



Barnes Farm Infant School

Building Futures Inspiring Success

Behaviour and Relationships Policy

MONITORING THIS POLICY

The Headteacher will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively. This will be achieved through discussion and monitoring.

The policy will be reviewed by the Headteacher every three years to ensure its effective application and any issues arising will be raised on the School Development Plan and tracked accordingly.

Adopted by:	The Headteacher on behalf of the Governing Body
Date Adopted:	9 th January 2024
Reviewed:	January 2024
Review Date:	January 2025

SignedDate

Barnes Farm Infant School

Behaviour and Relationships Policy

Inclusion and Safeguarding Statement

We are committed to building futures in a welcoming and supportive environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for learning. At Barnes Farm Infants, all pupils are valued, inspired and respected within our happy, welcoming community. We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning. All children have unique experiences to share. We celebrate this diversity by valuing the contribution of all pupils and provide an environment that encourages independence and autonomy in their learning. Our school is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

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School Values



At Barnes Farm Infant School, we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the PRICE therapeutic approach and the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at Barnes Farm Infant School these values run through all the school policies and practice

School Ethos

It is a core aim of Barnes Farm Infant School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and children are vital. Our staff are fair and consistent with pupils (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help and we help our children to understand this. It is also recognised that for some children, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

School Rules:



- We show good listening
- We use kind words, hands and feet
- We care for our school environment
- We are respectful
- We treat others how we wish to be treated

Owl Code:



Our 'Owl Code' at BFIS underpins our school ethos and nurtures our children to become considerate and well-rounded citizens.

We have introduced strategies based on the Paul Dix book 'When the adults change' and have found them to have a very positive impact on behaviour in school. These strategies are included in our policy as part of our school ethos.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations






We have high expectations for our children, while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site.

This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Our school expectations have been written by the children, staff and parents and are always in effect. They are known as the Owl Code. The School Owl Code is used to encourage good behaviour and provide consistency throughout the school. These should be followed by everyone in the school community. All staff have a responsibility to ensure the children follow the school expectations at all times. If they meet a child behaving inappropriately, they should address the incident. The Owl Code should be discussed regularly with the children to ensure that all children understand them. It is important that staff use the wording of the expectations with all children, to ensure consistency throughout the school.

Be Honest and Respectful 	We always tell the truth. We take responsibility for our own actions. We stop and think. We look after our school and all the people in it. We use polite words. We treat everyone fairly.
Be Confident 	We believe in ourselves and others. We know our own strengths and weaknesses. We share how we feel. We try new things. We ask questions, use our imagination and have our own ideas. We tell others to 'stop' when we know it isn't right.
Be a Team 	We work with each other. We listen to everyone and follow instructions. We share and take turns. We help others to do their best.
Be Kind and Gentle 	We care for each other. We are always friendly, polite and well mannered. We think about others and how they feel. We help each other to stay safe. We welcome visitors and new members to our school.
Be your Best 	We work hard. We try our hardest even when things are difficult. We know it is ok to make mistakes. We learn from our mistakes.

The Owl Code is to be displayed in prominent places around the school, including the Head Teacher's office, the school office, the entrance hall and the main hall. Lunchtime and assembly expectations are written with the children and are in line with the Owl Code. The Owl Code also links to our 'Capes of Success' to encourage the children to develop as resilient learners. The children are awarded a cape of success for showing one of our 7 Growth Mindset focuses...



Perseverance

Keep going, even when you find it hard.



Drive

Go over and above to achieve your goals.



Quality

Always try your best with the presentation of your learning.



Concentration

Think hard about your learning.



Bravery

Be brave and ask for help.



Teamwork

Work together to get the job done.



Independence

Try to have a go on your own.




Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the child know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

The following are examples of anti-social dangerous and difficult behaviours that we may see in school and how adults respond. Anti-social dangerous behaviour is defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Anti-social difficult behaviour is defined as behaviour that violates the rights of another person or is anti-social, but not dangerous.

Behaviour	Adult response
Running in the corridor	<p>"Show me 'Fantastic Walking', thank you"</p> 
Climbing on top of cupboards/furniture	Use of de-escalation script and techniques
Screaming and shouting	Use of de-escalation script and techniques
Swearing at children	"NAME, kind words, thank you"
Punching, hitting, kicking at children or adults	Use of de-escalation script and techniques, use of steering, guiding, and distraction.
Rough play	Visual and verbal reminders - "NAME, safe play, thank you"
Refusal to learn/work	Remind the children that any unfinished work will need to be completed and look to support the child in any way to ensure that unmet needs are catered for
Refusal to listen to adults	Use of de-escalation script and techniques. Follow up when regulated.

De-escalation script

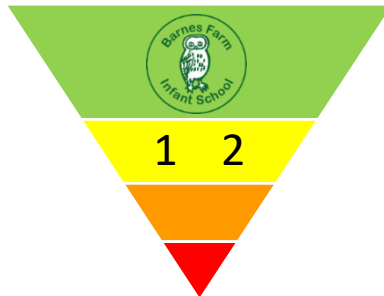
- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and..... De-escalation body language
- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height

What do we do to teach and promote positive management of behaviour?

At Barnes Farm Infant School, we use a simple, visual approach to support the children to understand their actions and behaviours:

Our BFIS Behaviour Triangle and Expectations

The school uses a simple, visual triangle for monitoring behaviour. This is highly visible in each classroom and in the hall and is used consistently throughout the school.



Positive behaviour is consistently recognised with positive praise from all staff members.

Positive Behaviours

Green Behaviour

Our Behaviour Policy is based on a positive praise approach, with the expectation that children show 'green' behaviour. **Green** behaviour means that children are following the Owl Code to be your best, be a team, be kind and gentle, be honest and respectful and be confident.

Over and Above Behaviour



Children who show 'over and above' behaviour, when they do something truly amazing are celebrated. Staff and their peers can award them with their name on the recognition board, or by choosing one of the methods below:

Recognition Boards

We have a weekly focus in school to encourage the children to show outstanding behaviour. This can be a school or class focus such as using good manners, being ready for the start of the school day etc. Each class has a Recognition Board to remind children of the focus and celebrate when they show 'Over and Above' behaviour.

Rewards may include

- Stickers and certificates to reward positive behaviour.
- Praise: focusing on children who are showing appropriate behaviour
- Class incentives- each class can design their own specific class rewards as appropriate for the class's needs at a specific time in their development.
- Golden Time incentive – class working together to earn Golden time activities. For each individual achievement recognised by a member of staff, a square on a Golden Time picture is coloured in. When all squares are coloured, the teacher will award with 30 minutes Golden Time. No child will be excluded from the Golden Time activities, unless they misbehaviour during the session. They will then be asked to complete a time out.
Golden time squares can also be awarded for excellent effort when learning/recording in books. Staff will draw the following symbol to communicate to children in their books that they have earned a golden time square.



- Golden time sessions/achievements will be logged in the class behaviour file.
- Individual incentives – sticker charts etc. for individual children to reward a desired outcome.
- Stickers will also be used as appropriate such as 'Super spellers' and head teacher awards.
- Postcards celebrating outstanding behaviour/achievement posted home to parents
- Celebrations in assembly such as 'Star of the Week', 'Over and Above' or 'Owl Code' certificates
- Children are chosen by lunchtime staff and are rewarded with a lunchtime award sticker for good behaviour
- Communication to parent/carers i.e. through Tapestry Journals, phone calls home, meeting at the end of the day to celebrate the 'Over and Above' behaviour.
- Reports to Head Teacher and Senior Leadership Team about good behaviour.

Positive Behaviours for Learning

SLANT

We have adopted the SLANT approach in all classrooms: Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker' to promote readiness for learning and attention and listening skills. A poster is displayed in all classes as a reminder and the strategy is encouraged in all lessons.



