



Stamford Green Primary School and Nursery

Behaviour Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____*
- Children and Learning Committee Meeting _____
- Resources Committee Meeting _____

Date: 1.12.23

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Behaviour Policy

1. Introduction

- a) At Stamford Green Primary School and Nursery, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- b) We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.
- c) This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Stamford Green. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents/carers, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

2. Our Core Beliefs

- a) Together and through our school values we believe:
 - i. Behaviour can change and every child can be successful.
 - ii. Positive, targeted praise is more likely to change behaviour than blaming and humiliating.
 - iii. Reinforcing good behaviour helps children feel good about themselves.
 - iv. An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
 - v. Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
 - vi. When the adults change, everything changes.

3. Aims and Objectives for Pupils and Governing Body Statement of Principles

- a) Through this policy we aim to:
 - i. Ensure Stamford Green is an inclusive school free from discrimination, harassment or victimisation of any sort.
 - ii. Recognise that everyone has the right to feel safe.
 - iii. Ensure a consistent and calm approach to and use of language for managing behaviour.
 - iv. Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
 - v. Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
 - vi. Promote the use of restorative approaches in place of punishments.
 - vii. Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
 - viii. Ensure our pupils are polite, happy and considerate of others' feelings.
 - ix. Encourage our pupils to respect their own and others' property.
 - x. Foster good citizenship and self-discipline.
 - xi. Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.
- b) As a school community, through Establishing Weeks, the taught curriculum as well as during all other opportunities e.g. lunchtimes, clubs and extended services such as Sunrise and Sunset we aim to:

- i. Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- ii. Teach strategies for children to solve conflicts peacefully.
- iii. Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- iv. Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- v. Enable children to recognise, understand and respond to a range of feelings.
- vi. Develop vocabulary to enable children to express feelings verbally rather than physically.
- vii. Promote equal opportunities and instil a positive attitude towards differences.
- viii. Promote an ethos of peer support.
- ix. Ensure the atmosphere in the classroom and school environment is conducive to learning and everyone being happy.
- x. Ensure children are aware of the consequences of their words and actions towards themselves and others.

4. Our Behaviour Code



- a) We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour, set out the rules, explicitly taught routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private of the expectations.
- b) *"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix

- c) Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe'; generated through discussions with staff, pupils and parents/carers and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.
- d) However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour. For any child with an individual behaviour plan, all staff who may support that child will be made aware and follow the system.

5. Adult Strategies to Develop Excellent Behaviour

- a) At Stamford Green, adults apply the following principles in all interactions with pupils:
 - i. IDENTIFY the behaviour we expect
 - ii. Explicitly TEACH behaviour
 - iii. MODEL the behaviour we are expecting
 - iv. PRACTISE behaviour
 - v. NOTICE excellent behaviour
 - vi. CREATE conditions for excellent behaviour

6. Language Around Behaviour

- a) We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then recorded on a Phases Record Sheet. (See Appendix 2)

7. Promoting and Rewarding Good Behaviour

- a) Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:
 - i. **Be ready** - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
 - ii. **Be respectful** - I will listen and talk politely to adults and other pupils, and look after equipment and other people's possessions.
 - iii. **Be safe** - I will be kind and look after myself and others, following appropriate instructions from adults.
- b) We recognise the excellent behaviour displayed by the majority of our children most of the time and rewards are provided such as:
 - i. Recognition Boards - Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be

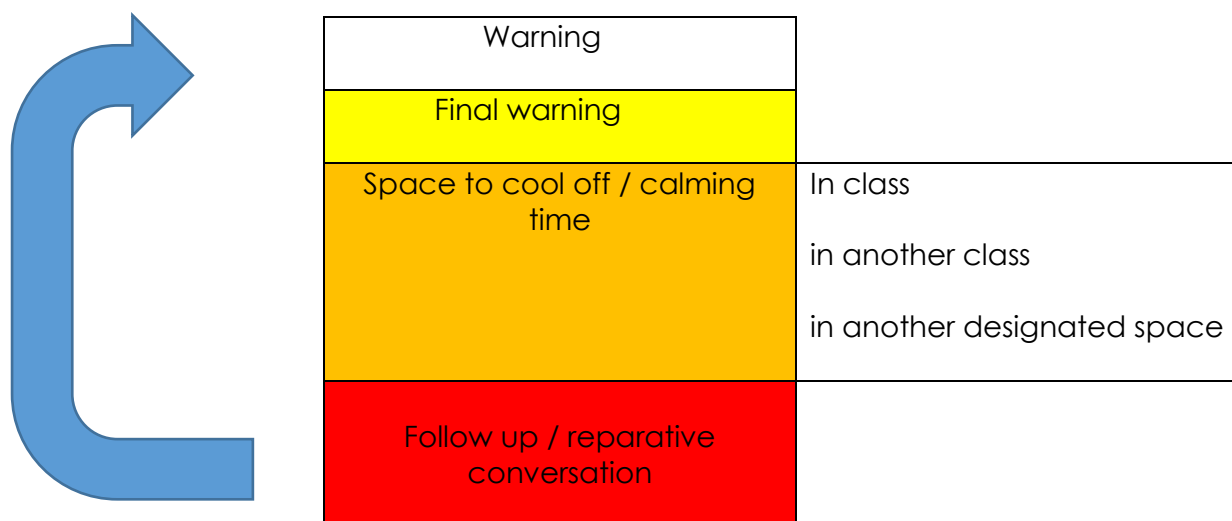
removed from the board once it is on. Any names not on, will be kept privately by the teacher to avoid humiliation or to stifle ambition.

