



# Willowbrook Primary school

## Relationships, Behaviour and Exclusions Policy

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The following terms are used in this policy. Below are their explanations:

- **Trauma Perceptive Practice**  
Understanding and responding to a child's behaviour by considering past traumatic experiences.
- **Window of Tolerance**  
The range of emotional states where a child can cope and stay calm. Beyond this, they may react strongly or shut down.
- **Self-Regulation**  
The ability to manage one's emotions and behaviours, staying calm and making positive choices, even when upset.
- **Co-Regulation**  
Adults helping children manage their emotions and behaviours by offering comfort and guidance.
- **Emotional Dysregulation**  
Difficulty managing emotions, leading to meltdowns or withdrawal, often when overwhelmed or stressed.
- **Stress Detectives**  
Adults who identify and understand the causes of a child's stress to address it before it escalates.
- **Prosocial Behaviour**  
Positive actions like sharing, helping, or showing empathy, which strengthen relationships and communities.
- **Trauma**  
Emotional or physical harm from stressful events (like abuse or loss), affecting how a child thinks, feels, and behaves.

#### School Values

The behaviour policy is central to the working of a successful school. To make it most effective we realise that the wide range of approaches and expertise of the staff team should be drawn upon to create the policy. The most recent Ofsted Inspection (July 2024) states:

***"Each working for all' reflects the welcoming ethos of Willowbrook Primary. Pupils enjoy attending school and do so regularly. They work hard in their lessons. Pupils strive to reach the high expectations staff have. This helps them to achieve well. They are well prepared for their next stage of learning."***

***"Expectations and routines for positive behaviour are set from the moment children start in the Reception Year. Children rise to these. They quickly become independent and confident learners."***

Therefore, at our school we believe in the importance of relationships, ensuring children and young people 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 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 our school these values run through all the school policies and practice.

#### School Ethos

It is a core aim of our 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 caring way. It aims to promote an environment where everyone feels happy; safe and secure and able to learn.

We value each individual child/young person and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people 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 young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

### **A Relational Behaviour Model**

At our school, we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who have emotional dysregulation 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/young person 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 and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children and young people 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 children/young people 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.

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/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people 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
- Moving around the school
- Break and Lunchtimes

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

#### Reward System

At our school, we are committed to recognising and celebrating children's efforts, progress, and achievements in a variety of meaningful ways. While some rewards—such as Headteacher awards or special certificates—mark particularly outstanding accomplishments, children are also regularly encouraged and praised throughout the day. This recognition may come through verbal praise, class-based awards, stickers, or certificates that acknowledge both academic success and personal growth.

We understand that every child is unique and some may benefit from more individualised support. In such cases, a personal sticker chart may be introduced as part of a tailored behaviour or support plan. These plans are developed in close partnership with parents and carers and are designed to support the child in working towards agreed goals while celebrating their progress along the way.

All forms of reward—whether small or significant—serve to reinforce a positive, nurturing learning environment where effort is valued, improvement is recognised and every child feels encouraged and supported in their journey.

Staff play a key role in this process by modelling positive behaviour, reinforcing expectations and guiding children through consistent routines. Behaviour expectations are clearly communicated through learning behaviours and visual prompts displayed across the school, helping to ensure clarity and consistency for all.

By focusing on effort, progress and personal success, we aim to create a culture where all children feel motivated, supported and valued—and where they celebrate each other’s achievements with kindness and understanding.

