



Discovery Schools
Academy Trust



Redlands Community
Primary School
Working Together and Aiming for Excellence

Annex: Supplemental Behaviour Policy during the reopening of schools

May 2020

Contents

1. Context.....	1
2. Protective Measures	1
3. School rules.....	4
4. Roles and responsibilities.....	5
5. Rewards.....	6
6. Consequences	7
7. Behaviour system.....	7
8. Lunchtimes.....	8
9. Personalised approach.....	8
10. Pupil Support.....	9
11. Exclusions.....	10
12. Physical restraint.....	10
13. Pupil Transition	11
14. Review.....	11
15. Appendix 1: Sileby Redlands' behaviour ladder	12
16. Appendix 2: Example pupils risk assessment.....	13

1. Context

From 1st June 2020 EYFS, Year 1, Year 6, vulnerable children and children of critical workers are reintegrated back to school following the following Government Guidance:

<https://www.gov.uk/government/news/details-on-phased-wider-opening-of-schools-colleges-and-nurseries>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

This annex to the school Behaviour policy reflects new protective measures and arrangements implemented in response to COVID-19. All other provisions in the Behaviour policy remain in force.

2. Protective Measures

Class sizes:

In order to keep the children and staff as safe as possible and in line with Government guidance we have split our year groups into the following groups with currently 2-meter bubbles:

Group	Pod 1	Pod 2	Pod 3	Pod 4
Key Workers, Critical & Vulnerable	3CC x10	3TF x 10	2MS x12	
EYFS	4LO x10	4SC x10	EYFS Front x10	EYFS Back x10
Year 1	1AH x12	1ZM x 12	2GG x12	
Year 6	6LR x15	6HS x 15	6SL x15	5DS x 15
Robins	Robins x6			

Pupil numbers will not exceed 15, and only where the room is big enough.

Teachers (and other staff) will be allocated to a group and will remain with their allocated group, as far as possible, during the day and throughout the whole week.

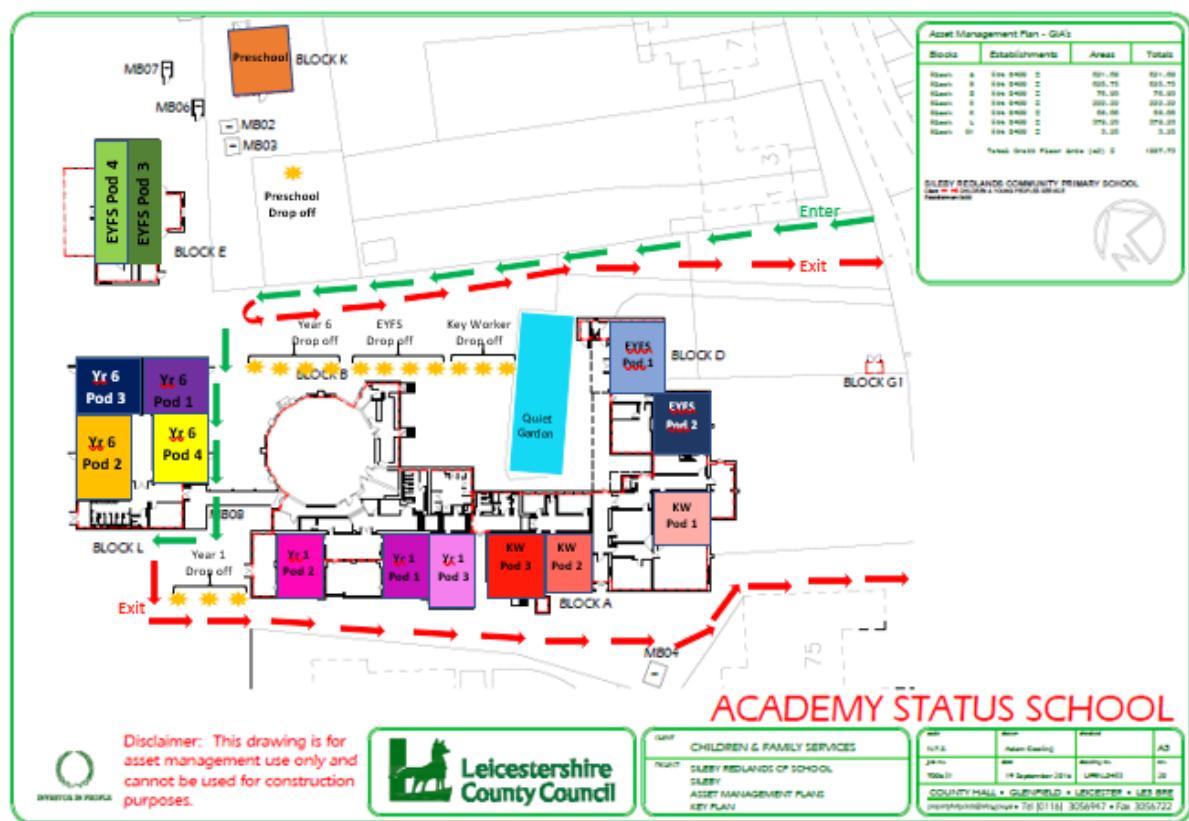
Whole school assemblies will not take place. Daily assemblies will be streamed live by Michelle Tobin, Nicky Ball or Louise Saunders in their own pods.