Moving around the school

All staff will be responsible for ensuring that the supervision of children when moving around school has consistency in a safe, orderly and responsible way. We will expect that:

- Children should move around school in an orderly manner so as not to disturb others who are working

Fantastic Walking

We encourage the children to show 'fantastic walking' by lining up and walking around the school with their hands loosely behind their backs, facing forward without touching anybody or anything. This helps them to show respect to those around them and has improved the way they transition around the school.



- Ensure that children are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason – their behaviour should be checked regularly
- When the whole class is moving, the class teacher should ensure the classroom is empty before proceeding, again no child should be unsupervised
- Children should be supervised carefully when moving through/by any shared areas and ensure that they do not disturb others who are working
- All members of staff should intervene if there are children in a class line who should not be together and position themselves so that the behaviour of all children can be monitored as they are moving
- Children should use appropriate entrances/exits and not return to the classroom unattended

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the child so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

If children need reminders, this is done first using visual cues, then verbally using our 'Yellow 1' reminder when a child is shown a yellow visual to remind them of our BFIS expectations. If the undesired behaviour continues, they are reminded again using 'Yellow 2'. Throughout this process, they are positively reminded of the green behaviour choices that we want to see. It is important that children of all ages realise that there is a consequence to their actions but they are also encouraged to think about how they can change that behaviour.



Promoting positive behaviour is at the heart of our school, yet there may be some cases when it is appropriate to use consequences to support the child to realise how their actions have impacted on others. As with all matters relating to rewards all consequences should be appropriate to each individual situation, whilst attempting to keep a consistent approach.

At our school the staff work with the child to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Any behaviour that falls below the expectations of our school is called 'orange' or 'red' behaviour' (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention.

Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we

keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children know we are still there, and we recognise their effort and any changes they have made. We teach the children that 'Orange' and 'Red' behaviours are behaviour choices that may negatively impact on others and use teaching opportunities such as role play, storytelling PSHE lessons to reinforce this and to support the children to realise how these types of behaviours impact on them and those around them. These are also linked to our 'Zones of Regulation' curriculum to support the children to manage their emotions and self-regulate.

Orange behaviours are those where children are not taking responsibility for their own behaviour and making the right choice.

Red behaviour is when a child continues to not take responsibility for their own behaviour and making the right choice, or a serious incident has occurred that has caused harm to themselves or another person.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

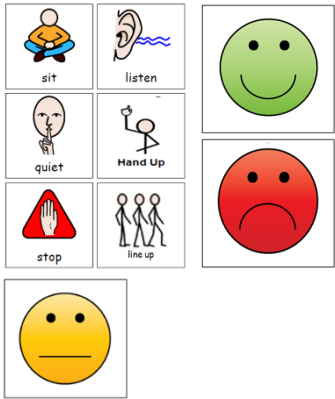
- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of isolations (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)

- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

The consequences of **orange** and **red** behaviour choices are clear to children at all times. Random punishments are unacceptable and will not be used. Inappropriate behaviour is logged in the ORANGE and RED section of the Class Behaviour Folder and monitored to identify support that can be offered. The school approach will typically be one of the following:

Unwanted/unhelpful/antisocial behaviour - behaviours that do not follow the Barnes Farm Infant School 'Owl Code'/School Rules			Possible Consequences - Consequences will be actioned with a restorative approach in mind to reflect on the behaviours presented
Yellow Verbal/visual reminder for all inappropriate behaviour choices.	Children will be given a yellow warning 1 and a yellow warning 2 and their name will be moved on the triangle. They will receive a visual/verbal reminder to show 'green behaviour' and reminded to follow the Owl Code/School Rules and make good behaviour choices. Example behaviour: <ul style="list-style-type: none"> Swinging on a chair Interrupting / calling out Deliberately not listening/following instructions Running in school Being in the wrong place at the wrong time Back chatting Rudeness Disrupting the lesson, affecting others learning Not engaging in learning Ignoring a member of staff's instructions 		Reminder of expectations given and highlight good role models. Reminder of expectations delivered in a calm, respectful voice. Verbal Interventions– e.g. <ul style="list-style-type: none"> I know you can behave better than this. I'd really like to see that. Reflection support during break time or lunchtime with trusted adult. I can see there's something wrong (acknowledge their right to their feelings) I'm here to help and listen. Tell me what happened Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved) A quiet verbal or non-verbal signal (behaviour cards) is used as warning from teacher or member of staff. Extra visual reminders as appropriate for identified children 
	Behaviours	BFIS Approach	Possible Consequences - Consequences will be actioned with a restorative approach in mind to reflect on the behaviours presented
Orange Not taking responsibility	Continuation of Yellow Examples: <ul style="list-style-type: none"> Calling out following warning 	Staff to make it clear that behaviour displayed is 'orange behaviour' verbally and/or using visual supports	Up to 5 minutes reflection time in the classroom/at playtime/lunchtime in Atrium. Time to reflect - They are away from other children and asked to think about what they

for their own behaviour and making the right choice.	<ul style="list-style-type: none"> Distracting others Refusal to complete assigned activity Disrespectful comments Offensive or rude language or gestures Inappropriate remarks to other children Minor damage to school property due to inappropriate behaviour Inappropriate physical contact causing minor injury e.g. pushing, tripping up 	<p>and that they are not following the Owl Code</p> <p>Apologises for their behaviour</p> <p>After a discussion with the child they then join the rest of the class. They have the opportunity to earn their way back to green.</p> <p>Persistent orange throughout the week- inform parents</p> <p>Parents informed when injured by another child at the end of the day.</p> <p>Catch me boards, brilliant book and individual sticker charts, visiting Owlets can be used.</p> <p>Staff member will log in orange section of behaviour book to monitor patterns of behaviour (see appendix)</p>	<p>have done and what they can do in the future to show good behaviour/follow the Owl Code.</p> <p>Time spent on reflection needs to be made up – e.g. work is completed in time by working extra hard or play is missed to catch up.</p> <p>Verbal or written apology - Letter /drawing of apology/ saying/showing sorry.</p> <p>Restoring damage in relation to the action.</p> <p>5 minutes' play lost or a consequence needs to be completed linked to the inappropriate behaviour.</p> <p>After a discussion with the child they then join the rest of the class.</p>
	Behaviours	BFIS Approach	Possible Consequences - Consequences will be actioned with a restorative approach in mind to reflect on the behaviours presented
<p>Red</p> <p>Continuing to not take responsibility for their own behaviour and making the right choice.</p> <p>Or a serious incident has occurred.</p>	<p>Or after a serious intentional incident:</p> <ul style="list-style-type: none"> Physical injuries to staff and children Offensive language/swearing/gesturing with intent Offensive/ insulting remarks to other children Unsafe or harmful behaviour Damage to school property due to reckless behaviour Leaving the classroom, building, grounds without permission Bullying incident- see bullying policy Any discriminatory behaviour 	<p>Staff to make it clear that behaviour displayed is 'red behaviour' verbally and/or using visual supports and that they are not following the Owl Code</p> <p>Time Out Reflection Sheet completed with the child for each red.</p> <p>Apologises for their behaviour</p> <p>Name entered into the red section of behaviour log.</p> <p>ABC/STAR Analysis form completed.</p> <p>Red behaviour will be monitored by the SLT.</p> <p>Family Support and Wellbeing Mentor, SENCo and SLT will support –Personalised Support Plan to be written is necessary.</p> <p>In school isolation with SLT/Wellbeing/Leadership Team staff for designated time.</p> <p>If the child has taken their punishment and reacted positively they will be placed back onto green on their return.</p> <p>For serious incidents of behaviour, a fixed term suspension may be issued.</p>	<p>Red behaviour must be communicated to SLT by the staff member supporting/logging the incident.</p> <p>Consequences will be actioned with a restorative approach in mind to reflect on the behaviours presented and may include the following:</p> <ul style="list-style-type: none"> In school isolation with SLT/Wellbeing/Leadership Team member. A period of time at Play or Lunchtime may be missed or spent in another area of the school. Completion of reflection sheet and reflective discussion to talk about how the behaviours have impacted on others/are not expected behaviours in school. Reminder of Owl Code. Verbal or written apology - Letter /drawing of apology/ saying/showing sorry. Restoring damage in relation to the action. Loss of privileges could be: -- -Missing clubs -Completing a task linked to Red behaviour, e.g. if property is damaged, helping to fix it. -Missing treats at home e.g. pocket money, Xbox (in agreement with parent/carers)