<u>Token rewards:</u>	Token rewards are earned individually, as groups and as a class. They are added to the whole class ‘pot’. When the ‘pot’ is full, the class earns a reward agreed by the class, e.g. extra playtime, painting etc. Staff not directly linked to the class can also reward individuals/classes with tokens.
<u>Playground rewards:</u>	Midday and teaching/support assistants give green cards for good behaviour, in turn the card earns a class token.
<u>Certificates:</u>	Certificates are given in the weekly celebration assembly for positive behaviour, excellent effort and outstanding achievement in any area of school life. This includes Maths and English awards; Certificate of Excellence; Rainbow Certificate; Core Value Award, and the Superstar Book. The class teacher liaises with learning support assistants, midday assistants and parent helpers and recognition of their opinion is given in the celebration assembly.
<u>Homework Rewards:</u>	Certificates are given in a weekly celebration assembly for positive homework, timetables rock stars, maths, attendance and general homework uploaded on to DB primary (our learning platform).
<u>Headteacher Super stars:</u>	Children may be invited to visit the Headteacher to celebrate a particularly outstanding piece of work. This recognition is based purely on the quality of the work produced and is not linked to a child’s behaviour. We want children to understand that even if they’ve had a difficult day—whether it was yesterday or earlier—they can still achieve something amazing and be proud of it.  During their visit, children may receive a Headteacher Superstar stamp, a card, a Headteacher Award sticker, or even the class house mascot to take back and share their success with peers. This celebration aims to encourage all children to recognise their potential and feel proud of their learning achievements.
<u>Postcards:</u>	Teachers have postcards they can send home to recognise achievements, effort and behaviour.

#### House Captains:

In Year 6, children have the opportunity to be House Captains, a position chosen by the Headteacher and the Senior Leadership Team. They are elected based on whether they are a good role model for other children and their all-round achievements throughout their school years. House Captains are then encouraged to take part in assemblies, support House Morning activities and select at least two children from his or her house during house mornings who show outstanding behaviour to receive a certificate.

The Primary and Inclusion Ambassadors play a key role in supporting positive behaviour across the school. They assist by acting as role models, helping to resolve conflicts, encouraging peers to follow school rules and offering guidance to pupils who may need additional support. Their involvement helps foster a positive and inclusive school environment where all pupils feel supported.

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become ‘stress detectives’ and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

### **Viewing behaviour as a learning process**

At our school, we accept and understand that learning how to regulate our behaviour is a learning process. At times, children and young people will push limits, boundaries and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement and disappointment. Using the relational model, we offer support, help and guidance to the child or young person along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our child/young person's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

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

We recognise that some children and young people may, at times, require additional support to manage their social, emotional and mental health needs. These needs can present in a variety of ways, including behaviours that appear challenging, disruptive, or stress-related. Often, such behaviours reflect underlying difficulties, including challenges with social interaction, sensory processing, medical needs, or diagnosed conditions such as ADHD, FASD, or attachment-related difficulties.

Rather than viewing behaviour in isolation, we are committed to understanding the reasons behind it. We prioritise emotional wellbeing and strive to make reasonable, thoughtful adjustments to our provision to ensure each child is able to feel safe, understood and supported. This is achieved through a collaborative approach involving school staff, families and external professionals, aligned with the Essex One Planning framework.

We understand that behaviour is often a form of communication—frequently rooted in stress, anxiety, fear, or a barrier to learning. Our responsibility is to help children return to a state of emotional regulation—within their 'Window of Tolerance'—so they can access learning, connect with others, and thrive.

To support children, especially those with SEND, we use a variety of strategies such as clear routines, visual supports and personalised behaviour plans. For some children, a sticker chart or progress tracker may form part of a structured support plan, developed in partnership with parents and carers. These are not rewards, but practical tools to help children build positive habits and achieve personal goals.

We also recognise that some children may need time away from the classroom environment to self-regulate. This may involve a sensory diet, movement breaks, or calming activities tailored to their needs. These moments are carefully planned and are not used as rewards, but as vital support strategies that help a child return to a place where they can learn and engage positively.

Staff across the school model consistent, respectful behaviour and reinforce expectations clearly and calmly. By focusing on effort, progress and individual development, we foster an inclusive school culture where all children feel valued and are supported to succeed—academically, socially and emotionally.

### **Recording**

We record all significant incidents of anti-social behaviour on our online system, CPOMS. The recording is completed by the Class Teacher or in the case of more serious incidents, a member of the Senior Management Team.

Incidents that have been dealt with by adults supervising outside at lunch time, will be recorded on CPOMS. These are then reviewed by the SMT and incidents are recorded on CPOMS where it is deemed necessary. These incidents may also require follow-up restorative discussion.

