

# Bligh Primary School



## Behaviour Policy

Chair of Governors -

Head Teacher - Christian Markham

Date Agreed - Feb 2019

Review Date - Feb 2021

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## **Introduction**

This document is a statement of the aims, principles and strategies for Bligh Primary School. This policy has been reviewed regularly and is the result of developed practice and experience of the staff at Bligh Primary School, old and new. It takes into account DfE guidelines and LA advice. It should be read in conjunction with the Positive Handling Policy, Inclusion Policy, Anti-Bullying Policy, Exclusion Policy, Child Protection Policy and the RE and Collective Worship Policy to establish the general ethos of the school.

## **Rationale**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

As a primary school we feel that it is a prime directive to see the good in children, acknowledge their strengths and achievements and give them a realistic awareness of their worth and the contribution they can make.

## **Principles**

Our policy rests on four basic principles:

1. We recognise that our children come from a wide range of backgrounds and may experience conflicting expectations between home and school. At school we have a shared responsibility with parents/carers to prepare our children to be good citizens, encouraging them to behave well towards each other, their staff, parents/carers and other adults.
2. We recognise a clear connection between behaviour and progress.
3. We have high expectations for behaviour, which must be worked towards with parents/carers, staff and children. We believe that showing children the value of good behaviour in school will lead to increased self-esteem and greater self-discipline in adult life. We recognise the need to identify positively and reinforce good behaviour wherever possible.
4. We recognise the need to provide our children with a positive, caring environment where they are able to develop the knowledge attitudes and skills needed to grow emotionally and socially and to thrive in the world outside school. We achieve these principles through:
  - the establishment of a set of values which are in use in all areas of the school
  - effective class management
  - positive recognition of good behaviour
  - involving parents/carers.

## **Expectations**

We expect children to have:

- respect for themselves;
- respect for the views, beliefs, rights and property of others;
- respect for the environment.
- Tolerance, by being kind, careful and acting considerately of others

It is made clear at our school that we will not tolerate bullying, cheating, dishonesty, cruelty, deceit, sexism, irresponsibility, rudeness, vandalism and racism.

**'Unlocking potential for happy, lifelong learning.'**

Bligh Primary School places the highest priority on promoting good relationships between all members of the school community.

## **Aims**

We aim to promote;

- The creation of a safe, encouraging atmosphere, which fosters a sense of community where everyone feels valued and respected.
- To create an environment in which our pupils can learn.
- Politeness, friendliness, good manners and honesty by telling the truth
- Self-discipline, self-confidence and co-operation by teaching the children to take responsibility for their own actions
- To develop a growing awareness of the responsibilities that are a part of living and working in a community.
- To ensure that children have the opportunity to thrive regardless of race, gender, aptitude or physical attributes.

## **Objectives**

To achieve these principles the following objectives have been agreed:

1. A set of Bligh School Values
2. A consistent approach
3. Positive recognition of good behaviour, self-discipline and social responsibility
4. Positive classroom management
5. High expectations in the classroom, at playtime & Lunchtime and all areas of the school
6. To have reflective discussions surrounding the behaviour of pupils
7. Involving parents/carers
8. Procedures for Exclusion
9. Approaches to incidents of bullying

## **We all agree that:**

- Pupils should take responsibility for their own behaviour and the consequences of their actions.
- There is a link between the behaviour of pupils and the environment in which they work and play; pupils must be encouraged to care for their environment.
- Good home-school links are crucial and parents will be welcomed in to school and informed of good behaviour, as well as consulted about unacceptable behaviour.
- Staff and parents will work in partnership and unacceptable behaviour in school should be followed up at home.
- All pupils should be given appropriate responsibilities.
- Non-academic achievements should also be recognised and celebrated.

To achieve these aims and objectives the following will systems and procedures are in place and will be followed

## **1. Bligh School Values**

Bligh Primary School's values are a fundamental part of daily school life.

They show how we expect all of the children at Bligh Primary to behave and act in order to make school a happy, fun, safe and pleasant learning environment for all.

Bligh Primary School is a school with a **HEART**.

- |                    |   |
|--------------------|---|
| <b>Honesty</b>     | We believe that we must always tell the truth and act in an honest way.                       |
| <b>Empathy</b>     | We believe that understanding others and treating them kindly is important.                   |
| <b>Achievement</b> | We always aim to achieve the best we can, in and outside the classroom.                       |
| <b>Resilience</b>  | We never give up. When something is difficult we try even harder.                             |
| <b>Teamwork</b>    | We understand that we are all part of the Bligh team. Working together helps us achieve more. |

The Bligh values must be referred to and enforced consistently by all members of staff, including non-teaching staff.

