather than change conscious behaviour and can have no positive effect on subconscious behaviour. Steps encourages staff to have a more constructive view of discipline and to associate the term with internal discipline which is working with individuals so they understand and value pro social behaviours. Working with children’s experiences and feelings is likely to have a far greater impact on behaviour. This approach creates internal discipline.” NORFOLK STEPS*

**What are the school's expectations of behaviour?**

- we speak and listen to each other politely.
- we show tolerance and respect each other's right to be different.
- we treat each other with respect at all times.
- we promote good behaviour, self/internal discipline and respect.
- we promote behaviour that prevents bullying.
- we promote behaviour to ensure that all children are able to complete their learning.
- we promote behaviour which helps regulate the conduct of other children.
- we promote an environment where no one deliberately sets out to make another person feel uncomfortable or unhappy.

**COVID-19 expectations of behaviour:**

- we promote behaviour which ensures all children, staff and families adhere to follow the safety measures put in place by the school

**What are the school rules?**

To support the expectation of all in our school community, everyone follows a set of personal expectations – do their best, be their best and try their best. As a school we have decided on these three main rules which will cover every eventuality in school. When the school community follows these expectations, they enable all stakeholders to be able to: Enjoy, Achieve and Believe, which is our school vision statement.

**What are the class rules?**

At the start of each school year the class teacher will discuss with the children the values and rules within the classroom. They will also refer to safety measures put in place to mitigate the risk of spreading the coronavirus. They will be agreed, displayed and referred to regularly.

**How will positive behaviour be promoted?**

The promotion of positive behaviours for learning is central to our school behaviour policy. We have a clear system of rewarding positive behaviour as follows:

- Each week, the staff award a certificate for children who have gone above and beyond in class, in their work or behaviour in a weekly Celebration Assembly. This is attended by staff and any member of the community (parents/carers of the children receiving certificates are personally invited to share in the celebration).
- Any member of the school community can write a Golden Comment and put it into the "Golden Box", to be read out at the celebration assembly for anyone who has upheld our school rules and values by trying their best, being their best and doing their best or helping each other.
- All members of the school community are encouraged to praise and congratulate each other.
- Staff give house merits for following the school rules. There are four houses in school: red, blue, green and yellow. Whilst each child receives awards individually they also count towards the team. House points are collected as merits and once a child reaches 10, they receive a bronze certificate, 25 for a silver certificate, 50 for a gold certificate and pencil and 100 for a platinum and bookmark.
- Lunchtime staff nominate pupils for a playground award which is shared at the weekly Celebration Assembly.
- Characteristics for effective learning are reported to parents/carers termly in pupil's school reports.
- Characteristics for effective learning are promoted across the school.
- To secure the support of parents/carers and pupils through the use of a home-school agreement.

**How can staff/volunteers teach behaviour?**

- Relationships.
- Role modelling.
- Consistency and Clear Expectations.
- Scripts and routines.
- Positive phrasing.
- Planning.
- Celebration and Recognition.
- Reward and positive reinforcement.
- Reminders of success.

- Limited Choices and Disempowering.
- Discussion and Task Support.
- Comfort and forgiveness.

Table 2 Examples:

<b>Positive Phrasing</b>	<b>Negative Phrasing</b>
Stand next to me. Put the book on the table. Walk in the corridor. Switch off the computer. Walk beside me to the kitchen. Stay seated in your chair. <i>Please/thank you.</i>	Stop being silly! Be good! Don't throw the pen! Stop running! Don't talk to me like that! Calm down!
<b>Limited Choice</b>	<b>No Choice (making demands)</b>
Where shall we talk - here or in the kitchen? Put the pen on the table or in the box. I am making a drink - orange or lemon? Are you going to sit on your own or with the group? Are you starting your work with the words or a picture?	Get in here now! Get out! Do as you are told! Give it to me now! Open Choice: What do you want to do? Would you like to go inside?
<b>Disempowering the Behaviour</b>	<b>Empowering the Behaviour</b>
You can listen from there. Come and find me when you come back. Come out from under the table in your own time. Now you are in my office you can use those bad words if you need to express yourself.	Come back here, NOW! You are not allowed in there. Get down from there! Don't you dare swear at me! I will let you use the computer if.....
<b>Positive Scripts</b>	<b>Negative Scripts</b>
Classroom language. Take turns. Walking feet. Listening ears. Kind words. Kind hands.	Do you think you're clever? Do I look stupid? What did you say? Here we go again! How many times.....