			<ul style="list-style-type: none"> • Parents/carers will come into school and work in partnership with the class teacher and SLT to decide on the loss of privileges. • School adult will speak to the parents/carers at the end of the day, whether face to face or by phone. • Home/School Communication system may be set up. • Complete work/ or a task from a pack. • Personalised Support Plan (Steps 1 – 5, developed from the Essex TPP approach) to be discussed by staff and parent/carer. This is designed to keep everyone safe by enabling our staff to think about, plan and be confident in safely supporting children. Positive behavioural management will be included in the plan. This plan will be reviewed termly, and if the child is on the SEN Register in line with the child's One Planning, or as and when necessary. • An Adult Response and Child Self-Regulation Plan linked to the Zones of Regulation will be agreed by the child, parents and school. • Behaviours to be monitored and a follow up meetings to take place if necessary. <p>Further poor behaviour choices may lead to an out of school suspension/exclusion at the Headteacher's discretion.</p>
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The consequences are used when a child's behaviour does not meet the school's expectations despite our TPP values being applied and support given.

Isolations

A child may need additional time away from their peers when behaviours are seen at Stage 4. The HT/SLT member may feel that exclusion is not appropriate for the behaviour seen and therefore an isolation will be sanctioned.

Isolations will be overseen by a member of the Leadership/Owlets Team away from the child's peers. Parents/carers will be informed when an isolation has taken place. This will be logged in the schools Isolation/Exclusion Log.

Isolations may be a short period of time e.g. 15 minutes or a longer period e.g. half a day. During a week, a child may receive a series of isolations. These may build from 15 minutes for the first incident, to an hour the second and a half day the third. We try to start each new week/day as a fresh but with serious behaviours, there needs to be a consequence at this may roll into the next school day. If there is more than

one isolation, within a short period of time, a member of SLT will work with the child and family to action plan for that individual moving forward.

Children will complete the work set for them by the class teacher on their own. Children with 1:1 support will receive support needed during the isolation to complete learning although, this may not always be with the 1:1 allocated to the child. If a child refuses to work during this isolation (after a period of calming time), it may be agreed with the support of home that the work is completed at home ready for the next school day.

The purpose of isolation is to allow the child time away from the situation, to allow other peers to see a fair approach to the behaviour policy/system and to ensure a consequence is given in line with the school Behaviour Policy.

Suspensions/Exclusions

In extreme cases and after working with other agencies for support, exclusion (either permanent or fixed term) will be considered using the guidance from the Local Authority. The school follows the DfE and ESCC guidance.

Only the Head Teacher can exclude a child from school. Suspensions and Exclusion should be a last resort and should not be decided upon in the heat of the moment. A rapid response should only be made if there is an immediate risk to others or the child concerned. Part time timetables will also be used to support children with behaviour difficulties.

A decision to exclude a child will be taken if:

- The child seriously breaches the school behaviour and relationships policy in a violent way.
- A range of alternative strategies have been tried and failed following the Personalised Support Plan.
- If allowing the child to remain in school would seriously harm the welfare of the child, other children, or staff.

Before reaching a decision, the Head Teacher will:

- Consider the written evidence. If there is doubt that the child actually did what is alleged the child will not be excluded.
- Allow the child to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these in to consideration.
- If necessary, consult others.
- The class teacher of an excluded child is required to set and mark work for the duration of the exclusion period.

For consistent red behaviour choices, a meeting will be arranged with parents/carers with the Head Teacher and/or SENCO and a Personalised Support Plan will be considered in line with our TPP approach. This will involve the school and parent/carers having close contact to monitor the child's behaviour and put a support plan in place. (please see Appendix for outline and example).

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

All red behaviours should be reflected upon by staff by completing an ABC or STAR Analysis form. This is to allow staff to identify triggers, look for patterns and think reflectively on what they can do to support the child to make good behaviour choices. These forms will also be used by the SENCO to identify services that may need to be involved, to be shared with parent/carers to work on strategies to be used or to be used as evidence to apply for additional funding to support the child.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some children will have, at times, additional needs. We recognise that children may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Greet the children on the door every day to ensure they feel valued and acknowledged
- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all children feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a CYP is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with CYP in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our CYP
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a CYP (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all CYP across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all CYP
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a CYP may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a personalised support plan to risk assess as the starting point for preventing harm for identified vulnerable children. It identifies what is likely to cause stress to them, using all the information known about the child. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in the appendix. This plan will be reviewed termly, and if the child is on the SEN Register in line with the child's One Planning, or as and when necessary.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. Staff are training in accordance with the PRICE (Protecting Rights In a Caring Environment) advice as suggested by the TPP model. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

‘The general power to discipline’ and the ‘Power to search without consent’; from the ‘Behaviour and Discipline in Schools - Advice for headteachers and school staff’ (January 2016)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/carer. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/carer, the teacher should ensure that the parent/carer is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian. Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Further Guidance








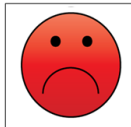

1. [Keeping Children Safe \(DfE, 2021\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2016\)](#)
5. [Exclusion from maintained schools, academies and PRUs in England \(DfE, 2017\)](#)
6. [Searching, screening and confiscation \(DfE, 2018\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

This is a document that should be reviewed every year and adapted as necessary.

Appendix

- 1- Behaviour Actions and Consequences – Quick Reference
- 2– Reflections sheet
- 3 – ECC STAR Analysis Form
- 4- ABC Detailed Incident Form
- 5 –ABC Form for Focus Children
- 6 - ABC Form Analysis Record
- 7 - Example of Personalised Support Planning
- 8- Biting risk assessment and incident form
- 9 – Orange Behaviour log
- 10 – Red Behaviour log
- 11- Golden Time Log
- 12– Orange Behaviour Lunchtime Forms
- 13 - Red Behaviour Lunchtime Forms
- 14- Golden Time Class Colouring Picture
- 15 - Three Stages to Supporting the Understanding of Behaviour – A TPP guide
- 16 - Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs
- 17 - A Tool for Understanding and Reframing Behaviour

Appendix 1 - 1- Behaviour Actions and Consequences – Quick Reference

Unwanted/unhelpful/antisocial behaviour - behaviours that do not follow the Barnes Farm Infant School 'Owl Code'/School Rules		Possible Consequences - Consequences will be actioned with a restorative approach in mind to reflect on the behaviours presented	
Yellow Verbal/visual reminder for all inappropriate behaviour choices.	Children will be given a yellow warning 1 and a yellow warning 2 and their name will be moved on the triangle. They will receive a visual/verbal reminder to show 'green behaviour' and reminded to follow the Owl Code/School Rules and make good behaviour choices. Example behaviour: <ul style="list-style-type: none"> • Swinging on a chair • Interrupting / calling out • Deliberately not listening/following instructions • Running in school • Being in the wrong place at the wrong time • Back chatting • Rudeness • Disrupting the lesson, affecting others learning • Not engaging in learning • Ignoring a member of staff's instructions 	Reminder of expectations given and highlight good role models. Reminder of expectations delivered in a calm, respectful voice. Verbal Interventions– e.g. • I know you can behave better than this. I'd really like to see that. • Reflection support during break time or lunchtime with • trusted adult. • I can see there's something wrong (acknowledge their right to their feelings) • I'm here to help and listen. Tell me what happened • Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved) • A quiet verbal or non-verbal signal (behaviour cards) is used as warning from teacher or member of staff. Extra visual reminders as appropriate for identified children <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> sit</div> <div style="text-align: center;"> listen</div> <div style="text-align: center;"></div> <div style="text-align: center;"> quiet</div> <div style="text-align: center;"> Hand Up</div> <div style="text-align: center;"> stop</div> <div style="text-align: center;"> line up</div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div>	
	Behaviours	BFIS Approach	Possible Consequences - Consequences will be actioned with a restorative approach in mind to reflect on the behaviours presented
Orange Not taking responsibility for their own behaviour and making the right choice.	Continuation of Yellow Examples: <ul style="list-style-type: none"> • Calling out following warning • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Offensive or rude language or gestures • Inappropriate remarks to other children 	Staff to make it clear that behaviour displayed is 'orange behaviour' verbally and/or using visual supports and that they are not following the Owl Code Apologises for their behaviour After a discussion with the child they then join the rest of the class. They have the opportunity to earn their way back to green.	Up to 5 minutes reflection time in the classroom/at playtime/lunchtime in Atrium. Time to reflect - They are away from other children and asked to think about what they have done and what they can do in the future to show good behaviour/follow the Owl Code. Time spent on reflection needs to be made up – e.g. work is completed in time by