Drop off and collection arrangements:

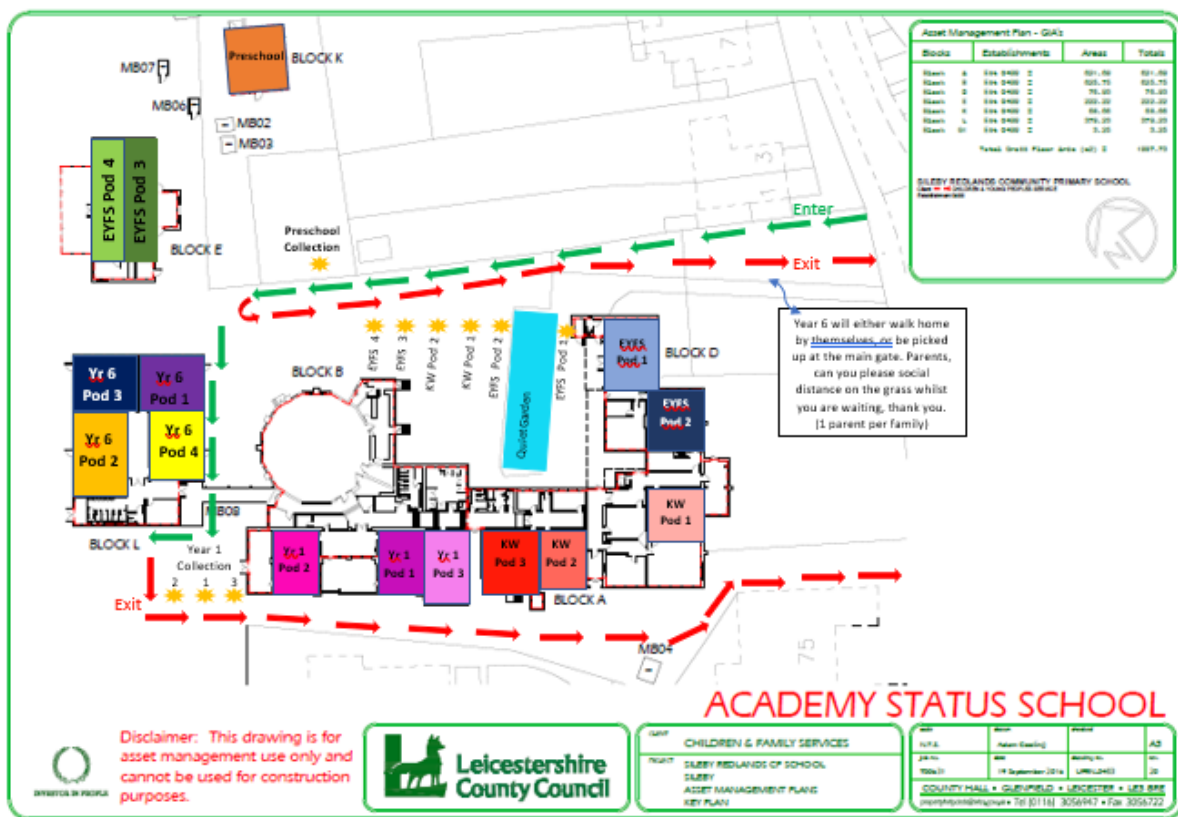
Upon arrival and departure, children will arrive through the green gate using the socially distanced dots and drop their children off at the designated Pod Drop Off zones which are signposted. Only one parent/carer will be allowed onto the school grounds. Pupils will remain in their outdoor

clothing until they are in their allocated classroom. To ensure social distancing staggered start and finish times are in place:

Pod	Start Time	Dropping off points
Pod 1	8.40am	Key Workers: on the playground near the quiet area EYFS on the playground outside the kitchen/hall Year 1 on the playground outside the conservatory Year 6 on the playground outside 5/6 block Robins in the cage by the gate
Pod 2	8.50am	Key Workers: on the playground near the quiet area EYFS on the playground outside the kitchen/hall Year 1 on the playground outside the conservatory Year 6 on the playground outside 5/6 block Robins in the cage by the gate
Pod 3	9.00am	Key Workers: on the playground near the quiet area EYFS on the playground outside the kitchen/hall Year 1 on the playground outside the conservatory Year 6 on the playground outside 5/6 block Robins in the cage by the gate
Pod 4	9:10am	Key Workers: on the playground near the quiet area EYFS on the playground outside the kitchen/hall Year 1 on the playground outside the conservatory Year 6 on the playground outside 5/6 block Robins in the cage by the gate



Pod	Start Time	Collection points
Pod 1	3.00pm	Key Workers: on the playground outside the kitchen/hall EYFS on the ramp outside 3LS Year 1 on the playground outside the conservatory Year 6 at the main gate or walking home directly Robins in the cage by the gate
Pod 2	3.10pm	Key Workers: on the playground outside the kitchen/hall EYFS on the playground next to the railings of the quiet area Year 1 on the playground outside the conservatory Year 6 at the main gate or walking home directly Robins in the cage by the gate
Pod 3	3.20pm	Key Workers: on the playground outside the kitchen/hall EYFS on the playground outside the hall Year 1 on the playground outside the conservatory Year 6 at the main gate or walking home directly Robins in the cage by the gate
Pod 4	3:30pm	Key Workers: on the playground outside the kitchen/hall EYFS on the playground outside the hall Year 1 on the playground outside the conservatory Year 6 at the main gate or walking home directly Robins in the cage by the gate



Queuing systems and marking on pathways will be in place at drop off and collection points. Children are allocated to Pods and dropping/collection times are given for Pods. Siblings have been placed into the same pod numbers as much as possible. Gathering outside school at drop off and collection times is forbidden.

Classrooms and Toilets:

Where possible, adults will support the children by maintaining 2m distance. If a pupil requires close medical or intimate care, PPE should be worn. Classrooms will be well ventilated with doors and windows left open. Classroom furniture will be laid out so that children can socially distance. Children will sit in the same seat throughout the day. Children will have access to their own pencil case and stationery. All unnecessary furniture will be removed from the classrooms.

Each year group will have allocated toilets and sinks which are clearly signposted. Only one child will use the toilet at one time and there will be a system in place so that toilets can be cleaned regularly.

In cloakrooms, coat pegs are forbidden to be used. Children will not be expected to bring in PE bags, they are asked to come into school wearing trainers.

Movement around school:

All non-essential movement around the school will be avoided. Children need to walk on the right of the corridors, areas of the school will be marked with the appropriate signage. Where possible, children will be supervised in corridors and the main areas of the school to manage the number of children in these spaces. However, children are asked to enter and exit via their fire doors to prevent as much movement inside of the school as possible. To the best of our ability, groups of children will not mix. Where possible (in accordance with fire regulations), doors will be propped open to reduce contact with door handles. A fire drill will be conducted when all children are back in school.

Hygiene:

Children will be expected to wash their hands regularly for at least 20 seconds. Children will follow washing hands guidance from the NHS, which can be found here:

<https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/>

NHS hand washing posters have been installed above sinks to give information on good hand washing techniques. A rota is in place, shown in the reintegration booklet, highlighting the timings for children when they will wash their hands AND go to the toilet, at least three times a day. Teachers or a member of staff will supervise toilet usage and inform cleaning staff of any issues.

Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way, using the same PPE as they have always done for this task. This PPE may include: Gloves, Goggles, Apron and Mask.

3. School rules

When pupils return to school, class teachers will explain to the pupils that there are some additional school rules and routines that pupils are expected to follow in order to keep everyone safe. New rules are:

- Hand washing – pupils and staff need to wash their hands for 20 seconds regularly and only staff to use sanitiser. Children will also be told to wash their hands:
 - Before they eat
 - After they sneeze and cough

- After they blow their nose
- After they go to the toilet
- Whenever asked to by the class teacher
- Children will be reminded to:
 - Not bite their nails
 - Not put their hands in their mouth
 - Cover their mouth when coughing and sneezing
- Social distancing – keep apart from other children and staff. Children will be taught this is the distance of at least their arms outstretched.
- When walking in the corridors, walk on the right in single file
- Tell someone straight away if they feel unwell
- Not to share equipment with each other, this includes stationery, food and drinks bottles

The children will have the opportunity to discuss these rules and ask questions. Children will be reminded of these new rules regularly. We have added these additional categories to our graduated Positive Behaviour Poster which will also be displayed in each classroom.

Children will be reminded of our Behaviour Mantra:

When you walk through the school door, this is how we do it here.