**Example of a menu:**

**Positive Phrasing:**

Come sit next to me for a story.  
(Repeat/Remind/Take-Up Time).

**Limited Choice:**

Would you like to sit on the chair or bean bag?

**Disempowering the Behaviour:**

You can listen to the story from there.

**Consequence:**

We will check you understand the story before going out for break time.

*Nb: Examples sourced from Norfolk STEPs training.*

## How will the school respond when children do not meet the expected level of behaviour during playtime and lunchtime?

To ensure that the aims and values of our school community are upheld, the following series of steps will consistently be applied:

- 1) **GREEN** All children begin each playtime/lunchtime on a green card.
- 2) **WARNING** If a child does not behave in accordance with school's expectations, the adult will remind them to behave appropriately and remind them of the rule they have broken. Depending on how serious their actions have been could mean that Step 4 or 7 are the next step. For example, if an adult hears or witnesses bad language or inappropriate gestures, a child will move directly to 4) RED. If the child responds, praise will follow.
- 3) **AMBER** If the child continues to behave inappropriately in contrary to school's expectations, they will be given an amber warning. An appropriate protective consequence could be required to help support the child at this point, for example, removal from an area or reflecting quietly on a bench for a short time. This signifies that they need to think about their behaviour and that they have an opportunity to change their actions to ensure that they make the right choice going forward. If the child complies, their actions will be acknowledged by positive praise.
- 4) **RED** If the child's behaviour does not improve, they will be given a "red card" and a consequence will be given. This could be a protective consequence where the child is withdrawn from the playground to be supervised by a member of staff inside the school. Alternatively, for younger children, the consequence may be to stand with the adult on duty for a duration of time. An appropriate educational consequence will be put in place at this time (See Table 1 above). The class teacher will inform parents/carers as soon as possible.
- 5) **RED RED** If the child's behaviour results in two "red cards" in the playground in a week, the class teacher will inform the head teacher. The head teacher will speak to the child and a note will be logged in the Head teacher's Incident Book. Parents/carers will be asked to see the head teacher for a meeting to discuss their child's behaviour and possible management strategies which may need to be put in place at school/home.  
**PARENTAL INVOLVEMENT**
- 6) **REPEATED RED** If the initial strategies are unsuccessful and the child's behaviour does not improve in the playground over a short period of time, parents/carers will be contacted again to make an appointment to discuss the situation with the class teacher, SENDCo and head teacher, with a view to improving the behaviour of the child by implementing a Risk Management Plan. The child will be supported and monitored closely by staff. Further meetings will be arranged with parents/carers to discuss progress. If, over a set period of time, behaviour does not improve, outside agencies will be contacted for advice on how to further support the child.  
**OUTSIDE AGENCIES**
- 7) **FURTHER ACTION** If the child continues to present with inappropriate behaviour after supportive strategies have been put in place, this may result in either a lunchtime exclusion for a period of time up to 5 lunchtimes or a fixed-term exclusion which may later lead to a permanent exclusion.  

Serious breaches of behaviour and discipline such as acts of intentional or deliberate physical assault, verbal abuse, stealing, damage to property, bullying and absconding from school premises will result in an immediate phone call to parents/carers requesting a meeting with the head teacher or assistant head teacher in her absence, as soon as possible, depending on the circumstances. The seriousness of the incident may result in either a lunchtime exclusion for a period of time up to 5 lunchtimes or a fixed-term exclusion which may lead to permanent exclusion. The consequences will be determined by evidence available to the head teacher or deputy head teacher in their absence. All aspects of the case will be taken into account in this step.