## **2. Positive recognition of good behaviour**

Positive recognition and praise must be given to children when they behave well. Positive recognition and reinforcement take the form of:

- praise which is genuine and personal
- recognition of achievement in Celebration Assembly and presentation of Bligh Value Badges
- Tangible awards – stickers, smiley faces, raffle tickets, Dojo points, Star of the Day cards & Green Slips (Appendix 1a)
- special privileges – Proud of You events, treats, something which the child likes doing
- extra responsibilities – Prefects, House Captains, Vice Captains, Class Buddies, E-Cadets and Peer Mediators
- opportunities: to share good quality work; informing parents of good behaviour/achievements

### **3. Managing Unwanted Behaviour**

To demonstrate a positive approach to managing classroom behaviour staff must:

- use this Behaviour Management Policy consistently to help children to understand the consequences of their unsatisfactory behaviour
- use agreed strategies for classroom management which is supported by the Headteacher and parents/carers
- create and sustain a positive and supportive environment which includes a sense of community within the class
- communicate expectations clearly and firmly
- take seriously, incidents of inappropriate behaviour
- use professional judgement to decide if a child needs 1:1 time out of the classroom
- blame the behaviour not the child

Although our approach to discipline is based on the reinforcement of positive behaviour there is a clearly understood procedure which applies when rules are not followed. (Appendix 1b)

Staff need to identify types of behaviour and act accordingly. We want to identify and disseminate good practice. We recognise that different teachers and other adults will be at different stages in developing their skills, confidence and effectiveness in managing pupils' behaviour.

### **4. Differentiated Policy**

At Bligh Primary we are aware that not all children are the same. A differentiated Policy ensures that staff are able to support children's behaviours at the appropriate level.

#### **PLAN A**

This series of actions is expected to be effective for the majority (95%+) of the pupils in the school.

If observed behaviour does not stop the continuation of the lesson or cause harm to others, Staff may decide, on the balance of circumstances, that it is better to tactically ignore the behaviour and to praise the children nearby for exhibiting the correct behaviour. This may prompt the correct behaviour and the child should be praised after a few moments if they sustain the improvement.

If the behaviour impinges on others and significantly breaks the values or guidelines for that situation, then the following escalating scale of consequences/actions comes into play. A decision by the child, at any stage in the process, to modify behaviour and make reparation, will immediately bring the escalation of the process to a halt and a return to the positive reward system will occur. The incident will be recorded on a Coloured Slip (Appendix 1b) and any consequences incurred to that point still apply.

Penalties are non-negotiable as laid out in our levelled Behaviour Slip (appendix 1b)

We as a school believe in restorative justice and expect a child to do something to make recompense for any negative behaviour, unless they are on a specific Plan C programme (below) where to do so would escalate their anxieties.

These consequences will apply to the breaking of any of the values/rules, not just the repeated breaking of one rule.

## **PLAN B - INDIVIDUAL BEHAVIOUR PLAN – (Appendix 2a)**

This stage is for children for whom Plan A has not been effective in changing their behaviour (eg 5% of the school population), for example excessive loss of break/lunchtimes and/or, week after week, continued loss of Proud of You. This plan can be achieved by a referral to the Behaviour Manager. If SEN applies the SENCo will be consulted. The preparation of an Individual Behaviour Plan will be agreed.

Aims of this plan are to:

- Inform and engage a team of adults who work with/will work with the pupils
- Reduce anxieties surrounding the behaviour
- Ensure that observations and records are completed as evidence for further strategies/intervention from outside agencies should this be required in the future
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is less likely to happen and what may need to be in place to reduce this
- Choose 2 or 3 target behaviours that can be systematically tracked, addressed & rewarded
- To focus the pupil on individual aspects of their behaviour that they can change step by step and making the challenge more achievable and less daunting
- To show the pupil, parents, staff & peers the successes that may ordinarily be overshadowed through use of a Tick Sheet (Appendix 2b)
- Encourage other pupils to be supportive of behaviour modification programme

