



Policy for Behaviour- 2015 **Review Date: Autumn 2016**

Ethos Statement (from the Instrument of Governance)

“Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.”

Mission Statement

“To strive for respect, enjoyment and excellence.”

Introduction

Self-esteem is the personal picture that we have of ourselves – our strengths and our limitations. This self-image is built by all the positive or negative responses of the people with whom we come into contact. Every child needs praise, success, recognition and affection. A child can accept learning challenges and failure if he/she can draw on these resources.

A child with low self-esteem either resorts to negative attention-seeking behaviour, or withdraws, which in turn negatively affects his/her learning and/or relationships and becomes a negative, self-fulfilling cycle. Our job as teachers is to make sure that no child or teacher is trapped in a negative relationship.

At St Andrew's we believe in a consistent, structured and positive approach, setting a framework for acceptable behaviour which is understood and upheld by all members of the school family: children, parents, teachers, learning mentors, teaching assistants (TAs), mid-day supervisory assistants (MDSAs), caretaker and office staff, visiting support staff and governors.

Strategies to promote positive behaviour

All adults within our school family will:

- Trust, listen to, give a chance to, encourage, praise and value every child.
- Treat all children with courtesy and respect.
- Be consistent in their treatment of all children.
- Recognise children's fears.
- Be positive.
- Show they care.
- Not jump to conclusions, but deal with each incident afresh.
- Help children to understand that their fears, difficulties, feelings etc are not unique.
- Appreciate how children cope with their personal problems.
- Always speak to children in a controlled way.
- Ensure that when a child has done something wrong, he/she knows that it is the behaviour that is disliked, and not him or her.

Parents will hear regular good news about their child via our incentive systems:

- ◆ Responsibilities with badges, eg monitor, buddy, school councillor
- ◆ Swimming certificates
- ◆ Sharing work in celebration assemblies
- ◆ Displaying work
- ◆ Comments in Reading Diaries
- ◆ Verbal comments to parents
- ◆ Inviting parents in to see work
- ◆ Stickers awarded by adults or other children for behaviour and work
- ◆ Praise awarded by adults or other children for behaviour and work
- ◆ Certificates awarded for behaviour and work
- ◆ Children helping each other
- ◆ Children telling a good tale about each other
- ◆ Head Teacher's Awards

In order to ensure fairness, all class teachers will keep a check list of certificates awarded.

Class Reward Systems

Rewards will be meaningful and given to encourage children to develop appropriate behaviour. Those children who behave most appropriately will be rewarded most often.

Years 1, 2 & 3 will use a system of rewards for individual children. Each child will have a reward book and the class teacher or TA will put stickers in each day for excellent work, effort, keeping the Golden Rules, being kind & helpful etc.

These stickers will be rewarded at intervals by a prize. The prizes are to be given as follows:

10 stickers = 1 prize

25 stickers = 2 prizes

50 stickers = 3 prizes

100 stickers = a party bag.

Years 4, 5 & 6 will earn team rewards – i.e. Raffle tickets are given to each team for good team work etc. throughout the week and this is drawn on a Friday – each member of the team receives a prize.

Golden Rules

The Golden Rules, which apply to all members of the school's family, are as follows:

- Do be gentle. Do not hurt anybody.
- Do work hard. Do not waste your or other people's time.
- Do be kind and helpful. Do not hurt people's feelings.
- Do listen to people. Do not interrupt.
- Do look after property. Do not waste or damage things.
- Do be honest. Do not cover up the truth.
- Do co-operate. Do not argue.

The Golden Rules are on display throughout the school and in the playground and are referred to constantly to reinforce positive behaviour.

Each teacher will draw up a list of routines with their children (practical and behavioural) for their classroom. Routines for lunchtime, agreed by the children, will be displayed in the dining hall.