Children who have additional needs that may lead to habitual anti-social behaviours, may have their own behaviour record system which is used and managed by the adults involved with that child and is communicated with parents. – this is in the policy (SEND)

### **Managed move**

In cases where the Head Teacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Head Teacher may consult with the Local Authority and propose a permanent managed move to another school. This is not exclusion and in such cases the Head Teacher may assist the parents in placing the pupil in another school. Removal from the school for other reasons; The Head Teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness

such as a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

### **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**

#### **All staff**

- Seek to understand the communication behind the behaviour
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction)
- Model compassion and kindness, provide hope and support, connection and belonging
- Understand that any event in a child or young person'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 clear boundaries
- Regulate our own emotions
- Co-regulate with young people and help them to develop self-regulation strategies for the future.

It is the responsibility of the Class Teacher to inform parents about significant behavioural incidents. This may be in person, by telephone or email and will be at the soonest opportunity. Please note, this may not be the same day, as some incidents take longer to investigate and it is also dependent upon all necessary staff being available. If parents are unsatisfied with the explanation from the Class Teacher, they are welcome to contact a member of the Senior Management Team.

#### **Head Teacher**

- Leads on all aspects of this policy and model the expectations for all staff
- 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
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence)

#### **Other Senior Leaders**

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children/young people and parents/carers 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 children and young people
- 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 child or young person may be having.

#### **Family**

- Inform the school of any concerns about changes in their child/young person'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/young person's needs

#### **Governors**

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

## **Our general responses incidents**

Our school believes that all behaviour is communication and in the power of using restorative approaches. Such processes do not shy away from using consequences where logical, appropriate and proportionate. 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 or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

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?)

As part of the restore and repair process, they 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.

At our school, the staff work with the child or young person using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

## **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 look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

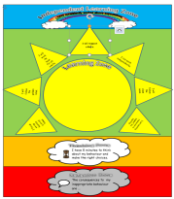
It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

**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:

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child or young person escorted in stressful situations
- differentiated teaching space
- appropriate use of exclusion (using the time to provide psychoeducation, using co-regulation to develop self-regulation strategies; reflect, amend plans and identify needs and other appropriate interventions to support.)

**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. These should always be logical, appropriate and proportionate. 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.