- ii. Merit Certificates
 - iii. Phone calls home
 - iv. Positive Notes
 - v. Playground behaviour - Golden Awards and a lucky dip in Celebration Assembly.
 - vi. Values - Values buttons for values related behaviour/choices and monthly extra play for the winning house.
 - vii. Learning - House points, various certificates, stickers, house points for particularly good work for an individual child. One house point will be given as the norm and three for something outstanding.
 - 25 house points in a term = Bronze certificate in Learning Journals
 - 50 house points in a term = Silver certificate in Learning Journals
 - 75 house points in a term = Gold certificate in Learning Journals
 - viii. Homework - Homework Passport Values Buttons (HPVB) will be awarded to children in Y2 - Y6. See the Homework Policy for more information.
 - ix. Attendance certificates, Annabelle Ape and Pepe the Punctuality Puppy will be awarded to classes for excellent attendance and punctuality
 - x. Golden Sweatshirt/Golden T-shirt, Positive Notes, bears and merit certificates awarded to children who have stood out for being above and beyond in all aspects of school.
 - xi. Nursery children will have 'The rainbow' to inspire and reward effort; achievement and progress.
 - xii. In addition to the above, individual classes may have their own reward systems to incentivise.
- c) The number of adults supervising children during lunch and other breaks is determined by ensuring that all children are in line of sight of an adult. Adults wear high visibility vests to ensure that children can quickly identify adults.

Sanctions

- a) Sanctions should always:
- i. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community
 - ii. Avoid being applied to a whole group for the activities of individuals
 - iii. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- b) Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Our Behaviour Pathway



- c) Should an adult feel, using their professional judgement, that a member of the Extended Leadership Team (ELT) needs to be part of the Follow up/Reparative Conversation, then the incident is triaged by a member of the ELT.
- d) All staff use a restorative approach to behaviour incidents encouraging children to consider how they were feeling and what they were thinking related to the behaviour they demonstrated. Children are supported to consider who has been affected and what they need to do to make things right.
- e) There are two systems that operate alongside each other during the school day, one for inside the school building and the other for the playground.
- f) There is an age appropriate version for children in the Nursery.
- g) There is a separate, but similar system that is used in Extended Services.
- h) The inside school and playground systems are run separately and do not accumulate.
- i) Each day children start a fresh. Phases will not be carried over. However, the Phase Record Sheet will be kept by the class teacher to monitor frequency and identify any deterioration in behaviour. Behaviour will be reported to parents at termly parents' evenings.
- j) Details of Phases given are not passed on to secondary schools but a general discussion on behaviour might happen during transition meetings.
- k) Extra-curricular activities e.g. Internal Clubs, operate a two warnings system, which are recorded as 'marks'. After two marks, a child may be asked to leave the extra-curricular activity. For a significant breach of the school's behaviour code, two marks may be applied at the same time, terminating the child's place at the club with immediate effect at the Headteacher's discretion.
- l) Where there are concerns about persistent disruptive behaviour at Extended Services, a meeting will be required with Parents/Carers. A plan will be agreed and sustained improvement in

behaviour must be shown or the child's place at Sunrise/Sunset will be terminated with immediate effect.

- m) For allegations of abuse made against teachers or other staff, processes dictated in part 4 of 'Keeping Children Safe in Education (September 2019)' will be followed.
- n) If a child's behaviour is causing concerns about deteriorating levels of acceptable behaviour, then parents/carers will be informed. Together, parents and the class teacher will explore an appropriate support strategy to improve the child's behaviour pattern. However, staff will not routinely contact or inform parents of minor digressions.