### Lunchtime Isolation

If a child's behaviour results in a red card, then they will receive a consequence. This could result in a Protective Consequence where they will have a freedom removed. In most cases, this will be a lunchtime isolation where the child will eat their dinner in a separate room accompanied by a member of staff. During this time, the member of staff will be responsible for pastoral care and promoting opportunities for learning through discussion. Lunchtime isolations are always completed with an educational consequence to promote internal discipline.

## How will the school respond when children do not meet the expected level of behaviour in school?

To ensure that the aims and values of our school community are upheld, the following series of steps will consistently be applied:

- 1) **GREEN** All children start the day on a green card.
- 2) **WARNING** If a child does not behave in accordance with school's expectations, the adult will remind them to behave appropriately and remind them of the rule they have broken. Depending on how serious their actions have been could mean that Step 4 or 7 are the next step. For example, if an adult hears or witnesses bad language or inappropriate gestures, a child will move directly to 4) RED. If the child responds, praise will follow.
- 3) **AMBER** If the child continues to behave inappropriately in contrary to school expectations, they will be moved to the amber card. An appropriate protective consequence could be required to help support the child at this point, for example, removal from an area. This signifies that they need to think about their behaviour and that they have an opportunity to change their actions to ensure that they make the right choice going forward.  
If the child complies, their actions will be acknowledged by positive praise.
- 4) **RED** If the child's behaviour does not improve, they will be given a "red card" and a consequence of a lunchtime isolation (see below) could be given. An appropriate educational consequence will be put in place (See Table 1 above).  
If the child's behaviour has been disruptive in the classroom and has resulted in significant harm to learning for other pupils, the teacher reserves the right to remove them to complete an educational consequence in another area of the school e.g. another classroom/ library area or it could mean that an instant referral to a senior member of staff is required.  
The class teacher will inform parents/carers as soon as possible.
- 5) **RED RED** If the child's behaviour results in two "red cards" in a short period of time, the class teacher will inform the head teacher. The head teacher will speak to the child and a note will be logged in the Head teacher's Incident Book. Parents/carers will be asked to see the head teacher for a meeting to discuss their child's behaviour and possible management strategies which may need to be put in place at school/home.  
**PARENTAL INVOLVEMENT**
- 6) **REPEATED RED** If the initial strategies are unsuccessful and the child's behaviour does not improve, parents/carers will be contacted again to make an appointment to discuss the situation with the class teacher, SENDCo and head teacher, with a view to improving the behaviour of the child by implementing a Risk Management Plan. The child will be supported and monitored closely by staff. Further meetings will be arranged with parents/carers to discuss progress. If, over a set period of time, behaviour does not improve, outside agencies will be contacted for advice on how to further support the child.  
**OUTSIDE AGENCIES**
- 7) **FURTHER ACTION** If the child continues to present with inappropriate behaviour after supportive strategies have been put in place, this may result in either a lunchtime exclusion for a period of time up to 5 lunchtimes or a fixed-term exclusion which may lead to permanent exclusion.

Serious breaches of behaviour and discipline such as acts of intentional or deliberate physical assault, verbal abuse, banned items brought into school (see below), stealing, damage to property, bullying and absconding from school premises will result in an immediate phone call to parents/carers requesting a meeting with the head teacher or assistant head teacher in her absence, as soon as possible, depending on the circumstances. The seriousness of the incident may result in either a lunchtime exclusion for a period of time up to 5 lunchtimes or a fixed-term exclusion which may lead to permanent exclusion. The consequences will be determined by evidence available to the head teacher or deputy head teacher in their absence. All aspects of the case will be taken into account in this step.

### Lunchtime Isolation

If a child's behaviour results in a red card, then they will receive a consequence. This could result in a protective consequence where they will have a freedom removed. In most cases, this will be a lunchtime isolation where the child will eat their dinner in a separate room accompanied by a member of staff. During this time, the member of staff will be responsible for pastoral care and promoting opportunities for learning through discussion. Lunchtime isolations are always completed with an educational consequence to promote internal discipline.