Behaviour	Possible Consequences/outcomes
<p><u>Zone Behaviour Management System within the classroom</u></p> 	<p>Each child starts every lesson with their photo in the Learning Zone. To stay in the Learning Zone, children must follow class rules and display good learning behaviour, like sustained effort (shown as sun rays). Class tokens are given to those who consistently stay in the Learning Zone.</p> <p>If a child consistently exceeds expectations in their learning behaviour, their photo may be placed in the Independent Learning Zone for a specific lesson. The criteria for entering the Independent Learning Zone (displayed in the clouds) will be visible to the children. An adult will record their name on the Behaviour Log, including the date. If a child is placed in the Independent Learning Zone three times, they will receive a certificate, and their name will be shared with the Headteacher. This will also earn them a special reward, such as Afternoon Tea with the Headteacher, held at the end of each term.</p> <p>Inappropriate behaviour will be categorized as low, medium, or high level based on its severity.</p>
<p>Relatively <b>low impact</b> – (Thinking Zone)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Distracting others</li> <li>• Refusal to complete assigned activity</li> <li>• Disrespectful comments</li> <li>• Swearing aloud to themselves</li> <li>• Swinging on chair</li> <li>• Fiddling with equipment (unless needed to focus)</li> <li>• Fidgeting on carpet (unless known to have attention difficulties)</li> </ul> <p><b>Medium impact</b></p> <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Negative comments to others</li> <li>• Throwing things in class</li> <li>• Tormenting others</li> <li>• Shouting at others</li> <li>• Careless treatment of school property and equipment</li> <li>• Lying</li> <li>• Blaming others and not accepting responsibility for actions</li> </ul>	<p>If the verbal warnings are not heeded, the adult will remove their photograph from the Learning Zone, place it in the Thinking Zone wallet and the five-minute timer will be turned. During this time, they are expected to think about and change their behaviour.</p> <p>As a result of being placed in the Thinking Zone, the classroom LSA will discreetly record this on the classroom Behaviour Log (to be fixed to the inside of a cupboard door in the classroom). The child must wait behind at the end of the lesson in order to have a discussion with an adult of how to ensure they remain in the Learning Zone.</p> <p>If their behaviour does not improve following the five-minute thinking time which results in another warning, they are now in the Reflection Zone. (see reflection zone)</p> <p><b><u>Co-regulation/support with reflection from a trusted adult</u></b></p> <p><i>I can see there's something wrong</i> (acknowledge their right to their feelings)</p> <p><i>I'm here to help and listen. Tell me what happened</i></p> <p><i>Be the 'Stress Detective' – be curious</i></p> <p><i>Ask WHY? And WHY NOW?</i></p>
<p>Relatively <b>higher impact</b> – (Reflection Zone)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Harmful behaviour</li> <li>• Any discriminatory behaviour</li> <li>• Causing significant, deliberate damage to school property</li> <li>• Intimidating behaviour to others (e.g. using size, threats, social standing)</li> <li>• Swearing at another person</li> <li>• Persistent intimidation</li> <li>• Refusal to do as asked by adult</li> <li>• Leaving class/school without permission</li> </ul>	<p>If a child displays high level inappropriate behaviour an adult will remove their photograph from the Learning Zone and put it in the Reflection Zone wallet.</p> <p>If a child does not rectify their behaviour after being placed in the Thinking Zone or they repeat inappropriate behaviour during the same lesson the adult will remove their photograph from the Learning Zone/Thinking Zone and put it in the Reflection Zone wallet.</p> <p>Every child that is moved to the Reflection Zone will receive a sanction and will be recorded on the Behaviour Log; CPOMS may be completed by the teacher, depending on the behaviour displayed. A co-regulation verbal discussion is held with the adult that gave the warnings then a written reflection form is completed with the learning mentor, inclusion lead or headteacher during break or lunch.</p> <p>Any child that is moved from the Learning Zone to a different zone should be recorded on the Behaviour Log; this will usually be carried out by the classroom LSA and should be done discreetly by adding the date and the initials of the adult requesting the change of zone (e.g. the class teacher, LSA). This sheet form should be handed to the inclusion lead after every half term.</p> <p>The sanctions are graduated in response to low, medium or high level inappropriate behaviour.</p> <p>Low Level inappropriate behaviour that has resulted in the child being moved to the Thinking Zone and then to the Reflection Zone will be sanctioned at the end of the lesson by speaking to an adult, (Appendix 6) loss of 10 minutes of the next break (in the Inclusion Room) and completion of the Reflection Sheet (Appendix 7).</p>

	<p>Medium Level inappropriate behaviour that has resulted in the child being moved the Thinking Zone and then to the Reflection Zone will be sanctioned immediately within the lesson by working in isolation for the remainder of the lesson, speaking with an adult, loss of 15 minutes of the next break (in the Inclusion Room) and completion of the Reflection Sheet. (Appendix 6 or 7)</p> <p>High Level inappropriate behaviour will be sanctioned immediately within the lesson by sending the child to the Inclusion Room for the remainder of the lesson, loss of the next break and lunch break (in the Inclusion Room) and completion of the Reflection Sheet. (Appendix 7)</p> <p>All Reflection Sheets must be uploaded to CPOMS as an action to an incident.</p> <p>Children missing break will be supervised by a teacher in the Inclusion Room. It is each class teachers' responsibility to ensure their child is delivered to the allocated room at break and at lunch.</p> <p>If a child is moved to the Reflection Zone three times within a half term, a meeting will be arranged with their parents and the class teacher. A Behaviour Action Plan (Appendix 1) will be put into place including placement on a report card for a period of one week. The Inclusion Leader and Senior Leadership Team should be informed when a child is placed on a report card with a start and finish date.</p> <p>If a child's behaviour does not improve following initiation of a Behaviour Action Plan a meeting will be set up with the class teacher and a member of the senior leadership team. An individualised system of support will be established for the child.</p> <p>Examples of this could be...</p> <ul style="list-style-type: none"> <li>• All Incidents recorded on CPOMS to track/look at patterns.</li> <li>• Parents notified by telephone by SLT member.</li> <li>• Outcome will be personalised based on previous behaviour, severity, response from child/young person(s).</li> <li>• Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face followed by effective reintegration</li> </ul>
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**Sanctions at break/lunch times**