In addition to this, our Redlands R's remain in place:

Resilience, Remembering, Reflectiveness, Achievement, Responsiveness and Respect.

4. Roles and responsibilities

At Sibley Redlands, we recognise that everyone, staff, pupils, parents, the advisory board and visitors follow the government advice related to COVID-19:

The Advisory Board

The Advisory Board is responsible for approving this policy and monitoring its effectiveness.

The Headteacher

The Headteacher is responsible for developing and implementing this policy. Ensuring that the school environment encourages social distancing and that staff are trained in the new rules and routines, so that they can support pupils to understand them and enforce them consistently. The headteacher will ensure staff abide to the new school rules.

Staff

Staff are responsible for:

- Wear clean clothes each day
- Proactively teach new rules to pupils and parents
- Regularly and rigorously reinforce behaviour throughout the day
- Positively reinforce well-executed rules through encouragement and rewards
- Consistently impose sanctions when rules are broken, in line with this policy
- Creating a safe environment which encourages social distancing
- Remain with their allocated group, as far as possible, during the day and throughout the whole week and until the end of the term

- Where possible, ensure the group distance themselves from other groups
- Model the new school rules – this includes staff cleaning their hands more often than usual, use the ‘catch it, bin it, kill it’ approach and avoid touching their mouth, nose and eyes
- Explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.
- Reminding pupils daily of rules and routines about social distancing and hygiene
- Wearing PPE if pupils require close medical or intimate care
- Supervising corridors and main areas of the school to manage the number of children in these spaces.
- Ensuring pupils do not share equipment and resources
- Self-isolating if they present with coronavirus symptoms as per government guidance
- Adhering to the school cleaning schedule

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Follow the staggered drop off and collection arrangements
- Maintain a 2-metre distance when on school grounds
- Not gather outside the school at drop off and collection times
- Limit the amount of people on the school grounds by sending only one parent/carer to drop off and collect
- Ensure pupils do not attend school if they or if someone in their household has symptoms of Coronavirus
- Collect their pupil straight away if their child presents with symptoms of coronavirus

Pupils

Pupils are expected to:

- To follow this policy
- Wash their hands or use hand sanitiser regularly
- Not share equipment or other items including drinking bottles with other pupils
- Cough and sneeze into a tissue and dispose of it straight away (catch it, bin it, kill it)
- Tell an adult straight away if they are feeling unwell

5. Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Silver and Gold cards which are placed in the Good to Be Green pouch in their new pods (Teacher/LSA to move the cards and not the child)
- ✓ Certificates
- ✓ Texts or phone calls home to parents
- ✓ Celebrate achievements on Twitter and the school’s website

6. Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- ✘ A verbal reprimand
- ✘ Missing some of their social time to reflect
- ✘ Referring the pupil to the pastoral team or a senior member of staff
- ✘ Phone calls home to parents
- ✘ Agreeing a behaviour plan

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral/SLT office or Headteacher’s office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7. Behaviour system

Behaviour Ladders are in each classroom they are used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, they are used to modify behaviours that disrupt the learning of other pupils. Class teachers will move children’s faces on the ladder in line with government guidance.

Behaviour ladders are to be used during learning times. Pupils who have been on green or above at the end of each half term will receive a certificate.

The following chart shows what their behaviour will look like and also what will happen in response to their behaviour choices.

Children who have ended the morning session on yellow or below will move back to green before afternoon lessons begin. No behaviour incidents carried over from Friday to Monday. If there are incidents on a Friday afternoon a pupil will miss 15 minutes of their afternoon time.

WHAT BEHAVIOUR LOOKS LIKE		WHAT HAPPENS
<ul style="list-style-type: none"> ☛ Being a self-regulated learner, taking control of my learning ☛ Using your initiative to help others 	<ul style="list-style-type: none"> ☛ Being a behaviour role model 	<ul style="list-style-type: none"> ☛ Gold Privilege Card ☛ Golden Assembly with parents/carers ☛ Positive praise ☛ 5 House Points ☛ Phone call home from Teacher ☛ Gold stickers
<ul style="list-style-type: none"> ☆ Immediate response to instructions ☆ Modelling/sharing knowledge ☆ Always showing pride in my work 	<ul style="list-style-type: none"> ☆ Always being a good friend ☆ Showing good manners to all in everything we do ☆ Redlands R’s Ambassador 	<ul style="list-style-type: none"> ☆ Silver Privilege Card ☆ Three House Points ☆ Redlands R’s Certificates/bands ☆ Positive praise ☆ Postcard home ☆ Silver stickers
<ul style="list-style-type: none"> ☑ Golden rules of listening ☑ Following instructions ☑ Being the best that I can be ☑ Helping others 	<ul style="list-style-type: none"> ☑ Showing manners ☑ Being a good friend ☑ Walking on the left-hand side ☑ Using appropriate voices 	<ul style="list-style-type: none"> ☑ Positive praise ☑ Achievement Certificates ☑ End of day, one House Point ☑ Sharing good work with the SLT ☑ House points
<ul style="list-style-type: none"> ☐ Refusing to wash their hands when asked by a member of staff ☐ Refusing to social distance 	<ul style="list-style-type: none"> ☐ Throwing/flicking items ☐ Talking over adults and children ☐ Refusing to work 	<ul style="list-style-type: none"> ☐ Stop and think card ☐ verbal reminder of expectations ☐ 5-minute reflection time