	<ul style="list-style-type: none"> Minor damage to school property due to inappropriate behaviour Inappropriate physical contact causing minor injury e.g. pushing, tripping up 	<p>Persistent orange throughout the week- inform parents</p> <p>Parents informed when injured by another child at the end of the day.</p> <p>Catch me boards, brilliant book and individual sticker charts, visiting Owlets can be used.</p> <p>Staff member will log in orange section of behaviour book to monitor patterns of behaviour (see appendix)</p>	<p>working extra hard or play is missed to catch up.</p> <p>Verbal or written apology - Letter /drawing of apology/ saying/showing sorry.</p> <p>Restoring damage in relation to the action.</p> <p>5 minutes' play lost or a consequence needs to be completed linked to the inappropriate behaviour.</p> <p>After a discussion with the child they then join the rest of the class.</p>
	Behaviours	BFIS Approach	Possible Consequences - Consequences will be actioned with a restorative approach in mind to reflect on the behaviours presented
<p>Red</p> <p>Continuing to not take responsibility for their own behaviour and making the right choice.</p> <p>Or a serious incident has occurred.</p>	<p>Or after a serious intentional incident:</p> <ul style="list-style-type: none"> Physical injuries to staff and children Offensive language/swearing/gesturing with intent Offensive/ insulting remarks to other children Unsafe or harmful behaviour Damage to school property due to reckless behaviour Leaving the classroom, building, grounds without permission Bullying incident- see bullying policy Any discriminatory behaviour 	<p>Staff to make it clear that behaviour displayed is 'red behaviour' verbally and/or using visual supports and that they are not following the Owl Code</p> <p>Time Out Reflection Sheet completed with the child for each red.</p> <p>Apologises for their behaviour</p> <p>Name entered into the red section of behaviour log.</p> <p>ABC/STAR Analysis form completed.</p> <p>Red behaviour will be monitored by the SLT.</p> <p>Family Support and Wellbeing Mentor, SENCo and SLT will support –Personalised Support Plan to be written is necessary.</p> <p>In school isolation with SLT/Wellbeing/Leadership Team staff for designated time.</p> <p>If the child has taken their punishment and reacted positively they will be placed back onto green on their return.</p> <p>For serious incidents of behaviour, a fixed term suspension may be issued.</p>	<p>Red behaviour must be communicated to SLT by the staff member supporting/logging the incident.</p> <p>Consequences will be actioned with a restorative approach in mind to reflect on the behaviours presented and may include the following:</p> <ul style="list-style-type: none"> In school isolation with SLT/Wellbeing/Leadership Team member. A period of time at Play or Lunchtime may be missed or spent in another area of the school. Completion of reflection sheet and reflective discussion to talk about how the behaviours have impacted on others/are not expected behaviours in school. Reminder of Owl Code. Verbal or written apology - Letter /drawing of apology/ saying/showing sorry. Restoring damage in relation to the action. Loss of privileges could be: -- -Missing clubs -Completing a task linked to Red behaviour, e.g. if property is damaged, helping to fix it. -Missing treats at home e.g. pocket money, Xbox (in agreement with parent/carer) Parents/carers will come into school and work in partnership with the class teacher and SLT to decide on the loss of privileges.

			<ul style="list-style-type: none"> • School adult will speak to the parents/carers at the end of the day, whether face to face or by phone. • Home/School Communication system may be set up. • Complete work/ or a task from a pack. • Personalised Support Plan (Steps 1 – 5, developed from the Essex TPP approach) to be discussed by staff and parent/carers. This is designed to keep everyone safe by enabling our staff to think about, plan and be confident in safely supporting children. Positive behavioural management will be included in the plan. This plan will be reviewed termly and if the child is on the SEN Register in line with the child's One Planning or as and when necessary. • An Adult Response and Child Self-Regulation Plan linked to the Zones of Regulation will be agreed by the child, parents and school. • Behaviours to be monitored and a follow up meetings to take place if necessary. <p>Further poor behaviour choices may lead to an out of school suspension/exclusion at the Headteacher's discretion.</p>
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BFIS Behaviour Reflection sheet

Child's First Name:	Date:
Staff Member Supporting:	Time:

1. I feel:

☐

sad

☐

embarrassed

☐

angry

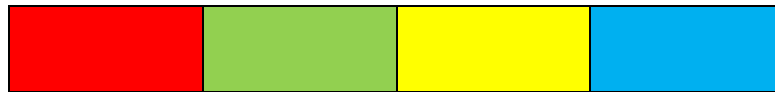
☐

shocked

☐

worried

I am in the



zone

2. I chose to:

 not listen	 use unkind words	 break something
 not do my work	 hurt someone	 not follow the

3. Next time I can


 listen	 use kind words	 follow instructions
 use kind hands	 think	 follow the

4. When I make a positive choice

 children	 will want to play with me	 I will feel proud of my good choices	 Other people will feel proud of me
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Appendix 3: STAR Analysis

What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (What happened?)	
Result (What happens next?)	

Barnes Farm Infant School				
ABC Form Detailed Incident				
Child's Name:				
Class:				
Date:		Time:		
Observed by:				
Place:				

Action	Behaviour	Consequence

Evaluation
Plan

<p style="text-align: center;">Barnes Farm Infant School ABC Form for focus children</p>		
Child's Name:		
Class:		
W/C		

Observed by	Date, Time and Place	Action	Behaviour	Consequence

Evaluation
Plan



ABC Analysis Record

Day:	Date:	Time:	Location:
Children(s) involved:		Class:	
Completed by:		Handed to for action:	

Antecedents- <i>what happened before the behaviour?</i> 	<i>What changes need to occur to pre-empt the behaviour?</i>
Behaviour- <i>What did the child do?</i> 	<i>What behaviour would be preferable?</i>
Consequences- <i>What response was made by staff/child?</i> 	<i>What changes need to occur to make the response more effective?</i>
What happened as a result? <i>Positive or negative?</i> 	<i>Who will work with the child to make sure the changes occur?</i> <i>Staff / Peers / Parents / Other agencies</i>



Personalised Support Plans

Personal Support Plans (PSP)

At our school we use personalised distress management and adult response planning (developed from the Essex TPP approach). This is designed to keep everyone safe by enabling our staff to think about, plan and be confident in safely supporting children and young people.