If a child displays low or medium impact inappropriate behaviour at either break or lunch they will be given a maximum of 2 reminders of the playground rules. If the verbal warnings are not heeded the child will be given a Yellow Card and the adult should record the incident on CPOMS. The child will then miss the next break (in the Inclusion Room) and complete a Reflection Sheet (Appendix 8).

Yellow Cards will be given to the class teacher so they can check CPOMS and speak to parents. It is important to record those children who are repeatedly being given Yellow Cards to ensure early support strategies are used.

If a child's behaviour does not improve after being issued a yellow card, or they exhibit high impact behavior, they will be given a Red Card and CPOMS will be completed by the adult. This will be passed to the Headteacher and acted upon. The Inclusion Leader and Class Teacher will be informed. Every child given a Red Card will be given a sanction of missing break and lunch.

If a child displays high level inappropriate behaviour at either break or lunch, they are given a Red Card and must be brought directly to the Head Teacher or (DHT/SLT if HT not on site).

If a child is given a Red Card three times during a half term, a meeting will be arranged with their parents and the class teacher. A Behaviour Plan will be put into place including placement on a report card for a period of one week. The Inclusion Leader and Senior Leadership Team should be informed when a child is placed on a report card with a start and finish date. If a child's behaviour does not improve following initiation of a Behaviour Action Plan a meeting will be set up with the class teacher and a member of the senior leadership team. An individualised system of support will be established for the child.

**If the behavior warrants more than a red card, such as when a pupil displays dangerous conduct or makes false allegations, an internal suspension, external suspension, or exclusion may be imposed.**

### **Harm from dysregulated (stressed) behaviour**

Our school always prioritises the safety and welfare of all staff and children/young people, 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 and young people 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/young person) 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

### **Risk Assessment Process**

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, 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 Appendix 5.

### **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. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools](#)

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 the **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: [Understanding and Supporting Behaviour 2022](#)

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)

### **Emergency Situations**

There are some, rare occasions where an adult may have to hold a child. For example, if a child was about to run into the road and could be hit by an oncoming car. Where the alternative is serious injury or death, an adult may inadvertently hold a child when using reasonable force. However, this would only ever happen in emergency situations and would be deemed necessary in the circumstances.

- ‘Reasonable in the circumstances’ means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils, redirecting a pupil's path, or active physical contact (but non-restrictive) such as escorting a child out of a classroom.
- Adults at Willowbrook Primary School may use non-restrictive force to guide or escort a child at any time.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded on CPOMS 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.

#### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from harming themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools can use reasonable force to: (This list is not exhaustive and provides examples of where reasonable force can and cannot be used – this is also taken from DfE guidance)
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

**Reasonable force should only be used to avoid harm to the child or other children and where all other de-escalation strategies have been considered or attempted.**

#### **EXCLUSION**

Willowbrook Primary School aims to stop negative behaviours through early intervention. We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never “give up” easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

The school and parents/carers should work in partnership alongside other relevant professionals to stop the negative behaviours. A Team Around the Family will be established with the family and relevant professionals.

#### **Types of Support Strategies in School:**

- Talking to the child about the reason for the problem. Then providing simple, low level advice and help to overcome the issue.
- Discussions with parents/child/teacher regarding coping strategies
- In-house access to a learning mentor
- Senior Leadership Team mentoring

#### **Support from Outside Agencies [dependent on the specific need]:**

- Missing Education and Child Employment Service (Attendance/Punctuality)
- Children’s Social Care
- Family Solutions
- Health Agencies
- Education Psychologist
- Police
- Kids Inspire or EWMHS – Emotional Well-being and Mental Health Service

Exclusion will only occur if the school feels that all other routes have been explored without a positive outcome; or if the safety of children or adults is being put at risk and cannot be guaranteed; or the negative behaviours are having an extremely detrimental effect upon the learning of others. No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Head Teacher (or in her absence the Deputy Head Teacher), usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

### **Types of Exclusion**

#### **Internal Suspension**

Internal suspension is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal suspension is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external suspension or permanent exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where an external suspension is necessary.