### Pro-active - planned steps

- Timetable changes
- Staffing
- Differentiation
- Use of key adults
- Consistency of staff (actions and words). Plan action to support changes: Tell the child and walk away
- Offer help
- Allow take up time
- Use key words and simple sentences
- Teach consequences/boundaries - focused on a target behaviour Systematic rewards - immediately contingent upon target behaviour

Re-active - Be aware of early signs and take immediate action (Unexpected behaviours)

Scripted steps (allowing time and space in between steps)

1. Direct instruction
2. Instruction and reminder of reward
3. State choices and/or reminders of consequences (target behaviour & reward or no reward)
4. Carry out consequence (appropriately levelled, consistent)
5. Time out directed

Ensure action is taken to avoid escalation:

- Adopt a positive approach to time-out
- Plan distraction
- Offer clear boundaries eg yes, when..
- Transfer to a different adult if appropriate

NOTE - Individual Behaviour Plan sanctions should only effect Reward Time if relevant to the identified behaviour targets set ie. Loss for disruption when target is to work quietly. All behaviours not relating to targets ie rough play, are addressed/recorded in the usual way.

#### TIME OUT

Time out is recommended to de-escalate patterns of behaviour. Time out should be planned and this plan should include the pupil as far as possible. Ideally pupils should move toward identifying their own need for time out. Time out should be managed with low key approaches. Use of a 'Time Out Card' will be used to indicate that time out is recommended or needed. Time out should take place in a predetermined space with clear instructions for what a pupil should do if this space is occupied ie an agreed back up space.

It is made clear that being in any other place will be regarded as improper use of the Time Out Plan and is subject to a slip/consequence.

Time out will not be permitted to become a tactic for avoiding learning. Significant amounts of missed learning as a result of over use of time out will be completed during playtime or lunchtime.

Ultimate sanctions for non-co-operation or non-compliance with the behaviour improvement plan could result in exclusions of some kind.

#### **PLAN C - PASTORAL SUPPORT PROGRAMMES (PSP)** (Appendix 3)

A small percentage of children, whose behaviour can be difficult to predict or manage as a result of their individual additional needs, could fall into a pattern of Strikes/Internal Exclusions or even Fixed Term Exclusions within a few days if the main behaviour policy is applied to them; this is not deemed to be the right course within our school's ethos. These children will therefore be subject to a Pastoral Support Programme (PSP). Their individual programme will be drawn up through multi-agency working and will involve the parents/carers. If outside agencies are not involved with the child their involvement will be sought via the School Support Group Process (SSG)

PSP's will be reviewed regularly.

The Bligh Primary Behaviour Manager and/or SLT are available to support any member of staff with a child or children who are not responding to the main behaviour policy and are seen to need the extra support.

For children subject to this programme it may be necessary to undertake a Risk Assessment to predetermine the management of their challenging behaviours. This process may identify that Positive Handling could be needed to prevent the child from harming him or herself, others or property, or committing an offence. In this case a Positive Handling Plan (PHP) will need to be drawn up involving all staff concerned, the parents and the child if appropriate. The school's policy for Positive Handling will be followed in all instances.

If rules and expectations are not followed consistently and the child interferes with the teaching and learning of others he/she may need to spend time apart from the rest of the class, either in a different class or with the Behaviour Manager or member of SLT on duty.

Time out in another classroom

- by arrangement with a teacher in another class or year group, the child works for a specified period of time in another classroom. There is no interaction between the child and other pupils and the teacher is emotionally neutral. This is used only when other strategies have been attempted.

#### Isolation or Internal Exclusion

- This will be directed by the Head Teacher, Assistant Heads, member of SLT or Behaviour Manager. This will be for a specified period of time and learning will be provided by the class teacher. Interactions between the supervising member of staff will be limited to reflection of behaviour, reinforcing expectations

If a child is placed in another class, parents will be notified after several occasions and an interview with parents may be arranged. The Behaviour Manager and Head Teacher should be informed at this point.

In the event of a period of Isolation or Internal Exclusion, parents will be informed and this will be followed up in writing.

### **For pupils with an ASD**

School rules may need to be presented visually.

Pupils may require an Individual Behaviour Plan which identifies strategies and rewards to be used when working with the pupil and is discussed with all staff working with the pupil and jointly agreed by the school and parents/carers.

These plans should be reviewed termly.

Some rewards will differ from whole class rewards as they will be pertinent to the pupil using their individual interests and may be offered more frequently to reinforce appropriate behaviour.

Pupils need to be taught to understand consequence. Social Stories can be used to explain situations to the pupil.