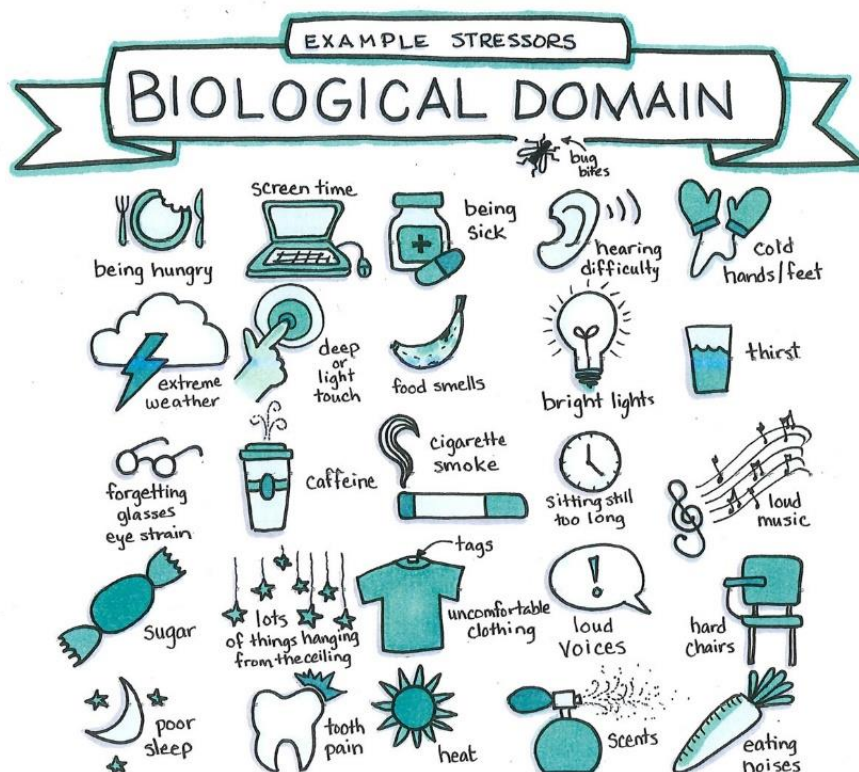
This tool should be discussed, constructed and agreed through a person centred approach. It is important that the child and their parent/carer is involved.

This plan will be reviewed termly and if the child is one the SEN Register in line with the child's One Planning or as and when necessary.

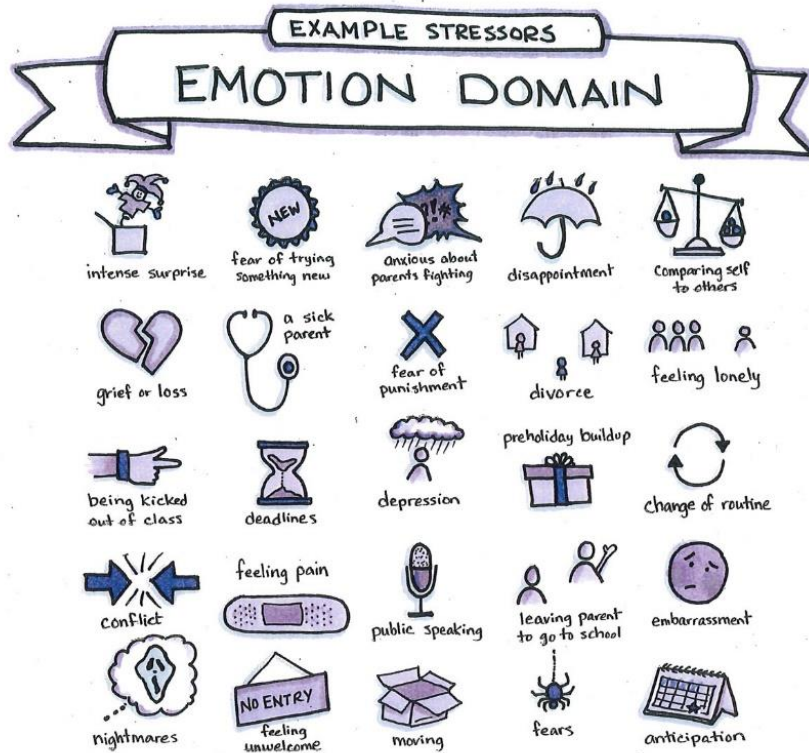
Step 1: Identify the stressors being experienced by the child.

There are five domains of stress which should be considered (credit to Kristin Wiens – www.self-reg.ca)