<input type="checkbox"/> Bringing inappropriate equipment into school <input type="checkbox"/> Lack of respect/attention to others and school property <input type="checkbox"/> Sharing equipment with other pupils when asked not to do so <input type="checkbox"/> Wandering around unnecessarily during the lesson	<input type="checkbox"/> Making silly noises <input type="checkbox"/> Disrupting learning <input type="checkbox"/> Running in school <input type="checkbox"/> Inappropriate play <input type="checkbox"/> Forgetting your manners <input type="checkbox"/> Being disrespectful <input type="checkbox"/> Swinging on chairs	<input type="checkbox"/> Confiscating offending items <input type="checkbox"/> Reinforce positive behaviour "Well done for making the right choices" etc.
<input type="checkbox"/> Persistent Yellow Behaviour		<input type="checkbox"/> Stop and think card <input type="checkbox"/> Miss 5 minutes of break/lunch <input type="checkbox"/> Reinforce positive behaviour "Well done for making the right choices" etc <input type="checkbox"/> Potential phone call home <input type="checkbox"/> Conversation with Phase Leader
<input checked="" type="checkbox"/> Any behaviour that is likely to increase the risk of infection of Covid-19 or cause alarm to others of risk of infection <input checked="" type="checkbox"/> Threatening to cough/spit/bite <input checked="" type="checkbox"/> *Bullying <input checked="" type="checkbox"/> *Homophobic language <input checked="" type="checkbox"/> *Racist/sexist comments	<input checked="" type="checkbox"/> *Verbal abuse to adults/ child <input checked="" type="checkbox"/> *Damaging property <input checked="" type="checkbox"/> Stealing <input checked="" type="checkbox"/> Biting <input checked="" type="checkbox"/> Spitting <input checked="" type="checkbox"/> *Indecent behaviour <input checked="" type="checkbox"/> Violent behaviours	<input checked="" type="checkbox"/> Automatic Red Card <input checked="" type="checkbox"/> Sticker sent home in reading diary/ teacher ring parents <input checked="" type="checkbox"/> Red Card Duty or miss 15 mins of lunch (Friday) <input checked="" type="checkbox"/> Complete behaviour log and record on online systems (CPOMs) <input checked="" type="checkbox"/> Call for the pastoral team if required If child is moved straight to red, all the above applies and: <ul style="list-style-type: none"> • Call for pastoral team • Involvement of SLT • Parents contacted • Short fixed term exclusions

8. Lunchtimes

Children will all wash their hands before and after lunch.

Children's lunch's will either be brought in with them and housed on the chair next to them, or they will be escorted to the designated 'grab bag pick-up' zone outside the hall. Children will eat outside wherever possible. If it is raining, children will eat in their classrooms, following hygiene procedures, all tables will be cleaned with disinfectant before and after lunch.

Each group will have their own play box of equipment and will stay in their zone for the duration of lunchtime to ensure social distancing. This will be kept in a container and sterilised at the end of the day.

Some pupils find having unstructured periods of time, such as playtime, extremely challenging. These children have already been identified and will be monitored regularly by the pastoral team.

9. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach. We are aware that for some pupils their provision may have been disrupted during partial school closure and this may be an impact on their behaviour. Children who have a behaviour plan have already been risk assessed prior to returning to school. This risk assessment will directly address the risks associated with coronavirus, so that sensible measures can be put in place to control the risks for pupils and staff. This risk assessment will be agreed with the pupil, class

teacher, parents and relevant members of the school staff which including the Special Education Needs Co-ordinator to ensure the pupil is safe to return to school. If a pupil presents with behaviours which are challenging to manage in the current context such as spitting and biting, Sileby Redlands will determine what mitigations need to be put in place and whether, in rare circumstances, the pupil should remain at home. Appendix 2 shows an example of a risk assessment.