Pupils may need to be given access to:-

- Time out cards
- Calm area.
- Box with relaxing activities / suggestions.
- Access to a member of staff to talk about their worries and any incidents.
- Structured activities during break and lunch times.
- Access to a structured social skills programme.

## **5. POSITIVE HANDLING - Use of reasonable force to keep pupils safe**

Positive Handling is an act of care and control, not punishment. All school employees may prevent a child from injuring themselves or others, damaging property, seriously disrupting good order and discipline.

In the event of physical restraint being used the following criteria will be adhered to:

- If time allows, the child will be warned orally and given the choice to be safe of their own accord
- only the minimum force will be used;
- staff will try to have another member of staff present;
- circumstances and justification for using restraint will be recorded in the school's 'Bound Book' as soon as possible after the incident and reported to the Behaviour Manager and Head Teacher (Appendix 4)
- A copy of Serious Incident Report will be placed in the child's individual record and parents informed.
- If a Positive Handling Plan is not in place this will be considered (Appendix 5)
- An Individual Handling Plan may be devised if there are 2 or more instances of Positive Handling within a relatively short period of time (Appendix 6)

In school we have several members of staff who have been Team Teach trained and their intervention will be called upon as a priority.

## **6. Involving Parents/Carers**

Parents play a vital role in supporting the implementation of the Behaviour Policy. Effective channels of communication have been established in which parents are:

- on admission given a School Prospectus which explains the Behaviour Policy and asked to discuss this Policy with their child
- asked to let us know about issues which might affect their child's behaviour
- encouraged to attend parent consultations
- encouraged to discuss any concerns or events out of school which may have an effect on their child's behaviour

## **7. Procedures for the exclusion of children**

Under section 64 of the School standards and Framework Act only the Headteacher has the power to decide whether or not to exclude a pupil. Exclusion can be for disciplinary reasons only and can take one of two forms.

- i. Fixed period(s) – must not exceed 45 days in any one school year.
- ii. Permanent exclusion

Once a pupil has been excluded the Head Teacher will:

- ensure that the parents are notified immediately and told of their right to make representation to the Governors Discipline Committee. (It is recommended that exclusions should not normally begin until the next school day).
- Inform the Governors Discipline Committee of all permanent exclusions, and all exclusions which result in the child missing more than five school days in any one term
- Inform the LA of the same categories of exclusion as for the Governors Discipline Committee. In addition, information about fixed term exclusions of between one and five days should be reported to the LA termly unless the LA asks for the information more frequently.
- To enable proper monitoring of exclusions, the school will provide the following information for the LA:

Name of the pupil

Length of the exclusion

Reasons for the need for an exclusion

Pupil's age, gender, ethnicity and whether they have an Education Health Care Plan in place

Whether the pupil is a Looked After Child (in the care of the local authority)

The Headteacher will arrange for work to be provided as soon as the pupil is excluded for a fixed period of up to 15 school days. Parents should arrange for work to be collected and returned and the school will ensure that it is marked and that further work is set until the pupil returns to school. Where a pupil is excluded for a fixed term of more than 15 days, the school will contact the LA to make arrangements to provide an appropriate package of education for the child. The school will be expected to meet some of the cost.

For permanently excluded pupils, the teacher will set and mark work while the pupils name remains on the school roll. (The pupils name will remain on the school roll until the appeal procedure is completed or until the time for appeals has expired without an appeal being lodged).

### **Monitoring and Review**

This policy is reviewed in the light of consultation that we conduct with all school stakeholders on an annual basis.

**The Governing Body of Bligh Primary School adopted this policy in September 2018.**

**Next Review Date: September 2019.**

Chair of Governors \_\_\_\_\_

Head of School \_\_\_\_\_

Date: \_\_\_\_\_

Appendix 1a – The Green Slip

Issued in recognition of positive behaviours

Name.....			
Class.....	Date...../...../.....		
			
Reporting damage	Cheerfulness	Working hard	General attitude
Politeness	Consideration	Doing a job well	Honesty
Kindness	Generosity	Helping	Sharing
Determined Attitude	Trying best in all areas	Encouraging others to do well	Supportive of peers
Consistently thoughtful behaviour	Contributing to creating a positive ethos	Setting an outstanding example	Standing up for what is right
<hr/> <hr/> <hr/>			
Agreed Action:			
<hr/>			
Signed Student..... Signed Teacher.....			