Golden Time – Rewards and Sanctions

All children who keep the Golden Rules will be rewarded with maximum Golden Time each week. In Golden Time, children are allowed to choose activities which they particularly enjoy, eg playing with the parachute, using computers, art activities, construction kits, puzzles etc.

Withdrawal of Golden Time will be used as a sanction. Every time a child breaks a Golden Rule, he or she is given a verbal warning. If the undesired behaviour continues, a second warning with a visual cue is given. If this warning is ignored, his or her name is recorded showing 5 minutes loss of Golden Time (for Early Years children this may be 3 minutes). The child will be asked to complete a Think Sheet.

Think Sheets

A child is asked to complete a Think Sheet for the following reasons:

- To encourage the child to take responsibility for his/her actions.
- To help the child examine the emotions that lie beneath the behaviour.
- To enable the child to return to class in a calm state, apologise for the behaviour, and continue with the lesson as quickly as possible.
- To have acceptable behaviour acknowledged and praised, whilst unacceptable behaviour has a consequence.

Steps of Intervention

- 1 If a child is breaking a Golden Rule, he or she will move to amber with a specific warning relating to the Golden Rules (eg “Fred, you are continuing to break our Golden Rule of Do Look After Property after your first warning, so I am moving your peg to amber.”) If the behaviour improves, the child moves back to green at the end of a session.
Sessions are as follows:
EYFS – all morning
 all afternoon
Year 1 – before play am
 after play am
 before play pm
 after play pm
Years 2 & 3 - before play am
 after play am
 all afternoon
Years 4, 5 & 6 – all morning
 all afternoon
- 2 If the behaviour persists, the child moves to red and loses 5 minutes Golden Time. He/she must also complete a Think Sheet to reflect on the behaviour.
- 3 If the child cannot accept responsibility and needs to talk it through with adult interaction, he or she may leave the room with the Teaching Assistant, or be sent to the Behaviour and SEN Support Mentor or the Learning Mentor to help him/her think through the incident.
- 4 When the child is calm and has accepted responsibility for the behaviour, he/she will return to class and apologise for any hurt or upset caused. This will be acknowledged by the person(s) concerned

and praise given at the first opportunity that the child displays acceptable behaviour.

- 5 If the child refuses to comply or is showing severe aggression, he/she will be sent or taken to the Headteacher.
- 6 If a child completes 3 or more Think Sheets in a day, or 5 in 5 days, a letter will be sent home to inform the parents. This letter will include a slip for parents to acknowledge receipt of the letter, and an offer of a meeting with the Behaviour and SEN Support Mentor or the Learning Mentor.
- 7 If 3 or more letters are sent home in half a term, the child will be secluded for half a day. Seclusion increases by half a day each time the threshold is reached by the same child.

Lunchtime Procedures

Children will be collected from classrooms at 12 by their allocated MDSA. If a child breaks a Golden Rule in the playground, he or she will be given a verbal warning by the MDSA. If the unacceptable behaviour continues, he or she will be given the opportunity to take a few minutes time out either accompanying the MDSA or by the wall. If the child is still unco-operative, his/her name will be recorded in the Lunchtime Book showing 5 minutes loss of Golden Time. This loss will be reported to the class teacher at the end of lunchtime.

Children who make repeated appearances in the Lunchtime Book will be invited to join a Lunchtime Nurture Group where they will have a firm structure and adult support to enable them to learn how to interact with other children and adults in an acceptable manner.

Lunchtime Rewards

MDSAs will have stickers to give out to those children who keep the Golden Rules, or who are particularly helpful, or polite etc.

Procedures for those children for whom loss of Golden Time is not a sufficient sanction

Loss of Golden Time will not be a sufficient sanction for a very small number of children. These children are often confused children, whose basic emotional or physical needs have not been or are not being met. Within many of them there is a level of inner chaos which results in an absence of any internal boundaries. Often home itself fails to provide any limits; consequently, these children are unable to recognise any of the normal boundaries of behaviour proposed by school; they are too unhappy, angry or suffering from low self-esteem. Their only way to regain any feeling of personal power is to try to provoke other children or adults. Because of low self-esteem they do not believe they have the chance of being "good", so they don't even bother to try.