8. Extreme Behaviour

- a) Occasionally, some children may behave in an extreme way, which can be out of character for them. Unacceptable behaviours may be expedited through our system of 'Phased sanctions' in order to be dealt with more quickly by a member of the ELT.
- b) Unacceptable behaviours may include:
 - i. Violence (i.e. physical contact made with the intention to harm).
 - ii. Defiance / rudeness towards any adult.
 - iii. Persistent taunting, teasing and bullying behaviour.
 - iv. Any other significant breach of the Behaviour Code may result in an immediate escalation of the Behaviour Policy at the Headteacher's discretion.
- c) An internal exclusion may be used to provide an opportunity for a child to calm down following a significant incident.
- d) Suspension and permanent exclusion will always be a last resort and the school will endeavour to work with the family to find alternative solutions such as a managed move to a more suitable setting where possible. Exclusion is an extreme Phase and will only be taken in cases where:
 - i. Long term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. If the pupil may be considered to have Special Educational Needs or a Disability and the procedures for meeting those needs are set out in our SEND policy.
 - ii. The risk to staff and other children is too high.
 - iii. The impact on staff, children and learning is too high.
- e) The process is in accordance with DFE and Surrey Exclusions Guidance.

9. Confidentiality

- a) The school will not enter into discussions with parents/carers about other children and any level of consequence, out of respect for their right to privacy and confidentiality.

12. Anti-Bullying

- a) Please see the Anti-Bullying Policy for further information.

13. Racist Remarks

- a) Racism is not tolerated at Stamford Green. Any racist incident should be recorded on a Behaviour Incident Record Form and reviewed by the Headteacher or Deputy Headteacher.

b) The school has a responsibility to report racist incidents to the Local Authority/DfE.

14. Sexual Harassment

a) Any incidents of sexual harassment will be investigated using the Brooks Traffic Light Tool to categorise the sexual behaviours of young people. Support will be provided and a referral to the Children's Single Point of Access (C-SPA) may be appropriate (in line with our Safeguarding Policy).

15. Children with Special Educational Needs or Disability or Social, Emotional or Mental Health Needs.

a) All children at Stamford Green will be expected to follow the school's Behaviour Code. Children with specific behaviour needs will be given extra support and reasonable adjustments will be made. These adjustments will be co-ordinated by the Deputy Headteacher for Inclusion and class teacher in partnership with parents/carers.

16. Restrictive Physical Intervention by Staff

- a) According to the Use of Reasonable Force (DFE July 2013), the use of force should, wherever possible, be avoided and that there are occasions when the use of force is appropriate. The use of physical intervention should only ever be as a last resort following the application of other appropriate strategies such as withdrawing from the situation, de-escalation and the instruction to stop.
- b) Through risk assessments, we will identify staff who would benefit from Positive Touch Intervention Training. Those not involved in the risk assessment but whose roles includes the supervision of children, may use reasonable force in an emergency unplanned intervention, where it is necessary to prevent a serious injury from occurring e.g. to prevent a child running off a pavement onto a busy road or to prevent a child hitting someone else.
- c) Only the minimum force necessary to prevent injury or damage, should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self control.
- d) Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to face violence in the course of their work.
- e) Every effort should be made to ensure the presence of another adult in situations where physical intervention is a possible outcome.
- f) In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a child running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something or endangering another child or adult.
- g) Whenever restraint has been used, a Restrictive Physical Intervention Report will be completed on the same day (if possible) and given to Headteacher or Deputy Headteacher. They will ensure that the parent/ carer is informed. This will also be reviewed weekly at the Designated Safeguarding Leads' (DSL) meeting. Forms will be kept in the School's Behaviour Folder.
- h) As with all schools, any form of physical punishment by staff is not allowed.

17. Record Keeping Monitoring and Review of Policy

- a) Class teachers will feedback children's summary of behaviour at the Parent/Carer and Teacher Consultations.
- b) All teachers will record Phases given in the classroom and identify any patterns of deteriorating behaviour and identify what can be put in place to support.
- c) Evaluation of the effectiveness of the policy is continuous and made through observations by all staff, and by regular review of reports including the Behaviour Incident Record Form.
- d) The effectiveness of this policy will be reviewed annually to reflect any changes in legislation or other relevant thinking .
- e) Behaviour will be monitored by the Governing Body termly.

18. Parental/Carer Involvement

- a) At Stamford Green, active parental/carers involvement is welcomed, appreciated and encouraged in order to:
 - i. Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day.
 - ii. Understand and reinforce the school language as much as possible.
 - iii. Share in the concern about standards of behaviour generally.
 - iv. Support the work of the school.
- b) Full support is expected from parents/carers in dealing with their child's behaviour. Parents/carers are encouraged to alert the school to health problems or any changes at home such as bereavements, which might affect a child's behaviour and/or performance at school.
- c) Parents/carers are notified in serious cases of misbehaviour or in the case of gradual deterioration of behaviour with the expectation that school and home will be able to support each other to prevent further occurrences and act in the best interests of all children.
- d) Establishing good habits for completing homework is important. Therefore, if homework is not completed or handed in on the designated day, a child (Year 2 – 6) will attend a fifteen minute extra homework time session, set by each year group, where there is help/time to complete the tasks.