Provides record of unwanted/negative behaviours – acts as a visual/levelling tool ensuring consistency

Name:		Class:	
Date:		Incident occurred; Playtime/Lunchtime/Lesson	
<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	
Unkindness	Blatant Defiance/Refusal	Swearing at Adults	
Task Avoidance/Time wasting	Rudeness / Swearing	Fighting	
Unfinished work	Persistent Disruption	Unprovoked Physical Aggression	
Low Level Disruption	Exit without permission	Cruelty/Bullying	
Inappropriate behaviour (Specify overleaf)	Out of Class / Wandering	Racism	
Wrong Choice	Dishonesty	Vandalism	
Wrong Place	Unkindness	Use of Offensive Weapon	
No PE Kit	Deliberate Provocation	Absconding	
Other: _____	Aggression - Physical/Verbal	Dangerous Behaviour	
_____	Play Fighting / Rough Play	Other: _____	
_____	Other: _____	_____	
<b><u>Action/Sanction</u></b>			
Time Out IN class    To Complete Task    Loss ____ mins Break (Up to 10)			
Miss ____ min (15+)    Exit ____ mins    Verbal Warning POY    Strike 1 2 3 against _____			
Strike    Parents Informed    Isolation ____ sessions    Exclusion ____ days			
Other (specify) _____			
SLT Involved: _____		Parents/Carer Informed by: _____	
Signed: _____			

# The Individual Behaviour Plan (IBP)

BLIGH PRIMARY SCHOOL

Individual Behaviour Plan



Date:

Pupil Name:

Class:

These targets have been identified through profiling of your child’s emotional, social and behavioural (ESB) abilities to identify key skills that will be worked on to improve self-esteem, conduct or access to learning. These targets will form a focus for pastoral support and will be developed and monitored by an identified staff mentor.

Pupils will be supported in working towards their targets by their mentors and these will be reviewed after 2 – 4 weeks when the next targets will be identified if necessary.

\_\_\_\_\_ will have a target sheet highlighting 3 targets, below;

- 1.
- 2.
- 3.

Behaviours outside of the highlighted targets will be addressed in the usual way – **not** ignored – but are **not** logged on the target sheet, unless related to a specific target

Each session starts anew.

The targets \_\_\_\_\_ will be working on are:

1	To be in the right place at the right time
Success Criteria	
2	
Success Criteria	
3	
Success Criteria	

Signed (Parent/Carer) ..... Date .....

Signed (Child) ..... Date .....

Appendix 2b

The Tick Sheet

# My Targets

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

1. To be in the right place at the right time
2. To try my best to work without disrupting others
3. To use my Time Out Card following the Time Out Rules

	8.40-9.00	9.00-10.00	10.00-10.10	10.10-10.45	Break	11.00 - 12.00	12.00-12.30	Lunch	1.20 - 2.45	2.45 - 3.15	Signed
Mon	1 2 3	1 2 3	1 2 3	1 2 3		1 2 3	1 2 3		1 2 3		
Tue	1 2 3	1 2 3	1 2 3	1 2 3		1 2 3	1 2 3		1 2 3		
Wed	1 2 3	1 2 3	1 2 3	1 2 3		1 2 3	1 2 3		1 2 3		
Thur	1 2 3	1 2 3	1 2 3	1 2 3		1 2 3	1 2 3		1 2 3		
Fri	1 2 3	1 2 3	1 2 3	1 2 3		1 2 3	1 2 3		1 2 3		

My Rewards: I can earn up to 30 minutes per day

19-21 ticks = 30mins

15-18 ticks = 20 mins

12-14 ticks = 10 mins

Appendix 3

The Pastoral Support Plan (PSP)

**PASTORAL SUPPORT PROGRAMME**



NAME	GENDER	ETHNIC ORIGIN	DOB	SEN SUPPORT/ CIC/EHCP	UPN
		White English			
SCHOOL	CLASS / TEACHER		START DATE OF PSP	CO-ORDINATED BY	
Bligh Primary School					

PSP TIME LIMIT AND REVIEW DATES WEEKLY PLAN	HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'? (ongoing recognition of weekly success)

PUPIL PROFILE	
<u>WHAT IS GOING WELL?</u>	<u>WHAT IS NOT GOING WELL</u>

<u>PUPIL COMMITMENT</u>	<u>PARENTAL COMMITMENT</u>
Signed.....	Signed.....