## **What about the younger children in the Early Years or KS1?**

The above behaviour steps 1 to 4 have been adjusted to meet the needs of the younger learners in EYFS and KS1.

- 1) **SUN** All children start the day on the Sun prompt.
- 2) **WARNING** If a child does not behave in accordance with school's expectations, the adult will explain what they did, why it was inappropriate and what they should do next time to make the right choice. Depending on how serious their actions have been could mean that an instant referral to a senior member of staff is required. For example, if an adult hears or witnesses bad language or inappropriate physical conduct towards another child or adult (hitting/biting/kicking).  
  
If the child responds, praise will follow.
- 3) **CLOUD** If the child's behaviour does not improve, they will be given a CLOUD prompt and receive an immediate consequence, which could be removal from an area for a short period of time. An appropriate educational consequence will be put in place (See Table 1 above) at this point. The child will at all times be supported by an adult member of staff to ensure opportunities for learning are promoted positively.  
  
The class teacher will inform parents/carers as soon as possible.

***The preceding Steps '5, 6 or 7' on the previous page will be adhered to if the child receives two or more clouds over a short period of time.***

### **What about children with diagnosed behavioural difficulties or specific needs?**

Children who have diagnosed behavioural difficulties or specific needs (E.g. ADHD, ASD...) may require an adjustment in this policy following a discussion with the Headteacher, SENDCo, Outside Agencies and parents/carers in order to best meet the child's individual specific needs and to support their well-being.

### **What items are banned in school?**

If banned items are brought to school, be that intentionally or by unintentionally, the head teacher (or assistant head teacher in her absence) will refer to Step 1 for sanctions. Prohibited items are defined in the Education Act 1996 and the Schools Regulation 2012 as:

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Tobacco and cigarette papers, fireworks and pornographic images.
- Any articles that the member of staff reasonably suspect has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.

### **What happens if a child makes malicious allegations against school staff or other children?**

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. The school will refer straight to Step 7 as an appropriate action and depending on the circumstances this will be referred to the police if there are grounds for believing a criminal offence may have been committed.

### **Can staff use reasonable force?**

The guidance issued by the Department for Education, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance. The members of staff receive regular additional training to carry out their responsibilities. (Norfolk STEPS January 2017)

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

- to comfort or reward a child
- to direct or steer a child
- for activity reasons (for example in drama, physical games)

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

- the child's age and level of understanding.



- the child's individual characteristics, health and history.
- the location where the contact takes place (it should not take place in private without others present).
- have they received physical intervention 'Safe Handling' training through Norfolk STEPS?

Planned physical intervention should be:

- Agreed in advance by a team in consultation with the child and his or her carers/advocates.
- Planned in advance including broader strategies for addressing the child's behavioural difficulties.
- Under the supervision of an identified member of staff.
- Subject to recording, reporting, monitoring and, if necessary, investigation.

Justification for physical intervention could be:

- To prevent a child from committing a criminal offence.
- To prevent a child from harming themselves or others (including physical and mental).
- To prevent or stop a child from causing serious damage to property.
- To prevent or stop a child from causing significant harm to learning.

### **What does exclusion mean?**

Only the head teacher (or deputy head teacher if the head teacher is not on the school site) has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Exclusion can be internal or external:

- internal means that this occurs inside school e.g. at break or lunchtimes, and/or outside own classroom.
- external means at a place outside the school which the parent/carers deem safe for the child to be.

If the head teacher externally excludes a pupil, parents/carers are informed as soon as possible, with reasons for the exclusion. At the same time, the head teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The head teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

If an exclusion is taken to an appeal, the governing body will form a discipline committee which will be made up of three members. This committee will consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

### **What about bullying?**

Our school does not tolerate bullying of any kind. If we discover that acts of bullying or an act of intimidation has taken place, the Head teacher will be informed, the incident will be logged and parents/carers will be notified. While it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

Please refer to the Anti-bullying policy.