Such children will be placed on the school's Special Educational Needs Register and will work on an Individual Behaviour Plan which will be made up of small achievable targets so that they can then experience success. An achievable target, accompanied by an agreed motivating reward, can help them to break out of their negative pattern of behaviour.

Within school, these children will receive extra support as necessary, for example from the school's Learning Mentor or Behaviour and SEN Support Mentor, including extra Circle Time sessions and Anger Management Sessions. Appropriate outside agencies may also be involved in helping these children and their parents; these may include:

- ◆ Triple P Programme (Positive Parenting Programme)
- ◆ Educational Psychologist
- ◆ Parent Survival Courses
- ◆ Brief Intervention

Records of actions taken to help individual children to improve their behaviour will be kept. Regular consultations with parents will take place, and home/school liaison books will ensure that parents are fully informed about progress made.

Golden Time for Children Beyond

Identified children beyond do not start the week with Golden Time like everyone else; they have to earn it (except for the automatic 5 minutes which everyone is entitled to).

The child will be issued with a "Smiley Face" chart with each day split into 9 sections, including lessons, playtimes, lunchtime and assembly. The child earns a smiley/straight/sad face according to his behaviour during that session. **This is to be given immediately the session has ended so that subsequent behaviour does not cloud the decision. The child is thus given instant feedback and/or reinforcement for the behaviour.** The child is told **at the end of every session** which type of face he has earned and why eg "You chose to behave in that way so you have chosen a sad face etc"

The child will agree with the teacher an achievable daily target eg 6 out of 9 smiley faces. If the target is achieved, then the child has earned 5 minutes Golden Time. This cannot be lost.

If it appears that sad faces are only occurring at certain times, eg lunchtimes, then a target may be agreed that a smiley face must be achieved for that session. It may also be necessary to make it a condition that the last session of the day must earn a smiley face.

Some children may need small rewards to keep them going during the day eg after 2 or 3 consecutive smiley faces they could earn 5 minutes playing in

another class, or helping the Learning Mentor or the Headteacher, or something appropriate for the particular child.

If the child earns all his Golden Time then he will have 30 minutes like everyone else. The ultimate aim is for the child to come off the Smiley Face chart and to start the week with 30 minutes Golden Time like everyone else.

Adequate support will be given to the child's teacher, so that he or she is not left to struggle alone, and other children are not adversely affected by the continual disruptive behaviour of that child. It is most important that the self-esteem of the teacher and other children is not drastically lowered by the child's behaviour.

An adaptation to these schemes may be made as appropriate by the class teacher, Inclusion manager, Teaching Assistant, Family Support Manger, Headteacher and any other appropriate member of staff, parents/carer and/or outside agent.

Bullying and ebullying

The school has an Anti-Bullying Policy which is available to anyone who has any questions about our procedures for dealing with incidents of bullying.

Circle Time

Underpinning the Self-Esteem and Positive Behaviour Policy is a regular programme of Circle Time for every child in school. Circle Time sessions are to encourage everyone's views and ideas and to promote a more caring and supportive environment, enabling all children to feel secure and respected. The process of sharing, discussing and negotiation is as important as the outcome.

Circle Time is a pleasant, comfortable time when the class comes together for thought, enjoyment and discussion. Problems can be discussed openly and solved with the participation of the whole group. The emphasis is on help and not blame. The group can congratulate itself on achievements either as a whole, or as individuals. Skills of listening, looking and thinking are highlighted in circle games. Topics for discussion can cover anything and discussion is controlled so that it does not degenerate into complaining and tale-telling. Children learn to recognise anti-social behaviour and its effect on others.

Circle Time needs to be regular to be effective; it will take place in each class at least once a week, ideally more frequently.