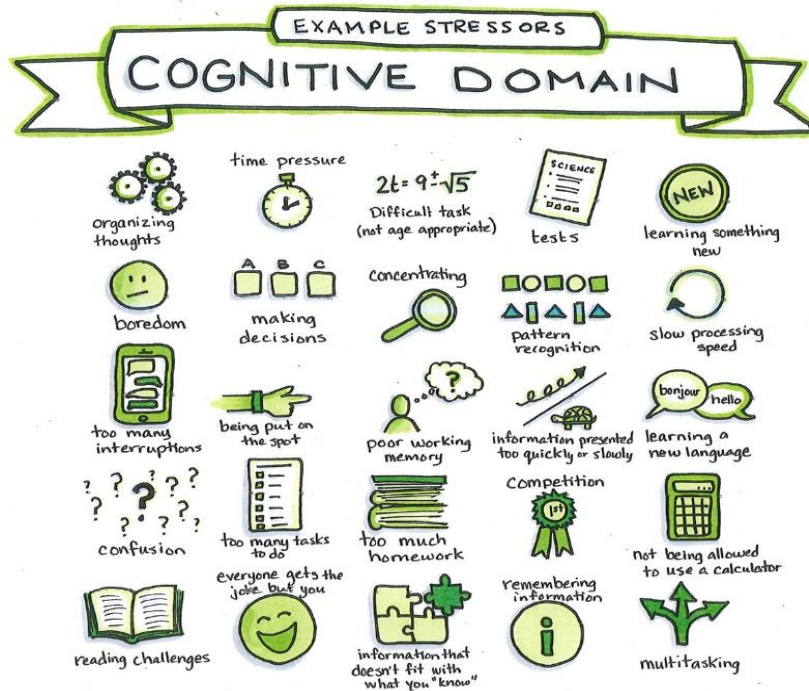
Physiological/sensory



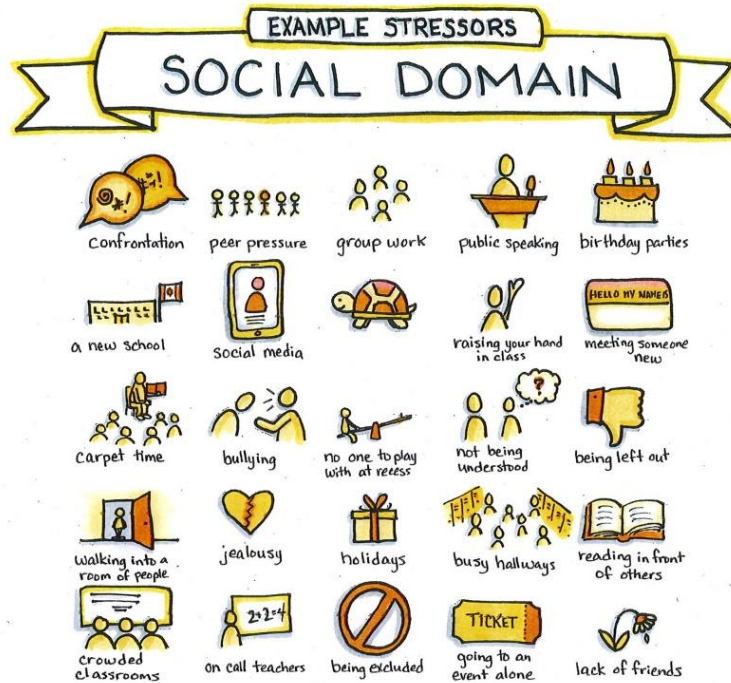
Emotional



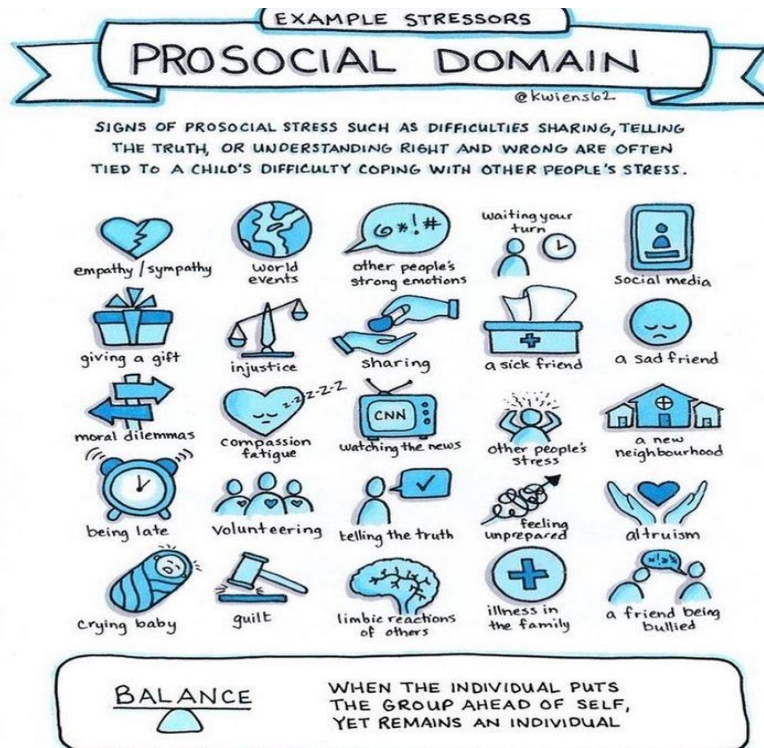
Thinking/learning related



Social



Prosocial



Step 2: Complete the 'Warning Signs of Stress', providing personalised detail of what this looks like and means for the child.

Stress Area	What is it that generally causes the stress?	Indicators of excessive stress- how does the child show this?
Physiological/ sensory		
Emotional		
Thinking/ learning related		
Social		
Prosocial		

Step 3: Complete the 'Distress Mapping' and 'Level of Harm'.

Distress Mapping

	Not evident	Occasionally	Often	Always
Stress response is easily triggered				
Stress response is not equal with the stressor				
Individual is extremely restless/volatile				
Hard to co-regulate after 'alarm' is triggered				

Harm Mapping

Harm/Behaviour	Yes/No	Harm/Behaviour	Yes/No
Harm to self		Damage to property	
Harm to peers		Harm from disruption	
Harm to staff		Harm from running away	
Other harm			

Step 4: If the child is assessed to ‘always’ or ‘often’ experience stress or the harm is assessed to be of concern, develop both the personalised ‘Adult Response Plan’ and ‘Child’s Self-regulation Plan’ for the child/young person as part of the One Planning process.

Adult Response Plan & Child Self-regulation Plan

Child’s Name:			
Date:	Initial Plan Date:	Term 1 Review	Term 2 Review

Adult Response Plan

Window of Tolerance	How best to support and maintain this and support regulation
Dysregulated	Strategies to support and to co-regulate
Where does this stress behaviour lead to next? What we are trying to avoid?	
Hyperarousal	Interventions necessary to support, co-regulate and keep everyone safe

Hypoarousal	Interventions necessary to support, co-regulate and keep everyone safe
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Child's Self-regulation Plan Example (linked to Zones of Regulation)

Child's Name:			
Date:	Initial Plan Date:	Term 1 Review	Term 2 Review

Stress Level	Strategy to Support
Red emotions Feeling afraid, angry, annoyed	How to best soothe myself Breathe deeply Use my safe space Use my words to let the adult know why and how I feel, if I am able to
Yellow emotions Feeling worried, disappointed, silly	How to best to soothe myself Hug my teddy Blow my windmill to help me breathe deeply Use my stress ball Colour a picture Ask for a hug
My window of Tolerance Green emotions Calm, happy, proud	How best to maintain Earn my leaves Have brain breaks Adults to notice me being positive Use my sand timer

Blue emotions Feeling sad, low, sleepy	How best to re-energise and give myself hope Happy box Play a game Time outside to run around Read a book I might need a hug
--	--

Step 5: Regularly review and update the information in this tool through Person Centred One Planning.

All behaviour happens for a reason, it serves a purpose for the individual presenting it - it leads to something for them – it's a means to an end.

Difficult and/or harmful behaviour is not necessarily deliberate or planned. Rather, in situations of need a person may simply behave in an adaptive way that has been successful in the past in protecting them and enabling them to survive that moment.

The first step to understanding a particular behaviour of concern is to try and find out why the behaviour is happening and to have some understanding of this.

A person's trauma informed history (if known) should be part of the any individual's positive behaviour support plan. A trauma perspective approach must be provided to everyone whether trauma is known or not.

Personal Support Plans will also include:-

- the views of the child in how they want to be supported
- consideration as to how the child or young person's dignity may be compromised and how might staff manage that. Points to consider could include clothes might ride up or down, so perhaps make sure towels are available to use appropriately as covers, the presence of an audience etc.
- presenting behaviours that trigger conflict, harm through aggression and anxiety responses
- primary and secondary prevention strategies used to co-regulate, defuse and de-escalate potential incidents.
- any personal, sensory or environmental needs for the child/young person
- recovery plan/restorative approach.

BFIS Positive Handling Plan/Risk Assessment

Name of child:	Date of Plan:	Review Date:
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Hobbies/Interests/Possible diversion strategies

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

Triggers and Environments

Circle situations which have led to a dangerous situation in the past.

Name calling Correction Instruction Particular lesson Particular environment Non-Verbal Communication

Working with others Body Language Peer conflict Queuing/Waiting Trigger touch Raised voice Noise

What to look out for

Behaviour

Circle the level of potential risk: **Low** **Medium** **High**

Circle and / or describe precisely what might happen:

Persistent refusal to follow instructions Assaultive language Slap Punch Bite Pinch Spit Kick

Hair grab Neck grab Clothing grab Arm grab Weapons/Missiles Damaging displays Self harm

What to look out for

Prevention

Describe support which may be put in place to reduce the risk of a serious incident e.g. environment, personnel...

Any medical conditions or personal history that should be taken into account before physically intervening:

De-escalation

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

	Try	Avoid
Verbal Advice/Support		
Firm Clear Directions		
Negotiation		
Limited Choices		
Distraction		
Diversion		
Reassurance		
Planned Ignoring		
Take up time		
Withdrawal offered		
Withdrawal directed		
Transfer adult		
Reminders about consequences		
Use of humour		
Success reminders		
Other		

Physical Intervention Linked to PRICE Training Strategies

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

	Try	Avoid
Friendly escort		
Single Embrace (PRICE TECHNIQUE)		
Adapted Embrace (PRICE TECHNIQUE)		
Cupped Hand (PRICE TECHNIQUE)		
Side Hug (PRICE TECHNIQUE)		
Figure of Four (PRICE TECHNIQUE)		
Other		

Re-integration

Describe steps to be taken for child to re-enter the classroom/learning or care environment

Positive Listening and Debrief

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

Recording and Notification required

Please circle

Incident Form Parent/Carers LA Social Worker EP Others:

Staff Members: Name

Signed

Parent / Carer:



Appendix 8 Generic Risk Assessment- Barnes Farm Infant School

BITING

Biting that occurs in school is often an expression of aggression or frustration in young children. Most human bites in this situation occur on the fingers or hands.

Bites may occur quickly and without obvious warning to the adults/children present. A child may bite when he/she is crowded or cornered and is unable to use words to get the other party to move away. The incidence of biting tends to increase at times that children find stressful, for example, starting a new school. Predicting stressful situations and acting to support children accordingly can decrease the incidence of biting.

Behaviours that may insight a biting incident - Significant hazards / risks

- Child unable to communicate needs
- Child feeling vulnerable or threatened
- Child finding a particular time of day stressful.