<u>SCHOOL SUPPORT AND STRATEGIES</u>	<u>SUPPORT FROM OUTSIDE AGENCIES</u>
Signed.....	Signed.....

Appendix 3 – cont.

<u>HOW WILL I KNOW THAT I'M DOING WELL?</u>	<u>WHAT WILL HAPPEN TO HELP ME GET BACK ON TRACK?</u>

<b>Review dates (to be written in from the beginning of the PSP process)</b>	
	Actions from the review meetings
<b>Week 3: Date</b>	
<b>Week 6: Date</b>	

Signed Staff \_\_\_\_\_ Date \_\_\_\_\_

Signed Parent \_\_\_\_\_ Date \_\_\_\_\_

Appendix 4

The Bound Book / Serious Incident Report



**Bligh Primary School  
Serious Incident**

**Ref No: 009**

<b>Pupil Name:</b>		<b>UPN:</b>		<b>Date:</b>	
<b>Start Time:</b>		<b>End Time:</b>		<b>Location:</b>	
Names of staff and any other pupils involved:					
Duration of any Restraints:		Any Injuries: <i>(give details)</i>		Medical Check/Treatment: <i>(give details)</i>	
<b>Nature of Incident:</b>		<b>External Agencies Informed:</b>		<b>Supporting Records:</b>	
Injury to Child		Parent/Guardian		Accident Record	
Injury to Adult		Inclusion Manager		RIDDOR	
Criminal Offence		Behaviour Support		Bound Book	
Serious Disruption		Social Worker		Medical Report	
Absconding		Medical Staff		Formal Statement	
Other <i>(give details)</i>		Police			
<b>Triggers:</b> Describe anything that may have led to a dangerous situation.					
<b>Risk:</b> <i>(circle the level of potential risk)</i> Low                      Medium                      High Who was at risk? Why?					
<b>Diversion, distraction and de-escalation strategies attempted in order to control the risk:</b> <i>(circle those used)</i>					
Given Time	Given Space	Time Out	Limited Choices	Given Consequences	
Reassurance	Reminders	Given a Count	Repeated Request	Calm Talking	
Ignoring	Humour	Cool-Off	Success Reminder	Stimulus Removed	
Negotiation	Change of Staff	Exiting Child from Class	Removal of Other Children		
Other <i>(describe)</i>					
<b>If applicable, type of restraint used:                      Name of staff administering restraint:</b>					
Help hug	Cradle hug	Standing wrap	Sitting wrap		
Standing double elbow (1 person)	Sitting double elbow (1 person)	Standing single elbow (2 people)	Sitting single elbow (2 people)		
Other <i>(describe)</i>					

Appendix 4 – cont.

**How was the use of restraint in the best interest of the child/other pupils/staff?**

**Name of staff member(s) who administered restraint:**

**Full Description of the Serious Incident:**

*(What happened? How was it dealt with?)  
Continue on separate sheet if needed.*

<b>Report Written By:</b>	<b>Signed:</b>	<b>Date:</b>
<b>Names of Witnesses of Serious Incident:</b>		
<b>Received by Headteacher:</b>		<b>Date:</b>
<b>Passed to Parent/Carer:</b>	In person / via email	<b>Date:</b>

**Actions and Follow Up:**

<b>Point/Action:</b>	<b>SLT Lead:</b>	<b>When:</b>

Appendix 5

The Positive Handling Plan (PHP)

**BLIGH PRIMARY SCHOOL  
Team Teach**



**Individual Positive Handling Plan**

**Name:**

**Date of Plan:**

**ENVIRONMENTS AND TRIGGERS**

- 1 Classroom                      2 Adults                      3 Pupils                      4 Playground

Describe the situations which have led to a dangerous situation in the past

**RISK RATINGS**

**Who/what may be at risk**

Pupil	Other Pupils	Staff	Drivers/ Escorts	Property	Other
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**Circle the level of potential risk of harm**      Low                      Medium                      High

**Identify frequency of risk**      Hourly                      Daily                      Frequently                      Infrequently                      Other:

**Circle and/or describe precisely what might happen**

- Scratch     Slap     Punch     Bite     Pinch     Spit     Kick     Hair grab     Neck grab     Clothing grab
- Body holds     Arm grab     Weapons / missiles     Verbal Abuse     Absconding     Serious disruption
- Damage to property

Other:  Climbing

**DESCRIBE BEHAVIOURS TYPICALLY EXHIBITED DURING CRISIS**

**PREVENTION**

Describe any changes to routines, personnel or environment which might reduce the risk of this happening.