School Council

Each class in Key Stage 2 will elect 2 school council members, one girl and one boy. The term of office will be for one academic year. The School

Council will meet regularly with the appointed member of staff, to discuss any issues concerning life in school which the councillors wish to raise. Minutes of meetings will be kept, and reported to the staff in staff meetings. Any actions taken as a result of school council meetings will also be recorded and reported.

Excluding pupils.

Pupils will only be excluded if this is what is best for the pupil and other pupils in school. Before the decision to exclude is made the pupil must have exhausted all other support systems in school. Pupils should have had access to 1:1 sessions from the Inclusion Manager and/or Family Support Manager, time in nurture groups, (either individually or with other pupils, support) additional family support from the Family Support Manager, personalised and specific rewards and sanctions which will involve time spent in seclusion and additional support in the classroom. The class teacher and TA must also have had additional support, input and training on the strategies to use to support this child and parents too must be given the opportunity to fully engage with the support being offered. If exclusion still seems appropriate, this can be sanctioned by the Headteacher. In her absence the Assistant Headteacher must liaise with the Chair of Governors. It is the Chair who authorises the exclusion.

Typical signs of arousal.

Staff should be aware that there may be signs of children becoming heightened which may pre-empt inappropriate behaviour. These include:

- Facial muscles tensing or twitching
- Breathing becoming shallow or short
- Changes in voice tone
- Changes in facial colour
- Wide eyes
- Agitated behaviour including pacing
- Repeated phrases
- Rigid body with crossed arms
- Clenched fists
- A jutting jaw
- Check stuck out
- Unfocused abuse is an emergency signal and it often precedes a physical attack.

Positively Handling Pupils.

On occasion it may be appropriate to handle/restrain pupils. This will only be done when a child's behaviour puts the following at risk:

- his/her own safety
- the safety of others
- damage to property
- committing an offence

- ‘*maintaining good order and discipline in school.*’

At St Andrew’s ‘*Maintaining good order and discipline in school*’ means the following:

- Making threats, perceived or actual, to other pupils/adults in school
- Physical act of violence/aggression towards another pupils/adults in school

Only Staff who have been trained in ‘Team Teach’ techniques may physically intervene in a situation. These members of staff are:

- Karen Leyland (Headteacher)
- Lisa Maher (Inclusion Manager)
- Paula Hancock (TA3)
- Leigh Hulme (TA3)
- Johnny Casswell (Class teacher)

Other staff members, including MDSAs, must simply remove dangers/obstacles from around the child and call for the assistance of a trained member of staff. These dangers or objects may include

- Other pupils
- Furniture
- Play equipment etc

Those trained by Team Teach must only use the techniques they have been trained in and no others from the video material supplied on the internet.

Dynamic Risk Assessments.

Before any physical intervention is made, staff must first carry out a dynamic risk assessment. To this end staff must assess if their actions are ‘*reasonable, proportionate, necessary and in the best interest of the child.*’ Staff must also consider the reasons for restraining a child or physically intervening. See bullet point list above.

Pupils who are anxious, angry, violent etc may need to be withdrawn from classroom and other areas of school to a quieter location such as the blue room. In the first instance staff must make every effort to relocate children using non-verbal signals and body language. These may include

- Pointing the way to the blue room or out of the classroom door
- Holding the classroom door open to indicate the child should leave etc

If these fail, it may become appropriate to speak with the child persuasively in order to elicit their co-operation and withdraw to a quieter location in school. It may be appropriate to remind the child of the golden rule ‘do co-operate.’

In speaking with the child it may be useful to follow a script.

Script.

Scripts can be used when situations are becoming more difficult. They can be used to allow simple messages to be passed without misunderstandings and without provoking further arguments, escalating behaviours or apportioning blame. The use of 'You' should be avoided. People respond to their own name so using it to get a child attention is often a good idea. The following script could be used. In this example the child being dealt with is called 'John'

'John I can see that something is wrong/has happened?'