#### **External Suspension**

An external suspension is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy. During this time home learning will be provided and a restorative conversation is held with the child and their parents on return.

Please note when a pupil is externally suspended for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the suspension is over or via DB Primary.

#### **Permanent exclusion**

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Local Board of Governors as soon as possible in such a case. Permanent Exclusion will only be used as a last resort and will be in accordance with the latest guidance from the DfE on exclusions [Exclusion from maintained schools, academies and pupil referral units in England – Statutory guidance for those with level responsibilities in relation to exclusion (August 2024)]. The Willowbrook Board of Governors will decide whether to uphold the permanent external exclusion, supported by specialist advisors. If the decision is to permanently exclude, the parents/carers have a right to appeal this decision. The appeal committee will be an Independent Review Panel, provided by Essex CC and an independent clerk from Schools' Choice. For any permanent exclusion, the school will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

### **Reasons for Exclusion**

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice based harassment or hatred based acts
- Exclusion may be the result of persistently poor behaviour or a serious single incident.

#### **Persistent or cumulative problems**

Internal/external suspensions and permanent exclusions may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention, target setting, home/school communication book etc.

The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

### **Single incident**

Internal/external suspensions and permanent exclusions may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

In such cases the Head Teacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment. Willowbrook board of Governors will be informed of all external suspensions and permanent exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

The decision to exclude

If the Head Teacher decides to exclude a pupil, he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- ensure the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

### **Safeguarding**

Any external suspension will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for external suspension, the school may consider an internal suspension until the end of the day, implementing the original suspension decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

### **Cancelling exclusions**

Headteachers are able to cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated, and the pupil must be allowed back into the school without delay. This practice is sometimes known as withdrawing or rescinding an exclusion. If this occurs, the parents, the governing board and the local authority, must be notified and, if relevant, the social worker and VSH.

### **Re-integration**

After an external suspension the pupil and parent will be requested to attend a restorative conversation with a senior member of staff – a virtual (remote access) meeting can be requested by the parent, but this should not be a default option. At this meeting the behaviour leading to the suspension will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded and a copy retained by the parent, child and school.

### **Screening and searching children and young people**

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people:

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://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/young person or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher

should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child/young person 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
- 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.
- tobacco and cigarette papers
- fireworks
- pornographic images

### **Behaviour outside school**

Pupils’ behaviour outside school e.g. on school trips, at sports events, is subject to the school’s behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes any serious breach of policy which could ‘bring the school into disrepute’.

### **Further Guidance**

1. [Keeping children safe in education Sept 2022](#)
2. [Behaviour in schools guidance Sept 2022](#)
3. [Reducing the Need for Restraint and Restrictive Intervention June 2019](#)
4. [Suspension and Permanent Exclusion Sept 2022](#)
5. [Searching, Screening and Confiscation July 2022](#)
6. [Positive environments where children can flourish \(2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

## Appendix 1 - A Tool for Understanding and Reframing Behaviour

<b>Describe the behaviour</b> <b>Review and be curious</b>	<b>Reframe the Behaviour</b> <b>from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful.</b> <b>Examples of reframing-</b>	<b>Reflections</b> <b>How is this behaviour understandable?</b> <b>What’s getting in their way/what are the barriers?</b> <b>How can we help?</b>	<b>Adult response</b> <b>What do we need to intentionally teach?</b> <b>Find the barriers and remove them</b>
<p>Be the stress detective</p> <ul style="list-style-type: none"> <li>- why and why now?</li> </ul> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> <li>• Is there an adult response plan?</li> <li>• Is the plan helpful, shared, used and understood?</li> <li>• Is there a personalised stress/distress management plan?</li> </ul> <p>Consider the environment</p> <p>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 needing: 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</p> <p>For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour</p> <p>Is the child/young person 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?</p> <p>How have earlier experiences shaped the child/young person’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development</p> <p>Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability</p> <p>Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning</p> <p>Small steps, time limited, clear and realistic expectations, choice and use the child/young persons’s strengths</p> <p>Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff</p> <p>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</p> <p>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**