Who could be harmed?

- Staff members
- Other children

Competence Requirement:

- Information required following a human bite – to be recorded on attached form.
- Staff to be aware of child's Personalised Support Plan to avoid situations or actions that may contribute to the likelihood of a biting incident.

Control measures which should be in place:

The following actions to reduce the infection risk associated with biting may include the following:

- Consider individual plans for children who repeatedly bite, involving parents and the child's GP Personalised Support Plan.
- Staff to wear long sleeved clothing if caring for a child who bites regularly and protective hand guard if necessary.
- Where necessary and for those children who have sensory needs, a chew buddy/toy to be available at all times.
- Every incident of biting must be communicated to the child as
- All incidents of biting must be reported using the attached form.
- All incidents of biting must be communicated to the child's parents (by a senior member of staff where possible).

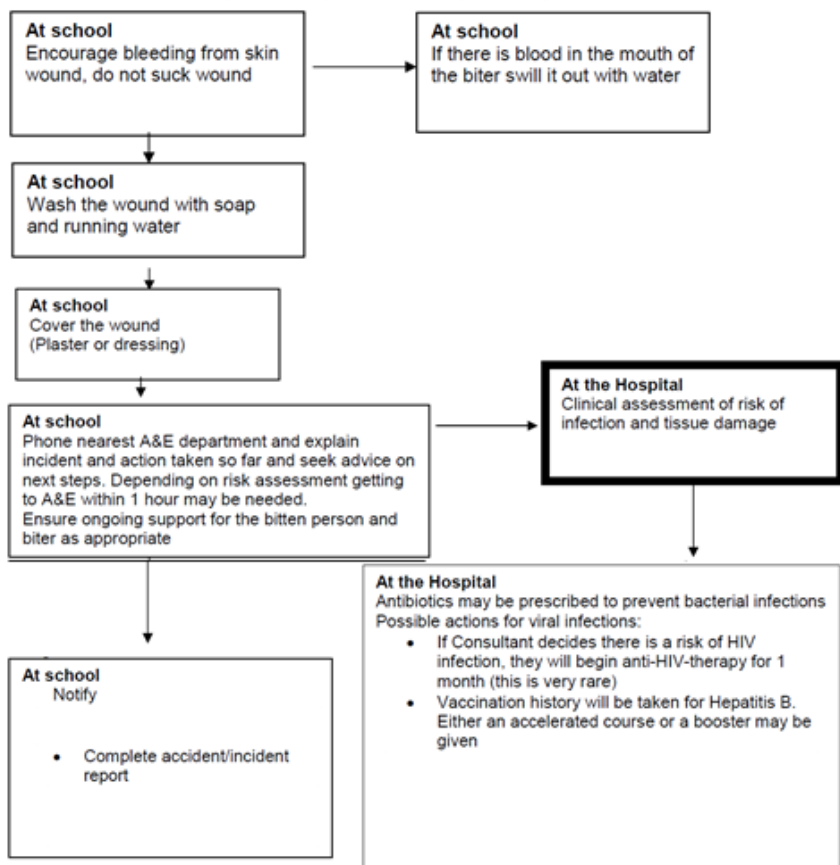
Dealing with a biting incident in the classroom setting:

- STOP the action. Say, "NO!"
- Quickly assess the situation to determine the cause of the biting. Is the child hungry or anxious? Do I have something appropriate for the child to chew on?
- Attend to the victim. Wash area with soap and water, apply cold compress if swollen, comfort the child.
- Talk to the biter. Tell the biter, "Biting hurts! Teeth are not for biting children. Teeth are for eating food." If you think he bit for emotional reasons, you can say, "It's O.K. to be upset (mad, frustrated, excited, etc.), it's NOT O.K. to bite." Tell the child what he can do next time he experiences this emotion. (i.e. You can say 'My toy!!', You can call out my name and I will come help you, etc.)
- If it is an older child, you can ask her what a better solution might have been.
- Redirect the child to another area. Stay with that child until he/she becomes involved in the new activity.

Additional Control Measures: Hints / tips for what needs to be considered as part of local /specific assessment:

Procedure to follow in the event of a human bite wound that breaks the skin.

Use normal first aid procedure plus use of disposable gloves



COMPLETE THIS SECTION LOCALLY

Establishment / Team:

Assessed by (print):

Date:

Local Assessment (Refer to Hints and Tips for guidance)

Date reviewed:

Initials:



Barnes Farm Infant School - Biting Incident Form

Please record all incidents of biting and hand to Head teacher/Deputy/SENCO

Who was bitten?

Who was the biter?

When and where did the incident take place?

Who was also present?

Factors that may have contributed to the occurrence of the incident:

ACTIONS:

Examine the mouth of the biter to assess the likelihood that the bitten person was exposed to the biter's blood.

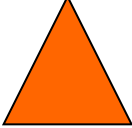
Examine and describe the wound of the person bitten to determine the possibility of soil contamination.

Any known infections or other medical conditions in both parties. Yes/No

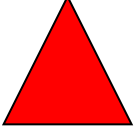
Is the person who has been bitten up to date with their tetanus vaccinations? Yes/No

If a staff member had been bitten, have they read and signed the child's Positive Handling Policy/Risk Assessment Yes/No



	Orange Behaviour Log		2023/24	Class:
Date	Name	Time/Location	Staff Initials	Description



	Red Behaviour Log		2023/24 Term:			Class:
Date:	Name	Incident	ABC sheet	Initials of SLT Staff informed	Personalised Support Plan	Other information such as parent meetings, agency support





Otter Class Log of

Golden Time


Date	Golden Time Activity


Appendix 12

 Lunchtime Orange Behaviour Log		Child's Name: (first name only)	Class:	Initials of adult completing form:
Date/time:	Actions/Behaviour – What happened and where? (please do not name other children on this form)	Consequences	Given to:	