Acknowledge there is a problem without allotting blame. If you say you can see a person is upset or angry it can appear you are apportioning blame. Using the above phrase avoids this. It also avoids the response 'No I'm not' leading to arguments and stand offs.

It is also important to give the child a simple clear instruction and let him/her know the intention is to give them help and support. To this end it may be useful to say:

'Talk and I'll listen.'

It is also useful to give the child a direction and yourself a function. The child could follow you to a more appropriate place in school to talk around the issue. To this end say:

'Come along...'

This coupled with a non-threatening sideways stance and/or non-verbal cues such as holding a door open for the child to walk through should resolve the situation peacefully and offer the child a way out with dignity.

Alternatively it may be appropriate to remove other children from the location. After this has been done a child may be more co-operative.

A further alternative is to involve another member of staff. Sometimes in handing over to a colleague, the situation is de-escalated and the child co-operates for another adult.

Other de-escalation Techniques include:

- Establishing a positive relationship with pupils over time
- Describe what they are doing
- Find something to praise
- Remind them of previous positive interactions and/or successes
- Remind them of rules
- Offer limited choices
- Divert attention away from the confrontation
- Provide a 'get out with dignity' such as 'I'll come back to speak to you when things have calmed down a bit.'

- Avoid saying 'you' and/or attaching or implying blame so start a sentence with 'I' NOT 'You'
- Express your feelings in an honest and open way 'when you spit and swear at me it upsets me'
- Repeat simple, clear instructions
- Support colleagues, take over where appropriate
- Take time to consider an appropriate response rather than a quick reaction
- Know and share your triggers with colleagues so you are less likely to respond if provoked
- Stay focussed and objective
- Try not to overreact or take things personally
- Stick to the most important issues and deal with that (don't be drawn in by minor issues/offences)
- See beyond the behaviour-think 'where is this coming from?' and 'what function does this behaviour serve?'
- Avoid a power struggle
- Stay in control of your feelings and actions
- Take a step back, physically, emotionally, mentally
- Practice the script.

As a last resort, if all de-escalation and non-physical techniques fail and the risks outlined above regarding safety, damage to property etc are likely to occur, a child may be physically removed to a quieter area of school but only by members of staff trained by Team Teach, and only using Team Teach techniques in which they have been trained. In this instance staff must carry out a dynamic risk assessment and the dignity of the child must be retained.

If a child cannot be removed the area in which they are situated must be made as safe as possible and if required, a child may be restrained by members of staff trained in Team Teach techniques, until such a time as the child is calm.

Staff should note that children move through the following 'states' during episodes of anxiety/anger. These include:

Stage 1-Low level behaviours

These include:

- Some signs of anxiety
- Hiding of the face/bent over/hiding under a table
- Pulling up a jumper over the head
- Rocking/tapping
- Withdrawing from a group
- Refusing to speak
- Being dismissive
- Refusing to co-operate
- Adopting a defensive posture.

Stage 1 behaviour can be dealt with through diversion techniques (getting the child to focus on something else) support and/or reassurance such as

- Reading body language
- Reading behaviour
- Communications-‘Talk and I’ll listen’
- Using appropriate humour to defuse the situation
- Displaying calm body language including a calm voice
- Talking slowly, quietly and in low tones
- Offering reassurance
- Diverting and distracting, introducing another focus, topic or activity

Stage 2-defensive, medium level behaviour

These include:

- Belligerent or abusive behaviour
- Making personal or offensive remarks
- Talking loudly, more quickly and/or higher
- Adopting aggressive postures
- Change in eye contact
- Pacing around
- Breaking minor rules
- Causing low level disruption
- Picking up objects which could be used as weapons
- Making challenges such as ‘I will not...and you can’t make me...’