Appendix 1

1. Phased Sanctions

- a) This section outlines the Phases an adult should take to deal with unacceptable behaviour in the classroom. It includes micro scripts for each Phase to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

2. Restorative Conversations

- a) Following an incident of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of LMT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

Phased Sanctions YR – Y6			
	Inside School	Playground	Script
	Verbal Warning	Verbal Warning	<p>I noticed you chose to ... (state the noticed behaviour).</p> <p>This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice.</p> <p>Thank you for listening. (Give the child 'take up time' and DO NOT respond.)</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>

	Inside School	Playground	Script
	Name recorded on the Phases Record Sheet (See Appendix)	The adult will talk to child about choices. A change of activity may be suggested	<p>I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / another class, etc. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.)</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>

	Inside School	Playground	Script
	Space to cool off in class, in another class or in another designated space.	Child stands in the time out area (decided by the adult) for up to five minutes	<p>I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>Child sent to designated area of the classroom.</p> <p>5 - 10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.</p> <p>Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.</p> <p>If behaviour improves, return to class. If not or if child refuses, move to red or purple section.</p>

	Inside School	Playground	Script
	Follow Up, Repair and Restore via a reflection session with the class teacher during break or lunchtime.	Child stands in the time out area (decided by the adult) for up to five minutes – Class teacher informed.	<p>Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p> <ol style="list-style-type: none"> 1. Are you Ok? What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children) 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? <p>*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.</p>

<p>For extreme behaviour or if a child is distressed children, they will attend a Triage session with a member of the ELT.</p> <p>Children are given the dedicated time to discuss a complex incident. This may happen immediately or at the next lunchtime.</p> <p>A supported return to class or playground will happen once a calm and successful return is deemed viable.</p> <p>Depending on the severity of the incident, the child may need to attend a Reflection session with a member of the ELT at the following break time. This will be an opportunity to reflect on their actions and ways that they can positively improve on their behaviour and choices in the future. Through Mindful Awareness (MindUp), discussions will include how the brain has been involved in situations, to build resilience.</p>	<p>Member of staff completes a behaviour incident report and the restorative questions are used to unpick the incident (as above).</p>
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Phased Sanctions for Nursery	
	Verbal Warning
	Name recorded on the Phases Record sheet (See Appendix page 9). The adult will talk to a child about choices. A change of activity may be suggested.
	Move away from current activity and child can choose another activity
	Time out with a visual prompt, after which the incident can be discussed.

Phased Sanctions for Extended Services	
	Verbal Warning
	<p>Inside Name recorded on the Phases Record sheet.</p> <p>Outside The adult will talk to a child about choices. A change of activity may be suggested.</p>
	<p>Inside Moved for up to 5 minutes (EYFS/Key Stage 1) or up to 10 minutes (Key Stage 2) within the current room.</p> <p>Outside Child stands in the time out area (decided by the adult) for 5 minutes (EYFS/KS1) or 10 minutes (KS2)</p>
	Removed to another room (hall/playground/clubhouse or clubroom) for up to 5 minutes (EYFS/Key Stage 1) or up to 10 minutes (Key Stage 2)
	Extended Services Leader to discuss choices. Where there are concerns about persistent disruptive behaviour at Extended Services, a meeting will be required with Parents/Carers. A plan will be agreed and sustained improvement in behaviour must be shown or your child's place at Sunrise/Sunset will be terminated with immediate effect.

Appendix 2 - Phases Record Sheet

Week Commencing _____

[illegible]

Parents to be informed if a pattern of deteriorating behaviour is identified. E.g. three ambers in a week or three ambers over the course of three weeks.