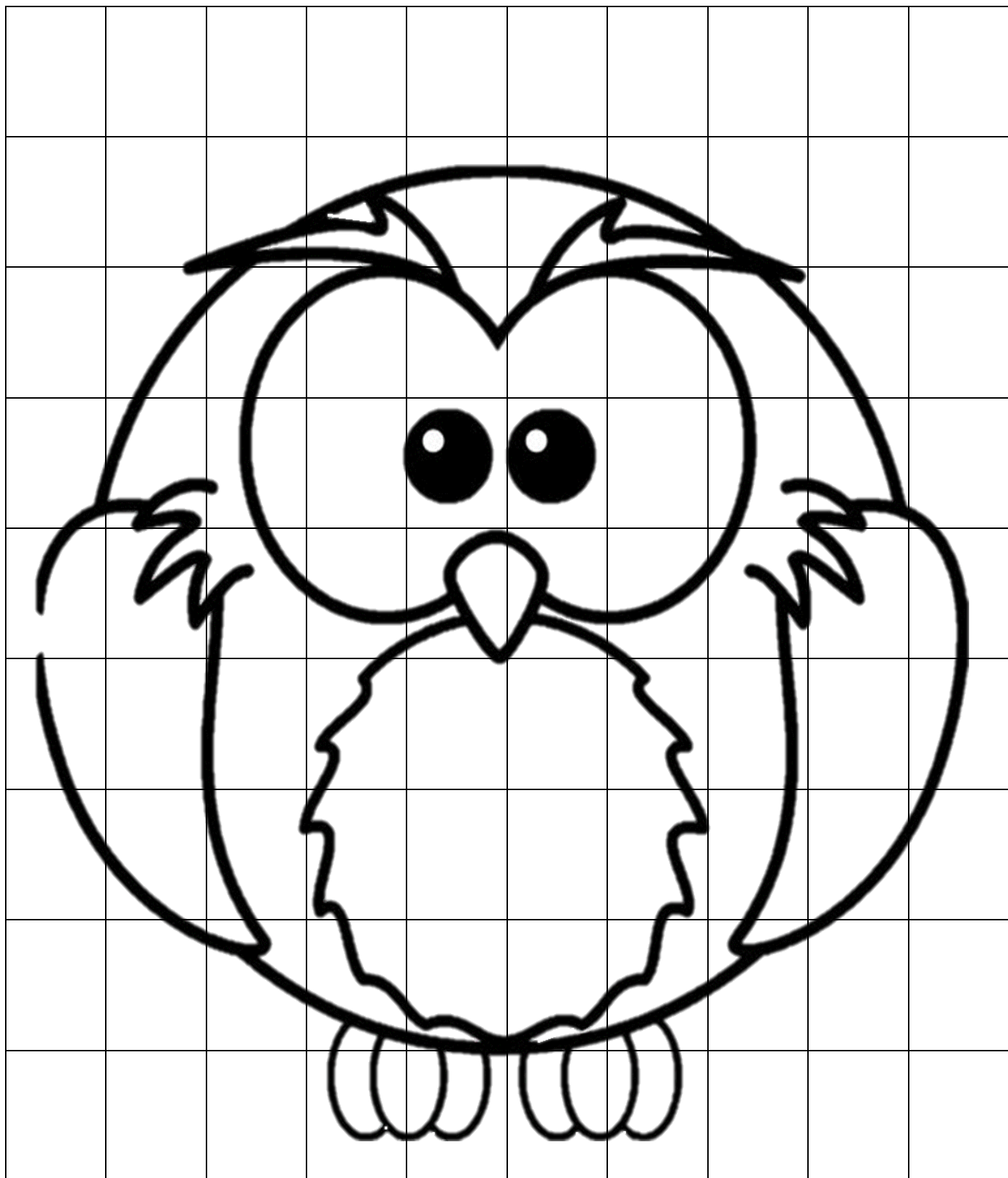
 Lunchtime Orange Behaviour Log		Child's Name: (first name only)	Class:	Initials of adult completing form:
Date and time:	Actions/Behaviour – What happened and where? (please do not name other children on this form)	Consequences	Given to:	

Appendix 13

 Lunchtime Red Behaviour Log		Child's Name: (first name only)	Class:	Initials of adult completing form:
Date and time:	Actions/Behaviour – What happened and where? (please do not name other children on this form)	Consequences	Given to:	
Please complete a Time Out Reflection Sheet with the child to go with this form.				

 Lunchtime Red Behaviour Log		Child's Name: (first name only)	Class:	Initials of adult completing form:
Date and time:	Actions/Behaviour – What happened and where? (please do not name other children on this form)	Consequences	Given to:	
Please complete a Time Out Reflection Sheet with the child to go with this form.				




BFIS GOLDEN TIME



Appendix 15: Three Stages to Supporting the Understanding of Behaviour – using the TPP guide

‘A significant proportion of children and young people may need educators to anticipate possible stressors in the normal course of the school day, and to help prevent and manage these. A working assumption for highly fearful or aggressive behaviours, should be that the child or young person has, or is, experiencing stress/distress. It is important and helpful therefore to understand ‘challenging behaviour’ as a communication or sign of distress or fear. Subsequently this should lead adults to offer different, alternative and more helpful resources which can ensure interventions are supportive and nurturing rather than punitive or shaming.’

TPP Trainers’ Manual page 5

<p>Stage 1</p> <p>Use the Emotional Pot to get to know the child and the family the big picture (holistic sense)</p> <p><i>Adopt an attitude of curiosity and reflect on the child’s circumstance. Sensitive involve all parties who know the child well to gather information. For some CYPs this might involve pupil or parent interview as well as reflection with the staff members working with the child in school.</i></p>	
<p>Stage 2</p> <p>Be the Stress detective to find/observe/notice the stressors across the day</p> <p><i>Stressors could be related to the time of day (when a CYP is hungry or following transitions), places or curriculum subjects, other people (adults and peers). Explore all variables that exist within the CYP’s day to notice commonalities and differences.</i></p>	
<p>Stage 3</p> <p>Analyse and plan to enable informed co-regulation</p> <p><i>After gathering assessment information, begin to make a plan for how to support the CYP’s co-regulation. Recognise that the adults will need to change their behaviour first.</i></p>	

These 3 stages are explained in more detail below and can be used collaboratively in your school/setting to enable you to more effectively support the child or young person.

Stage 1.



Use the Emotional Pot to see what's filling it up.

- ⇒ Why? Why Now?
- ⇒ What's happening? What's happened? What's going on? (Include assumptions)
- ⇒ Feelings: How might they or how do they feel in response to these things?
- ⇒ Thinking: How might they be thinking? What might they be thinking?

What's happened?	Going on?	Feeling?	Thinking?
Possible examples Death of a pet/loved one, parental separation, domestic abuse	Possible examples Angry, withdrawn, crying, swearing	Possible examples Alone, excluded, confused	Possible examples Why me? I am useless...

- ⇒ What behaviours are you seeing, when and why?
- ⇒ How can these behaviours be reframed?

Use empathic TPP language to reframe the behaviour as communication in response to stress – See TPP element 5.

What are you seeing?	Reframe this behaviour
An example linked to above: parental separation Crying Approaching peers with aggression	An example linked to above: parental separation Not able to cope and therefore seeking connection In the 'fight' response

Use – 'A Tool for Understanding and Reframing Behaviour'

Stage 2.



Be the Stress detective- find/observe/notice the stressors across the day



- ⇒ In your 'team around the child' hold a discussion about the child/young person, decide on the stressors you are going to initially monitor e.g. time of day
- ⇒ Monitor through observation the stressors identified across the day
- ⇒ You may need to do this for a number of stressors to build a full picture of the communicating behaviours and stress responses e.g. day of the week, adult teaching/supporting. This can be plotted on a table such as below.

States of arousal:									
Hyper aroused									
Terror	✓								
Fear					✓				
Alarm									
Alert		✓				✓			
Window of tolerance									
Calm/engaged			✓	✓			✓		
Hypo aroused									
Low								✓	✓
Stressor: ⇒ Time of the day	8:45 am	9:15 am	10:00 am	10:30 am	10:40 am	11:00 am	12:00 pm	2:00 pm	3:00 pm

You can also use the STAR analysis framework to help you monitor trends and patterns

Stage 3.

Plan for co-regulation to help prevent the overflow of the 'emotional pot'

⇒ 	The adult provides opportunity to co-regulate by turning the tap. Self-regulation will follow on from this. Children always need to be successfully co-regulated in order for them to be able to successfully self-regulate (soothe themselves).
⇒ 	The level then falls to one of emotional containment.

- ⇒ **The personalised stress/distress management plan**

Appendix 16:

Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific pupil before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the pupil?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child in school?		
Have parents/carers been informed of any incidents where safety of their child has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		
Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	Y/N n/a	What needs to be done
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the pupil?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		
Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		
Are adults using positive language around and to the child/young person?		
Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		
Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		
Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		

Social interaction (less structured environments)	Y/N n/a	What needs to be done
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Appendix 17 - A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful. Examples of reframing-	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them
<p>Be the stress detective - why and why now?</p> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> Is there an adult response plan? Is the plan helpful, shared, used and understood? Is there a personalised stress/distress management plan? <p>Consider the environment Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Avoidant: in 'fight/flight' survival mode</p> <p>Defiant: in 'fight/flight' survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in 'fight' survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging 'flight/hypoarousal and or freeze' response being used to cope with the situation</p> <p>Rude: self-protective: "I need you to know how I feel so I'm going to make you feel like it too so you will help me", or "I don't think you like me/don't care". In fight mode.</p> <p>Not engaging: doesn't feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour Is the child projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy? How have earlier experiences shaped the child's preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child's strengths Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>

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A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful Examples of reframing	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them

Appendix 18: Risk Assessment

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the CYP in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable CYP (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified CYP or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