### **How can we support children's emotional development?**

All children need to feel they are listened to and their views are valued – no different from us. Children tell and show us how they are feeling by the way they behave – again, just like we do. Pressures of our jobs, time constraints and how we are feeling at any one time affects how we respond, contain and de-escalate situations. When we are stressed or pressured by time our responses can escalate and fuel a child's anger and resentment. Being 'in tune' with ourselves and looking after our own emotional well-

being is key to helping us to support the children we work with. If we are able to remain calm and measured this will help a child who feels out of control feel safe and to calm more quickly.

Children who don't feel listened to consistently can become more angry and resentful and less likely to seek support or express themselves safely next time big feelings come their way. It can affect confidence, self-esteem and interactions with adults and peers. We want children to talk to us, to tell us when they think things are unfair or when they have been hurt, either emotionally or physically. Children who are unable to express themselves are more vulnerable to negative influences and reporting abuse.

We can have authority without being 'Authoritarian'. I talk to parents about 'parental presence' – being alongside their children both physically and emotionally when times are tough. This doesn't mean they are giving attention to unwanted behaviours, but they are showing their child they are there with them, no matter what. Sometimes parents (and staff) need to consciously step into their role as the adult and remain there for the entire stressful episode. This involves staying composed, using simple language and present as confident and reassuring in body language and by what is said. A state of calm allows the child to feel safe in the midst of chaos. Of course a child who is angry or displaying destructive behaviour may need some time on their own, but ignoring them in the midst of an emotional outburst is unhelpful.

"Strike when the iron is cold" – trying to have a lengthy conversation with a child who is distressed or angry - for whatever reason – is likely to be unproductive and escalate a situation. Name (label) what you think you are seeing and validate. Limit setting and thinking about what they could do next time comes afterwards.

#### **Labelling**

"You seem angry to me"

"I can see you're feeling angry"

"I can tell you are angry because..."

#### **Empathising – validating**

"I'm sorry that happened to you..."

"I can see that you get angry when that happens"

"It's ok to feel angry about that"

"I'd feel angry too if that had happened"

#### **Limit setting**

"Doing that is not ok"

"The rule is..." (*your school in our school/your house in my house* – talking about 'us' and 'we' helps the child to hold onto a sense of belonging (whether in school or at home), even when things have gone wrong and they may feel excluded)

#### **Problem solving and solutions**

Exploring what happened, discussing with the child what they could have done differently and what/who can help/alternatives for next time. A conversation about calming techniques (focused breathing, counting etc) and practising these regularly will help a child develop a tool-kit to self-regulate big feelings.

*The above focuses on anger and upset but of course labelling and validating can be used to support children displaying a range of emotions.*

**Sally Hitchcock, PSA**

**January 2020**

#### **What are Outside Agencies?**

- Norfolk STEPs (<http://s4s.norfolk.gov.uk/Services/Details/2068>)
- Cluster SENDCo
- Educational Psychology and Specialist Support (<http://www.norfolkpeps.org.uk/>)
- Norfolk School 2 School Support (<http://www.s2ssupport.co.uk/>)
- Norfolk County Council (<http://www.schools.norfolk.gov.uk/Behaviour-and-safety/index.htm>)

#### **What support is there for parents/carers?**

- Parent Support Advisor
- Norfolk STEPs (<http://s4s.norfolk.gov.uk/Services/Details/2068>)
- Norfolk County Council (<https://www.norfolk.gov.uk/children-and-families/send-local-offer/care-support-and-advice/advice-and-support-for-parentscarers>)

**How will this policy be monitored?**

The head teacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. This is done through the Headteacher's Report to Governors at Full Governor's Meetings, informal discussions when necessary and at the beginning of each school year at staff meetings for teachers and support staff.