Name	Date	Notes



Appendix 3

Restrictive Physical Intervention Form

Child's Name & DOB:	Staff Member Reporting	Incident Date/
Names of Others Involved (staff and pupils)	Names of Witnesses (staff and pupils)	Time/Duration
		Nature of Incident
Antecedents (Events leading up to incident)		
Behaviour (Description of what happened, how the pupil responded)		
Consequences (How did staff intervene, how did the child respond, how was the situation resolved, Phases)		

What de-escalation techniques were used prior to physical intervention (tick the appropriate tick box)

Defusing	<input type="checkbox"/>	Time out offer	<input type="checkbox"/>
Deflection	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Changes of task	<input type="checkbox"/>
Appropriate humour	<input type="checkbox"/>	Choices	<input type="checkbox"/>
Proximity control	<input type="checkbox"/>	Limits	<input type="checkbox"/>
Verbal advice/support	<input type="checkbox"/>	Consequences	<input type="checkbox"/>
Rule reminder	<input type="checkbox"/>	Another member of staff	<input type="checkbox"/>
Hurdle help	<input type="checkbox"/>	Take up time	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Other (please state):	<input type="checkbox"/>

Justification for Physical Intervention (tick the appropriate box)

To prevent/interrupt;

A criminal offence	<input type="checkbox"/>
Injury to pupil/staff/others	<input type="checkbox"/>
Serious damage to property	<input type="checkbox"/>
Significant disruptive behaviour	<input type="checkbox"/>
Pupil absconding	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>

Nature of Restrictive Physical Intervention Used (relevant language, training, estimation of duration etc)

Response and View of the Pupil

1. What happened?
2. What was said?
3. What did you notice about your brain? What part of your brain was in charge?

Details of Any resulting Injury (injury to whom and action taken as a result e.g. first aid, medical)

First Aid Book completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Oshens	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Headteacher comment and actions:

Parents/Carers informed

Signed




Date

Time



Appendix 4

Behaviour Incident Form

Child's Name	Staff Member	Incident Date/
Names of others involved (staff and pupils)	Names of Witnesses (staff and pupils)	Time/Duration
		Nature of Incident
A – What led up to the incident?		
<p>B -Behaviour (Description of what happened, how the pupil responded)</p> <p>1. What happened?</p> <p>2. What was said?</p> <p>3. What did you notice about your brain? What part of your brain was in charge?</p>	  	
C - Conclusion from ELT/LMT	D - Moderated by	

Reflection of Incident

1. Who has been affected by this?
2. What was happening in your brain?



Amygdala/Guard Dog

3. What do you need to do next?
4. How will your brain help you in the future?



My Prefrontal Cortex (PFC)/ Wise Owl will help me by...



My Hippocampus/Hippo will help me....

5. How could you 'settle your glitter?' (Calm your amygdala)



Using Mindful Awareness MindUp to reflect on situations

The brain is made up of three parts Prefrontal Cortex (Wise Owl), Hippocampus (Hippopotamus), and the Amygdala (Guard Dog). All the children have been taught about the roles of each different part and how they respond to situations. During a reflection session, the language of Mindful Awareness is used to help the children understand their own emotional processes. To broaden their awareness of the connections between their brain and their body, between what goes on inside and their actual experience.



My PFC (Owl) helps me to think about possible choices.

- What is the right thing to do?
- How is the other person feeling? Are there any clues to help me? (Empathy)
- What will be the effects of my actions?
- What do I need to do to think this problem through carefully?



The Hippocampus (Hippo) helps me to remember strategies to stay calm.

- I can count to 10 and/or breathe slowly. Walk away, get help etc.
- What are the school rules? (School Behaviour Code)
- Have I been in a similar situation like this before? Was I successful managing this before?



The Amygdala (Guard Dog) helps me to stay safe?

- Am I safe?
- Do I need to respond quickly?

Appendix 5

Appendix - Individual child or young person risk assessment

Surrey County Council – child or young person risk assessment

A plan for assessing and managing foreseeable risks for children or young people who are likely to need Restrictive Physical Intervention

School/Setting:

Name of Child:

DOB:

Class group/setting:

Name of teacher/support worker:

Name of parents/Carers:

Name of Support Service

Member/s:

Identification of Risk	
Describe the foreseeable risk (i.e. what specific behaviours have occurred)	
Is the risk potential or actual (i.e. has this happened before?)	
List who is affected by the risk	

Assessment of risk	
In which situations does the risk occur?	
How likely is it that the risk will arise (i.e. has it happened before?)	
If the risk arises, who is likely to be hurt or injured?	
What kinds of injuries are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Date of review:

Signature:

Date:

Agreed plan and risk management strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		

Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:
Parent/Carer

Date:

Child (if appropriate)

(Class teacher)

(Support Service Member/s)

Communication of plan and risk management strategy		
Plans and strategies shared with	Communication method	Date actioned
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Staff training issues		
Identified training needs	Training provided to meet needs	Date training complete

Evaluation of plan and risk management strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by:

Title:

Date:

Behaviour Risk Assessment

Individual Child or Young Person Risk Assessment

Identification of Risk	
Describe the foreseeable risk (what specific behaviours have occurred?)	Check your behaviour logs. What behaviours have you seen? E.g. pushing, hitting, kicking, biting, throwing chairs, leaving the school site.
Is the risk potential or actual (i.e. has this happened before?)	Focus on the RISK not just the behaviour. Check your accident book or your behaviour log. Actual = the risk has happened before. Potential = a risk that you are worried could happen. Try to avoid too many "what if's?" as these tend to 'inflate' behaviours and skew our decision making.
List who is affected by the risk	This tends to be staff, pupils, and the pupil themselves. We also might need to consider damage to property e.g. the risk of damage to computer screens or whiteboards.