<b>Describe the behaviour</b> <b>Review and be curious</b>	<b>Reframe the Behaviour</b>	<b>Reflections</b> <b>How is this behaviour understandable?</b> <b>What's getting in their way/what are the barriers?</b> <b>How can we help?</b>	<b>Adult response</b> <b>What do we need to intentionally teach?</b> <b>Find the barriers and remove them</b>

## Appendix 2: STAR Analysis

### STAR Behaviour Record Pupil

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

**Setting** *(Environment: temperature, noise level, lighting, time of day, space, proximity of others, activity, clothing, language...)*

**Trigger** *(Knowing the child's difficulties, how could one of the above have caused his/her behaviour?)*

**Action** *(What did the child actually do?)*

**Result** *(What was the reward for the behaviour - the positive result for the child - and how was it reinforced)*

*What might you consider doing differently moving forward to enhance outcomes for this child?*

Completed by: \_\_\_\_\_

## Using the STAR Approach to Record Behaviour

Behaviours may arise for a wide variety of reasons, hunger or thirst, sensory sensitivity, feeling unwell, tired or emotionally upset, stress or anxiety, behaviour of others, the list is infinite. In order to eliminate the behaviour you will first need to discover the cause and deal with that first. If this is not addressed the pupil is likely to stop the target behaviour but replace it immediately with another, often less acceptable one! The STAR approach can be a very useful tool, particularly for pupils on the autism spectrum.

Using the STAR sheets, record behaviour over a period of time, at least a week, so that you are able to see what happens at different times, on different days and with different people and places. Complete a recording sheet for each incident, stating the bare facts and recording key points rather than writing a lengthy passage.

When completing a sheet you will need to record under the following sections:

**Setting:** all the information you can think of about the environment, such as time of day, room, pupil's position in the room, proximity of others (and who was there), temperature, task or activity, any differences in clothing, noise level, lighting and so on.

**Trigger:** Considering all of the information in the setting section, what do you think may have been the trigger for (cause of) the behaviour? Record your views.

**Action:** What did the pupil actually do? List what happened, in order and in an unemotional way.

**Reward:** How was the child's behaviour rewarded or reinforced? For instance, if he/she was being asked to do some writing ran from the room shouting and only returned when he/she was calm and the writing activity was over, the reward would be *avoiding the writing task*. If another child was invading his/her personal space and he/she slapped hit out causing the child to move away, the reward would be *regaining space/comfort zone*. Receiving a reward reinforces the behaviour by showing the pupil that this is an effective strategy. He will then repeat it at a later time.

### [Analysing the completed forms](#)

When you have a number of these, compare them closely to see if

1. You can identify a common trigger (or triggers). If this is the case, try to eliminate that trigger (cut scratchy label out of shirt, ensure the pupil is not crowded by peers) so that the pupil will have no need to engage in the behaviour.
2. The pupil is receiving a reward or reinforcer for the behaviour somehow. If this is the case, try to ensure that this reward is eliminated and, as far as possible, ignore the behaviour. However, you will also need to ensure that the pupil receives *plenty* of praise and reward for appropriate behaviour instead. This should be targeted so that instead of "Well done!" adults will say "Max, that was good listening, well done!" If the behaviour is being used to communicate, such as a push to say 'go away, you are too close' then it will be necessary to teach an appropriate way of communicating instead. This could be a simple card to show, or teaching a phrase to say. The pupil will need to be taught this when calm and will need adult support to role play / practise this strategy 1-1, in a small group and in class / playground before he/she can be expected to use it independently.

If these strategies are followed it is likely that the behaviour causing concern will be eliminated.