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

**What legislation does this policy refer to?**

The Education Act 2002, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The Education and Inspections Act 2006 – Sections 88 and 89

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

The Education Regulations 2010

Name	Child A
DOB	
Date of Assessment	4/05/2017

### Risk Management Plan

<b>Name: Child A</b>	<b>Class:</b>	<b>Date:</b>	<b>Review Date:</b>
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Hazard/Behaviour	Opinion Known	Deliberate Accidental Involuntary	Seriousness Of Outcome A	Probability Of Hazard B	Severity Risk Score
	O/K	D/A/I	1/2/3/4	1/2/3/4	A x B
Harm to Self	K	D	3	3	9
Harm to Peers	K	D	2	3	6
Harm to Staff	K	D	2	3	6
Damage to property	K	D	2	3	6
Harm from Disruption	K	D	2	4	8
Criminal Offence					
Harm from Absconding					
Other Harm					
Other Harm					

<b>Photo</b>	<b>Potential Triggers / Key Themes:</b> <ul style="list-style-type: none"> <li>Peers influence at playtime or in school</li> <li>Receiving Instruction or Support</li> <li>Being asked to do something or stop a task he likes</li> <li>Losing face in front of others</li> <li>Requesting others to move away from Child A when he is at L1.</li> <li>Sanctioning without giving Child A a warning.</li> </ul>	<b>Motivators:</b> <ul style="list-style-type: none"> <li>Football</li> <li>Stickers</li> <li>Cooking</li> </ul>
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Seriousness	Description
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	Description
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

<b>What we want to see</b> Child A engaged and settled when learning. Child A co-operating, being polite and engaging when offered support. Child A playing sensibly with his peers outside. Child A acting sensibly during class lessons, PE lessons and Collective Worship. Child A to form solid and suitable relationships	<b>Strategies to maintain</b> Clear expectations – "First this...then..." Incentives E.g. Building blocks. Restrict and manage time with others who cause him to be distracted. Promote opportunities to mix with children who are positive role models. Timed activities or indicate in his book to give him a target. Clear directed praise – "neat writing."
<b>(L1) First signs that things are not going well</b> Not accepting help and being rude to adults. Avoiding or ignoring instructions. Not engaged and causing low level disruption through actions or noises.	<b>Strategies to support</b> Early teacher intervention – move peers, move adult, move Child A Clear sanction procedure e.g. warning, yellow card, red card "I'll come and chat with you Child A...Mrs x can go and see y." Use scripts: "I need you to...otherwise I can't..." "Complete this...then..." Distract by drawing his attention to something he likes/enjoys. (as per Norfolk STEPs training). Encourage a class culture to ignore.
<b>(L2) Where this behaviour leads next</b> Impulsive actions e.g. bunny hopping, sliding on stomach, immature noises. 'Cocky' attitude and back chat. Impulsive shouting out of inappropriate comments. Pushing over school equipment. Leaving the room or lesson without permission.	<b>Strategies needed</b> Ignore but keep Child A safe. Use Scripts which enable adults to own the behaviour: "I can see you want to ring the bell – you need do that outside. Thank you." Guide Child A to School 'Safe Zone'. Remove children. Remove objects which could be thrown. Allow Child A to settle himself. Avoid touching or stimulating him. If at high risk of harm, use Safe Handling strategies as per Norfolk STEPs training.
<b>(L3) What we are trying to avoid</b> Disregards his own or others safety.	<b>Interventions necessary</b> Isolate Child A in the school building and monitor.