Assessment of Risk	
In which situations does the risk occur?	Keep looking for triggers. This box should contain as much information as possible.
How likely is it that the risk will arise (i.e. has it happened before?)	Unlikely behaviour - it could happen. Termly. Once or twice in the last 6 months.
	Likely behaviour - it probably will happen. Monthly to every couple of weeks.
	Very Likely behaviour - it definitely will happen. Weekly to daily.

If the risk arises, who is likely to be hurt or injured?	This should be factual and not based on what ifs. Check behaviour logs. Staff, but not other children? Pupil targets peers, but not staff? Staff who make demands, familiar staff, or unfamiliar staff? Parents, visitors, volunteers?
What kinds of injuries are likely to occur?	This should be evidence based. Check your behaviour logs and your accident book for e.g. scratches, bruises, cuts, concussion.
How serious are the adverse outcomes?	Negligible Severity of Harm. No first aid. (Time and effort e.g. TLC, tidy up, support all).
	Minor Severity of Harm. School first aid. (E.g. scratches or bites).
	Major Severity of Harm. External first aid. (E.g. GP, walk-in centre, hospital).

Agreed Plan and Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks	<p>What are we going to do to prevent risks?</p> <p>What needs to be in place every day to keep the pupil calm?</p> <p>What could we add to help pupils to manage their own behaviour and to recognise the warning signs in their own body?</p>	

Early intervention to manage risks	<p>What are we going to do to decelerate or deescalate behaviour?</p> <p>How will we help pupils to recognise the warning signs in their own body and start to manage their own behaviour?</p>	
Reactive interventions to respond to adverse outcomes	<p>How will we respond if behaviour continues to escalate?</p> <p>If we do need to touch or hold a pupil, what is the least restrictive intervention we can use?</p>	

Communication of Plan and Risk Management Strategy		
Plans and strategies shared with	Communication method	Date actioned
Risk assessments should be shared with parents, (pupil) and all key staff.		

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training complete
<ul style="list-style-type: none"> • Reading, Writing or Maths • ELKLAN • Positive Touch • Social Skills • Restorative Approaches • Behaviour Clinic • Anti-Bullying • Encouraging Independence 	Services for Schools Portal	

Evaluation of Plan and Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		Review strategies at least termly, An updated risk management plan presumes this thinking has taken place.
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Appendix 6

Risk Management Plan - Example Strategies

Agreed Plan and Risk Management Strategy	
Focus of measures	Measures to be employed
<p>Proactive interventions to prevent risks</p> <p>What needs to be in place every day to keep the pupil calm?</p> <p>What could we add to help pupils to manage their own behaviour and to recognise the warning signs in their own body?</p>	<ul style="list-style-type: none"> • Visual supports e.g. timetables, task boards • Learning resources e.g. Dene, Numicon, Word banks • Scaffolding learning e.g. sentence starters, Mind Maps • Remove triggers e.g. busy environments, lining up • SEN support e.g. ELSA, ELKLAN • Interventions e.g. Social Skills groups, or Anger Management • Key person or Mentor check in • Meet and greet • Individual workstation • Rule reminders • Social Stories • Reward/working for chart • Now and Next • Choices • Jobs and responsibilities • Movement breaks • Break cards • Help cards • Calming activities or fiddle toys • Reduced demands, child led activities within a structured day
<p>Early intervention to manage risks</p> <p>What are we going to do to decelerate or deescalate behaviour?</p> <p>How will we help pupils to recognise the warning signs in their own body and start to manage their own behaviour?</p>	<ul style="list-style-type: none"> • Support with learning tasks • Offer choices • Give reward reminders • Use timers • Use scripts When/Then, Now/Next • Give take up time – break eye contact • Stop asking questions • Offer learning breaks • Distraction - Send to do a job • Distraction – Sensory break – bounce, balance or squish • Adjust expectations • Increase frequency of rewards • Reduce language and avoid questions • Make indirect requests e.g. "I wonder if anyone...." • Set limits and give clear choices "either/or", "if/then" • Change the environment e.g. move outside

Reactive interventions to respond to adverse outcomes

How will we respond if behaviour continues to escalate?

If we do need to touch or hold a pupil, what is the least restrictive intervention we can use?