10. Pupil Support

We are aware that the current circumstances can affect the mental health of our pupils and parents in a way that affects behaviour. The Department for Education released Mental health and behaviour in schools which can be read here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. It is important to recognise that while 'getting back to normal' is important and will be reassuring for many. Some pupils will:

- Have found the long period at home hard to manage
- Developed anxieties related to the virus
- Have experienced bereavements in their immediate family or wider circle of friends or family
- Had increased/new caring responsibilities.

All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.

At Sileby Redlands, we are aware how mental health issues can bring about changes in a young person's behaviour or emotional state. To help support pupils with the return to school **EPIC 'Bounce Back to School'** resources will be used. This programme that will be taught every day over a period of six weeks. There will be a morning session and an end of the day activity. Children who may be more vulnerable or who have had a more significant reaction to the pandemic may require small group work using the same programme as an additional layer of input and support and with a deeper level of engagement from a member of the pastoral team. Each week will focus of a different theme:

- Anxiety and coping with uncertainty
- Cooperation and pro social skills
- Resilience
- Loss
- Gratitude
- Learning to love our environment

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. Access to the EPIC and SALT services are still available during this period as support for children's mental health and well-being is a priority of the school and Trust. Contact details for these services are as normal.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

LAC children will continue to have their specialist therapy sessions weekly and those children who are not attending full time, will have 1:1 sessions with our Family Support Worker with a bespoke plan for each child's needs focusing on transition and wellbeing.

11. Exclusions

On rare occasions there may be a need to directly exclude a pupil. Mrs Tobin retains the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful, rational; reasonable; fair; and proportionate.

This may mean that the staged behaviour systems would have been bypassed. Violent, extremely abusive and/or behaviours that are challenging to manage in the current context, such as spitting and biting towards peers or an adult could result in an exclusion.

Permanent exclusions are only be used as a last resort, in response to a serious breach, or persistent breaches of the behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Further information regarding exclusions is stated in the school's exclusion policy and annex exclusion policy.

12. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA training (Management of Actual or Potential aggression). For those pupils that have a Positive Handling Plan (PHP) schools will need to update these and agree with them with parents and carers.

Due to COVID-19 and following guidance from CPI parents/carers will have a responsibility to come to school to help de-escalate a situation if handling becomes a probable action. If parents do not arrive before the risk of harm to self/others becomes great, pupils will be handled as detailed in their PHP.

If physical intervention is necessary due to challenging behaviour, ideally staff should wear personal protective equipment (PPE), including aprons, gloves and masks. However, staff may not have time to put PPE on if the pupil is hurting themselves and/or others, absconding and/or putting themselves and/or others at risk. Therefore, staff will take extra hygiene precautions in light of COVID-19, this includes adults MAPA trained and pupils with a PHP having a change of clothes within school and washing of exposed area (including pupil's arms, where they've been held), after de-escalation.

Staff MAPA trained will be trained in the correct use of PPE. PPE will be stored in each classroom, the pastoral/SLT office, Headteacher's office and the main office so staff MAPA trained can access PPE easily if necessary.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Our Physical Intervention Policy and annex Physical Intervention Policy contains further details.

13. Pupil Transition

Due to the length of time pupils have not been at school, at Sileby Redlands we are aware of the importance of transition to ensure a smooth transition to the next school year and/or school settings.

For children starting or continuing their education at Sileby Redlands, staff will complete a year group transition video. This will include key staff introducing themselves and sharing about their role in the team. Class teachers will also share which class they will be teaching and information about themselves (e.g. likes dislikes, favourite book and favourite topic covered). The video will also contain pictures of the classroom, nearest toilets, cloakroom and which door the children will enter and exit school from.

There will be a section on the school website to support children starting EYFS at Sileby Redlands.

Year 6 staff are working with feeder high schools to plan activities relevant to secondary transition as well looking at potential transition opportunities.

Staff members hold transition meetings with each other as well as with other schools where pupils will be attending.

14. Review

This behaviour policy will be reviewed by the Headteacher and the Advisory Board in line with the latest government advice.