Appendix A

## Appendix B

Behaviour	Useful Strategies for Managing Risk	Related Risk / H&S context
Refusal to follow school rules/ adhere to safety measures	<p><b>Use of Behaviour Analysis</b></p> <ul style="list-style-type: none"> <li>Unpick why the child is refusing to do something – Anxiety? Fear? Unmet learning need? This should then be used to plan for behaviours and reduce the risk of refusal</li> </ul> <p><b>Possible strategies:</b></p> <ul style="list-style-type: none"> <li>Use of disempowerment strategies (eg, deflect/distract)</li> <li>Don't get 'angry'. Make the task or situation fun / a game, use humour to diffuse the situation</li> <li>Join in with the task eg, hand washing</li> <li>Use of 'when/then' 'now/next' 'first/then' language</li> <li>Plan tasks you know they will enjoy/engage in to build up success in following adult direction.</li> <li>Give the child limited choices to allow them to have a sense of control</li> <li>Give choices around things which don't matter as much – pen or pencil? Should we draw or write first?</li> <li>Let child choose order of activities in the day then 'lock them in' – if refusal happens still, remind of the order they chose. When calm, return to what they refused to do (if pitched appropriately and support is available) to ensure they understand that refusal does not mean they avoid doing the task they didn't want to do.</li> <li>If there is a lesson you know the child will find difficult to manage, consider putting something different in place:               <ul style="list-style-type: none"> <li>✓ Could the sessions be shorter or be delivered in a more practical way?</li> <li>✓ Could they access movement breaks during the lesson?</li> <li>✓ Could we use lower demand tasks, project-based tasks or adapt tasks to reflect interests?</li> <li>✓ Could it be accessed in a different room in a small group/1:1 setting?</li> <li>✓ Could the timetable be changed for a period of time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Availability of staff trained in de-escalation strategies e.g. Norfolk STEPs</li> <li>Increased anxiety for staff and pupils about the perception of the spread of COVID-19</li> <li>Risks to wider safety measures across the school being compromised</li> <li>Disruption to new school routines</li> <li>Additional risks to pupils and staff who require measures to be stringently applied due to managed health conditions</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Communicate expectations to pupils (and parents) before returning to school</li> <li>Consider use of peer mentors and student leadership to promote required school safety measures</li> <li>Consider focused communication with specific cohorts of pupils who historically find complying with school expectations difficult</li> <li>Review need for additional mental health support for pupils for pupils vulnerable to persistent disruptive behaviour</li> <li>School behaviour policy to be followed and pupil specific risk assessments to be updated following incidents of non-compliance</li> <li>Review specific COVID-19 age appropriate educational consequences for pupils who deliberately breach school expectations</li> <li>Contact inclusion team to review risk assessments and strategies in place for pupils</li> </ul> <p>Ensure that all control measures in the COVID-19 Risk Assessment are implemented, increase specific measures such as ensuring that hand washing is carried out at increased intervals and plans to increase localised cleaning and disinfection in response to behaviour events.</p> <ul style="list-style-type: none"> <li>Consider any further supportive measures that may be needed where members of staff have increased levels of anxiety if appropriate</li> </ul>
Deliberate/ provocative behaviours	<p><b>Use of Behaviour Analysis</b></p> <ul style="list-style-type: none"> <li>Unpick why the child is refusing to do something – Anxiety? Fear? Unmet learning need? This should then be used to plan for behaviours and reduce the risk of deliberate/ provocative behaviours</li> </ul> <p><b>Possible strategies:</b></p> <ul style="list-style-type: none"> <li>Use of disempowerment strategies (eg, deflect/distract)</li> <li>Use humour or a game to diffuse the situation</li> <li>Don't allow yourself to be provoked/ become angry – use short, scripted responses</li> <li>Give a short instruction e.g. 'I need you stop doing that, thank you' and then give take up time for compliance</li> <li>Reflect back how the child/ young person may be feeling 'I can see you're angry/ upset, I'm here to help when you're ready'</li> <li>DO NOT make threats i.e. 'You will be excluded if you keep doing that'</li> <li>If behaviours are dangerous remove others from the area</li> <li>Have a restorative/reflective conversation after the event to unpick behaviours</li> </ul>	<p>Ensure that all control measures in the COVID-19 Risk Assessment are implemented, increase specific measures such as ensuring that hand washing is carried out at increased intervals and plans to increase localised cleaning and disinfection in response to behaviour events.</p> <ul style="list-style-type: none"> <li>Consider any further supportive measures that may be needed where members of staff have increased levels of anxiety if appropriate</li> </ul>

*A signed hard copy of this policy is available for inspection in the school office.*

**Appendix B – Table of changes from Sept 2017**

<b>Date of change</b>	<b>Paragraphs affected</b>	<b>Summary of update</b>
6/09/17	P8. Series of Steps	Explained Cloud steps for younger children
9/01/20	P9. Support	Included information from our PSA following school inset
July 2020	P4	Reviewed for returning to school (COVID-19)