- Tell the pupil calmly but firmly to leave the classroom
- Remove others
- Maintain a clear and safe distance but continue to monitor
- Call for assistance
- Allow the pupil space and time to calm down
- Make changes to the environment to minimise the impact of the behaviour
- Clear and simple, reduced language
- Reduce demands
- Use the Decision Making Matrix to help you decide if you need to physically intervene
- Use the least restrictive strategy for the least amount of time needed



Establishing Weeks... And Beyond

Rationale

- Invest early in learning behaviours.
- No disruption to learning.
- Do it right, do it again. Philosopher Aristotle's words were interpreted by Will Durant: "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)
- Shared vocabulary throughout school.
- Working together to be the best we can – high expectations.



Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> • Sit still and listen to the adult. • Give the teacher 100% of your attention. • Work hard on given tasks. • Be in the right place at the right time. 	<ul style="list-style-type: none"> • Say please and thank you. • Talk kindly to other everyone. • Say good morning/afternoon to adults. • Hold doors open for adults. • Help to tidy up at the end of the day. 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself. • Pick up anything that might cause an accident. • Tell an adult if you see anyone who is posing a risk.

Menu for future Establishing Week choices

Focus	What staff need to do	What the children need to do
When we are walking around the school, we are FAB .	<ul style="list-style-type: none"> • Have a class line up order all the time. • Walk in a class not year group. • Monitor from the middle – do not lead from the front. • Have line of sight checkpoints. • Be back in class before children after break and lunch. 	F – Face front, standing straight A – Arms by your side B – Be on the left
Relationships - Say hello or good morning at the start of everyday.	<ul style="list-style-type: none"> • Model morning greeting every day. • Promote 'beat the adult' to saying hello initiative. • Be aware of reasonable adjustments where some children might wave. 	<ul style="list-style-type: none"> • Be the first to say hello or good morning every day to members of staff they see at the start of the day.

	<ul style="list-style-type: none"> Ensure all children participate. 	
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Focus	What staff need to do	What the children need to do
Environment – Showing respect for our school library	<ul style="list-style-type: none"> Ensure the books go back in the right place by showing your class and letting them ask you if they are not sure. Use the technology – projector, water wall and computer. Scan and check you and your group have not left anything when you leave. Ensure the purple cubby holes are used for shoes. Ensure children cross their legs on the green reading shelf. Leave it ready for the next user. 	R – Right place for books E – Excellent sitting A – Attention on books D – Drop off shoes

Focus	What staff need to do	What the children need to do
All our books/folders/whiteboard/activities demonstrate our school motto: 'Working together to be the best we can.	<ul style="list-style-type: none"> Model what is expected and convey high expectations. Check and redirect/model in every lesson. Read and enforce the Presentation Policy. 	C - Concentrate A – Apply and try N – Non-stop effort

Focus	What staff need to do	What the children need to do
At the end of break and lunch times, the children are back in their classes ready for learning to start.	<ul style="list-style-type: none"> All staff on break or lunch duty need to ring the bell or blow the whistle at: 10.37am for the end of break. 12.46pm for the end of KS1 lunch or 1.04pm for the end of KS2 lunch. (This so the children can hear wherever they are playing). Staff on break or lunch duty need to actively tell the children to move 	I - I hear the bell/whistle/music N - Now I move quickly to class

	<p>quickly to their classrooms.</p> <ul style="list-style-type: none"> Teachers should be in their classrooms at 10.37am, 12.46pm or 1.04pm ready to greet the children so learning can start. There should be no queuing outside classrooms. 	
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Focus	What staff need to do	What the children need to do
We enjoy a calm lunchtime.	<ul style="list-style-type: none"> Children can line up with their friends rather than lining up order. Ensure that the children use FAB walking when they arrive, queue and exit the hall. Encourage children to pick up any dropped food or cutlery immediately. Support the children as they wipe their table down and sweep the floor. 	<p>E – Everyone use their quiet indoor voices</p> <p>A – Always use your manners (please and thank you)</p> <p>T – Tidy away your plate, cutlery, or lunchbox, table and the floor.</p>

Focus	What staff need to do	What the children need to do
In class, we use FANT astic listening	<ul style="list-style-type: none"> Organise seating positions to maximise learning including 'carpet places'. Prepare resources in advance so the classroom is organised and efficient. 	<p>F – Face forward, hands together</p> <p>A – Always sit up straight</p> <p>N – Never interrupt</p> <p>T – Track the speaker</p>

Focus	What staff need to do	What the children need to do
Learning Journals demonstrate our school motto: 'Working together to be the best we can,	<ul style="list-style-type: none"> Teachers provide Wonde Stickers etc for the first page in the first week of the autumn term. Teachers reference SIMS for each individual's house so that the front page of the 	<p>Learning Journals:</p> <ul style="list-style-type: none"> On the first day of school, Y1 to Y6 children complete the front page of their Learning Journal.