**DIVERSION AND DISTRACTIONS**

Describe interests, words, objects etc., which may divert attention from an escalating crisis.

## Appendix 5 – cont.

### DE-ESCALATION – ACTIONS TO BE TAKEN

Highlight any strategies which have worked in the past or should be avoided

	Try	Avoid	Description
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	
Firm clear directions	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	
Limited choices	<input type="checkbox"/>	<input type="checkbox"/>	
Distraction/Diversion	<input type="checkbox"/>	<input type="checkbox"/>	
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	
Planned ignoring	<input type="checkbox"/>	<input type="checkbox"/>	
Contingent touch	<input type="checkbox"/>	<input type="checkbox"/>	
C.A.L.M. Talking/Stance	<input type="checkbox"/>	<input type="checkbox"/>	
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	
Withdrawal offered	<input type="checkbox"/>	<input type="checkbox"/>	
Withdrawal directed	<input type="checkbox"/>	<input type="checkbox"/>	
Change of adult	<input type="checkbox"/>	<input type="checkbox"/>	
Reminders about consequences	<input type="checkbox"/>	<input type="checkbox"/>	
Humour	<input type="checkbox"/>	<input type="checkbox"/>	
Success reminder	<input type="checkbox"/>	<input type="checkbox"/>	
Use of social stories	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	

### PHYSICAL INTERVENTION – AGREED ACTIONS TO BE TAKEN IN CONSULTATION WITH TEAM TEACH TRAINERS

Physical Interventions may escalate situation Yes  No

Identify any strategies which have worked in the past or should be avoided

	Try	Avoid	Comments
Help hug	<input type="checkbox"/>	<input type="checkbox"/>	
Cradle hug	<input type="checkbox"/>	<input type="checkbox"/>	
Standing wrap	<input type="checkbox"/>	<input type="checkbox"/>	
Sitting wrap	<input type="checkbox"/>	<input type="checkbox"/>	
Standing single elbow (two person)	<input type="checkbox"/>	<input type="checkbox"/>	
Standing double elbow (two person)	<input type="checkbox"/>	<input type="checkbox"/>	
Half shield	<input type="checkbox"/>	<input type="checkbox"/>	
Sitting double elbow (single person)	<input type="checkbox"/>	<input type="checkbox"/>	
Sitting single elbow (two person)	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	

### ADDITIONAL ADVICE GAINED FROM

Team Teach Trainer  EP  CAMHS  Invicta Healthcare  Parent  Other

### IDENTIFIED TRAINING NEEDS

### RECORDING AND NOTIFICATIONS REQUIRED

Headteacher  Parents/Guardians  Social Worker  Class Teacher  Ed. Psych.  Doctor/nurse  Others

**ADDITIONAL AGREED POSITIVE HANDLING OR BEHAVIOUR INTERVENTIONS**

**POSITIVE LISTENING AND DEBRIEF**

Name any strategies which have worked in the past or should be avoided

Preferred Venue:

Preferred adult:

Witness Needed

Wait until next day

Incidents to be relayed to parent and Serious incident report emailed with a 'read receipt' once completed. A record in 'bound book' completed which may link to a more detailed electronic account.

**Plan agreed by**

Signed..... (Head Teacher)

Date.....

Signed..... (Parent/Carer)

Date.....

## Appendix 6

### The Individual Risk Assessment & Plan

#### Bligh Primary Individual Risk Assessment



Name of child:

Class group:

Name of teacher:

Name of class TA:

Other: Miss M O'Toole – Behaviour & Safeguarding Manager

School: West Borough Primary

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk.	
Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature

Date

Appendix 6 – cont.

Risk Reduction Options			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Agreed Behaviour Management Plan & School Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks	As Bligh Behaviour Policy	
Reactive interventions to respond to adverse outcomes	As Bligh Behaviour Policy	

Agreed by: \_\_\_\_\_ Relationship to child

Date:

Communication of Behaviour Management Plan & School Risk Management Strategy

Plans and strategies shared with:	Communication Method	Date Actioned

Staff Training Issues		
Identified training needs	Training provided	Date training completed

Appendix 6 – cont.

Evaluation of Behaviour Management Plan & School Risk Management Strategy		
Measures set out		
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_