### Appendix 3: Adult Response Plan

<b>Window of Tolerance</b>  What the child/young person is like when regulated, calm and engaged?	<b>How best to support and maintain this and support regulation</b>
<b>Dysregulation</b>  What are the first signs that things are becoming too stressful?	<b>Strategies to support and to co-regulate</b>
<b>Hyperarousal</b>  What are the communicating behaviours?	<b>Interventions necessary to support and co-regulate</b>
<b>Hypoarousal</b>  What are the communicating behaviours?	<b>Interventions necessary to support and co-regulate</b>

## Appendix 4: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person 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 child/young person?		
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/young person in school?		
Have parents/carers been informed of any incidents where safety of their child/young person 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 child/young person?		
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 English 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?		

<b>Social interaction (less structured environments)</b>	<b>Y/N n/a</b>	<b>What needs to be done</b>
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 5: Risk Assessment Guidance

### 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 child or young person 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 child/young person (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

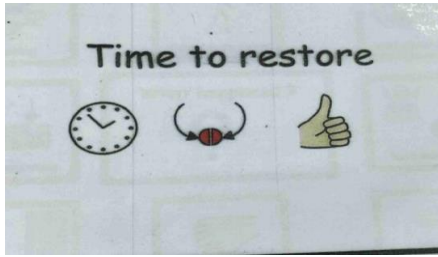
Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified child/young person 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.

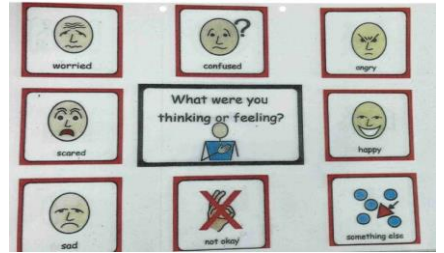
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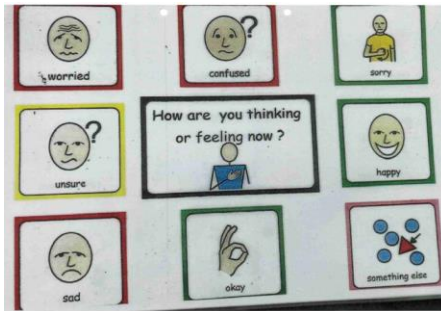
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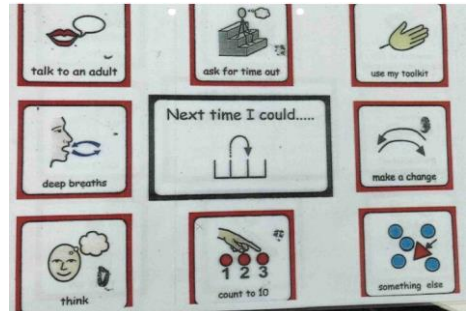
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6



7



Reflection Sheet (KS1)

What made it hard for me to keep learning?

What might be the impact of this action on others?

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How do I feel?

What could I try instead to help me feel better or do things differently?

	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
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What can I do next time to help myself learn in a way that feels safe and kind to others?

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Signed .....Date .....

Reflection Sheet (KS2)

What happened that made it hard for me to keep learning?

How may my actions have impacted on myself or others?

How am I feeling right now?

What might I try next time to help me feel better and make a positive choice?

1.

2.

3.

What can I do next time to help myself and others feel safe and supported while I learn?

Signed .....Date .....

Break/Lunch time Reflection Sheet (KS1)

What happened that made it hard for me to play safely at break or lunchtime?

Why might this not have been the best choice for me or others?

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How am I feeling right now?

What might I try instead to help me feel safe and have fun while playing?

	1.  2.  3.
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What can I do next time to help myself and others stay safe and enjoy our time together?

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Signed .....Date .....

Break/Lunchtime Reflection Sheet (KS2)

What happened that made it difficult for me to play safely at break or lunchtime?

What could I try instead to make sure I play safely and kindly with others?

How am I feeling right now?

What might I try instead to help me feel safe and have fun while playing?

1.

2.

3.

What can I do next time to make sure I feel safe and help others feel safe while having fun?

Signed .....Date .....