	<p>Learning Journal is completed on day one.</p> <ul style="list-style-type: none"> • YN – Y1 CTs ensure that parents/carers complete weekly reference to homework tasks. • CTs reference Appendix 1 in the homework policy for clear expectations. • CTs ensure that all books are kept in pristine condition with no graffiti. • Children need to start a new page for a new piece of work. 	<ul style="list-style-type: none"> • Fill in their Learning Journals as per the Homework Policy. • Children should correctly use capital letters for names. • Look after their Learning Journals and not deface them.
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Focus	What staff need to do	What the children need to do
We use ' SHAPE your answer' to help us speak clearly in class.	<ul style="list-style-type: none"> • Insist the children speak in full sentences. Adult should model sentences to support younger children. 	<p>S – Sentences. No single word answers</p> <p>H – Hand away from your mouth</p> <p>A – Articulate. Don't mumble</p> <p>P – Project your loud clear voice</p> <p>E – Eye contact to hold the audience.</p>

Focus	What staff need to do	What the children need to do
Good manners - We use STEPS to politeness	<ul style="list-style-type: none"> • Adults model manners at all times • Adults model gratitude to others by thanking people for what they have done. • Adults insist that the doors are held open by children so others can pass. 	<p>S – Say their name if possible</p> <p>T – thank you</p> <p>E – Excuse me</p> <p>P – Please</p> <p>S – Smile and after you</p>

Focus	What staff need to do	What the children need to do
We play with our friends at breaktime and have fun.	<ul style="list-style-type: none"> • Actively identify any children who are alone outside and support them to find friends. • Actively stop any signs of rough play. • Support children to pay games • Provide loose parts in the exploration areas for children to use 	<ul style="list-style-type: none"> • Demonstrate kindness by including children in your games. • Equipment is shared fairly. • No play fighting. • We already know we can play with each other so don't need to empower the other person by asking.

	<ul style="list-style-type: none"> Model and encourage the children to tidy away equipment. 	<ul style="list-style-type: none"> Follow our Positive Play Pledge P - Pull together L - Learn your limits A - Act responsibly Y - You can do it! Stop playing and tidy up straight away when it is time to do so. Go straight into class on the second bell.
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Focus	What staff need to do	What the children need to do
We wear our school uniform with pride for our school.	<ul style="list-style-type: none"> Gently remind children of the uniform policy and expectations. Regularly and consistently remind. Communicate with parents/carers using the uniform information sheet letter. Unless there is medical advice, plimsols from the office are to be worn instead of trainers. Organise the classroom so children know where their coat pegs are and how to hang up their coat and bags efficiently. Monitors ensure that the coats remain tidy throughout the day. Check that all uniform is named at the start of each term. 	B – Best appearance. E – Everyone with a jumper/cardigan (if cold). S - Shoes not trainers or boots. T – Tuck your shirt in. <ul style="list-style-type: none"> Hood down inside school Fleeces are only worn for PE. School shoes are worn every day. Plimsolls will be supplied to any children who do not have school shoes. Long hair needs to be tied back and fingers should not obstruct vision. Look after your belongings and make sure that everything is named. Any extra clothes (e.g. vests, shorts, baselayers) should be out of sight under the school uniform.

Focus	What staff need to do	What the children need to do
Leaving school at the end of the day.	<ul style="list-style-type: none"> Staff encourage children to leave school calmly and show respect to others at this busy time. Staff to remind children that when they are wearing school uniform they are representing Stamford Green both in and out of school. 	<ul style="list-style-type: none"> Children should be considerate to other people's needs, wishes and feelings when they arrive and leave the school. Children cannot cycle or scoot until they have left the school premises.

	<ul style="list-style-type: none"> Staff to ensure walking out of school to the gate is FAB. 	<ul style="list-style-type: none"> Y6 children should not use their phones on school premises and should be aware of their environment when using them when leaving school.
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Focus	What staff need to do	What the children need to do
We all work together to keep our school tidy.	<ul style="list-style-type: none"> Organise room so that children can access equipment easily but also return equipment independently. Allow time for children to tidy efficiently and effectively at the end of each day with nothing left on the floor and desks tidy. 	At the end of the day, the children clear up, stack the chairs and empty table tops and ensure that there is nothing on the floor.

Reasonable Adjustments

While this process is intended for all children it will be applied differently in different year groups depending on the children's ages and may be applied differently for some children who have additional needs (SEND). For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour and establishing week expectations.