15. Appendix 1: Sileby Redlands' behaviour ladder

WHAT BEHAVIOUR LOOKS LIKE		WHAT HAPPENS
<ul style="list-style-type: none"> ☛ Being a self-regulated learner, taking control of my learning ☛ Using your initiative to help others 	<ul style="list-style-type: none"> ☛ Being a behaviour role model 	<ul style="list-style-type: none"> ☛ Gold Privilege Card ☛ Golden Assembly with parents/carers ☛ Positive praise ☛ 5 House Points ☛ Phone call home from Teacher ☛ Gold stickers
<ul style="list-style-type: none"> ☆ Immediate response to instructions ☆ Modelling/sharing knowledge ☆ Always showing pride in my work 	<ul style="list-style-type: none"> ☆ Always being a good friend ☆ Showing good manners to all in everything we do ☆ Redlands R's Ambassador 	<ul style="list-style-type: none"> ☆ Silver Privilege Card ☆ Three House Points ☆ Redlands R's Certificates/bands ☆ Positive praise ☆ Postcard home ☆ Silver stickers
<ul style="list-style-type: none"> ☑ Golden rules of listening ☑ Following instructions ☑ Being the best that I can be ☑ Helping others 	<ul style="list-style-type: none"> ☑ Showing manners ☑ Being a good friend ☑ Walking on the left-hand side ☑ Using appropriate voices 	<ul style="list-style-type: none"> ☑ Positive praise ☑ Achievement Certificates ☑ End of day, one House Point ☑ Sharing good work with the SLT ☑ House points
<ul style="list-style-type: none"> ☐ Refusing to wash their hands when asked by a member of staff ☐ Bringing inappropriate equipment into school ☐ Lack of respect/attention to others and school property ☐ Sharing equipment with other pupils when asked not to do so ☐ Wandering around unnecessarily during the lesson 	<ul style="list-style-type: none"> ☐ Throwing/flicking items ☐ Talking over adults and children ☐ Refusing to work ☐ Making silly noises ☐ Disrupting learning ☐ Running in school ☐ Inappropriate play ☐ Forgetting your manners ☐ Being disrespectful ☐ Swinging on chairs 	<ul style="list-style-type: none"> ☐ Stop and think card ☐ verbal reminder of expectations ☐ 5-minute reflection time ☐ Confiscating offending items ☐ Reinforce positive behaviour "Well done for making the right choices" etc.
<ul style="list-style-type: none"> ☐ Persistent Yellow Behaviour 		<ul style="list-style-type: none"> ☐ Stop and think card ☐ Miss 5 minutes of break/lunch ☐ Reinforce positive behaviour "Well done for making the right choices" etc ☐ Potential phone call home ☐ Conversation with Phase Leader
<ul style="list-style-type: none"> ☒ *Bullying ☒ *Homophobic language ☒ *Racist/sexist comments ☒ *Indecent behaviour ☒ Violent behaviours 	<ul style="list-style-type: none"> ☒ *Verbal abuse to adults/ child ☒ *Damaging property ☒ Stealing ☒ Biting ☒ Spitting 	<ul style="list-style-type: none"> ☒ Automatic Red Card ☒ Sticker sent home in reading diary/ teacher ring parents ☒ Red Card Duty or miss 15 mins of lunch (Friday) ☒ Complete behaviour log and record on online systems (CPOMs) ☒ Call for the pastoral team if required <p>If child is moved straight to red, all the above applies and:</p> <ul style="list-style-type: none"> • Call for pastoral team • Involvement of SLT • Parents contacted • Short fixed term exclusions

16. Appendix 2: Example pupils risk assessment



Individual Pupil Risk Assessment

Pupil: XXX Class: XXX

Hazard Identified	Person/s at risk	Hazard rating	Control measures	Review																									
<p>XXX may become disinterested and unwilling to participate in lessons/activities.</p>	<ul style="list-style-type: none"> 1:1 LSA 2:1 staff Other pupils Staff 	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td>3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes					3 Frequently	3				<p>Adults to discuss with XXX why he does not want to participate and encourage to join in. Use the now/then strategy to break down instructions and choice. Go with the interest of XXX, positive praise to bring his attention back.</p> <p>XXX is now supervised at school although during break and lunch times staff members are aware of him as the 1:1 will stand back to allow XXX to gain the positive interactions that are required with other children.</p>	Constantly reviewed
Likely severity of consequence:																													
Likelihood of occurrence		1slight	2serious	3major																									
1 seldom																													
2 sometimes																													
3 Frequently	3																												
<p>Risk of absconding</p> <p>XXX running and trying to get away from adult/ leaving school</p>	<ul style="list-style-type: none"> Pupil General Public Road Traffic 2:1 staff 	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th></th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Likely severity of consequence:							1slight	2serious	3major						<p>XXX often verbalises that he is going to leave school and walk home alone so when XXX is expressing this staff acknowledge that he can't walk home and keep a close eye on him. Use of distraction if necessary. Ensure that XXX is</p>	Constantly reviewed										
Likely severity of consequence:																													
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		<table border="1"> <tr> <td rowspan="3">Likelihood of occurrence</td> <td>1 seldom</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> </tr> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likelihood of occurrence	1 seldom				2 sometimes	2			3 Frequently				not near any exits. 2:1 staff in place if necessary at this point.										
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	2 sometimes	2																								
	3 Frequently																									
<p>XXX can become agitated towards others and may show signs of anger that could result in physically hurting others.</p>	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 LSA • Pupils • Staff • Visitors 	<table border="1"> <tr> <td colspan="5">Likely severity of consequence:</td> </tr> <tr> <td rowspan="4">Likelihood of occurrence</td> <td></td> <td>1slight</td> <td>2serious</td> <td>3major</td> </tr> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td>9</td> </tr> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom				2 sometimes				3 Frequently			9	<p>Early interventions - staff members to spot when XXX will reach crisis e.g., has he has left the classroom? Is he pacing up and down? Is he saying to staff 'shut up' and 'leave me alone,"? XXX may put his middle finger up, begin to kick/hit out and he will start to swear. Distraction techniques to be used by staff to help de-escalate the situation; staff to be aware that he may trigger again. Staff to use various different techniques to distract XXX: techniques such as de-escalation, boundaries, removal of other children if necessary. Seek advice from Autism Outreach and Oakfield for further strategies.</p>	Constantly reviewed
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<p>XXX can physically damage property when in an agitated state.</p>	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 LSA • Pupils • Staff 	<table border="1"> <tr> <td colspan="5">Likely severity of consequence:</td> </tr> <tr> <td rowspan="4">Likelihood of occurrence</td> <td></td> <td>1slight</td> <td>2serious</td> <td>3major</td> </tr> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td>6</td> <td></td> </tr> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom				2 sometimes				3 Frequently		6		<p>Whilst staff are asking XXX to do something he doesn't want to do, he can rip down displays, snap pencils, pull things off walls, pick up drinks bottles and throw them; this can escalate to throwing chairs and climbing on the window sills. Staff members remove the items and try to engage XXX in his interest/work/ have a conversation with him about a topic he is interested in. If suitable, XXX to go outside where there is space and therefore less risk of harm to himself and others.</p>	Constantly reviewed
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<p>XXX can Self Harm</p>	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 staff • XXX • Pupils • Staff 	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td>6</td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes				6	3 Frequently					<p>Whenever XXX is pacing up and down the corridor, he pulls the staples from displays, staff to get these off of him before he puts himself or others in danger. Staff constantly remove potential self-harm items from XXX before he has the opportunity to use them for self-harm. If he has hurt himself, to ring parents immediately.</p>	<p>Constantly reviewed</p>
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<p>Being physically held escalates XXX's behaviour further.</p>	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 staff • Pupils • Staff 	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td>6</td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes				6	3 Frequently					<p>If restrain is needed, to use MAPA holdings, he may try to stamp on staff's feet, put his leg across in an attempt to trip them up so if this is the case move to a standing high hold until it is safe for him to move again. He may try to shout, scream, swear and bite if this is the case, consistently use a seated hold as per training. Hold as a last resort if he is in immediate danger or danger to those around him. XXX's safe space is outside if no other children are out there.</p>	<p>Constantly reviewed</p>
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<p>XXX will threaten to hurt staff repeatedly.</p>	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 Staff • Staff 	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom				3	2 sometimes					<p>XXX can threaten verbally such as: saying he will bring a knife into school to stab staff, hurt them with scissors, throw his chair. He will say, "I will stab you with a pencil". Use de-escalation techniques, removal of offending items, use now/then language, change thoughts by going with his current interest.</p>	<p>Constantly reviewed</p>					
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XXX will often threaten and attack children both verbally and physically.	<ul style="list-style-type: none"> All pupils 1:1 LSA 2:1 staff 	<table border="1"> <tr> <td colspan="5">Likely severity of consequence:</td> </tr> <tr> <td rowspan="3">Likelihood of occurrence</td> <td></td> <td>1slight</td> <td>2serious</td> <td>3major</td> </tr> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>3 Frequently</td> <td></td> <td></td> <td>9</td> </tr> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom				2 sometimes					3 Frequently			9	Where possible XXX is allowed to integrate with children, during break and lunch to do the same, when he has shown positive behaviours for the morning. XXX will remain supervised at all times during break and lunch. Sometimes a random child can bump into XXX or say something that he doesn't like and that can then trigger XXX to attack a child. Constant risk assessment to either keep XXX inside or have alternative break after others if necessary.	Constantly reviewed
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I have read the above and fully understand the risks and mitigations in place. Please sign and date.

Prepared by:		Authorised by:		Parent:	
Date:		Date:		Date:	
Teacher:		Phase Leader:		Pastoral Team:	
Date:		Date:		Date:	