Stage 2 behaviour can be dealt with by:

- Using the stage 1 strategies listed above
- Stating expected behaviour calmly and clearly
- Setting clear, enforceable limits
- Giving options and alternatives
- Offering clear choices
- Ensuring the child has a ‘get out’ with dignity
- Assessing the behaviour and whether action needs to be taken to make the environment safer and getting support from colleagues
- A guiding hand on the elbow towards a safe place
- Non verbal cues such as holding a door open and signalling for a child to follow you.

Stage 3-Crisis-High level behaviour

These include:

- Shouting
- Screaming
- Damaging property
- Moving towards danger
- Fiddling with electrics
- Climbing trees, walls, roofs, out of windows etc
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects to be used as weapons

- Self harming
- Grabbing or threatening others
- Hurting others

Stage 3 behaviours can be dealt with by:

- Continuing to use stage 1 techniques
- Making the environment safer which includes moving furniture and removing weapons
- Holding or restraining if absolutely necessary
- Ensuring face, voice and postures are supportive not aggressive

Stage 4-Recovery. This stage can be confused with stage 1-anxiety.

These behaviours include:

- Stage 1 behaviours listed previously
- Sitting quietly in a hunched position
- Be aware that a child at stage 4 can quickly revert to extreme violence without the build up associated with the normal escalation at stage 2.

Stage 4 behaviours can be dealt with by:

- Support and monitoring
- Giving space and time
- Looking for signs that the child is ready to talk.

It is worth noting that at this stage it may not be appropriate to touch as this can provoke a reversion to stage 3-crisis.

Stage 5-Depression. This stage can be confused with stage 2-defensive behaviour.

These behaviours include:

- Stage 2 behaviours listed previously
- Lack of willingness to interact but in need of support and reassurance

Stage 5 behaviours can be dealt with by:

- Offering reassurance and support
- Responding to any signs that the person wants to communicate
- Show concern and care but do not attempt to resolve residual disciplinary issues at this stage.

Stage 6-Follow up-Listen and Learn

- Listen to the child and learn about triggers, emotions, reasons behind the behaviour.
- Complete reports, incident logs, review procedures, behaviour plans and communicate any findings, messages or needs to parents, carers and other professionals including outside agencies where appropriate.
- Follow up any disciplinary or restorative issues
- Draw up a plan to avoid similar events in the future.

Pupils who remain in a state of anxiety.

Staff cannot restrain pupils for an indefinite amount of time. If other trained staff have taken over restraining and all de-escalation techniques have been tried to little effect it may be appropriate to consider calling a parent/carer. If,

after 40 mins a the child continues to require this level of support, then the decision to call parents/carers to calm the child and/or remove the child from school needs to be made. It could be that removing the child and allowing parents to deal with it could mean the child calms more quickly.

Where parents are called, a reflection sheet will need to be taken home so that parents can help a child to reflect on what happened and their feelings. On returning to school, this document should be handed in to a member of staff so that the opportunity to reflect on the incident, the triggers, the emotions and the appropriate way to deal with this next time can be established.

See appendix 1.

Staff should also note that in anxious situations, children exhibit 'fight, flight or giggle' tendencies. These may exhibit themselves in the following ways

- Aggressive behaviours (physically or verbally)-Fight
- Running away-Flight
- Embarrassment and/or laughing

Staff should be aware that by limiting/stopping one of these strategies, children may adapt to another. Within the dynamic risk assessment, staff should allow pupils to vent their emotions in the most risk free way. It may be appropriate to ignore the giggle, smile or smirk in order to avoid the child opting for a fight or flight response.

Once in the blue room or in a quieter location in school or in an area of school now made more safe, the control measures outlined in the Blue room risk assessment must be followed. Generally these are:

- Always carry out a dynamic risk assessment before taking any action
- Only physically intervene if all other de-escalation, non-verbal and verbal commands had elicited no response/co-operation
- Only those trained in Team Teach strategies should use the strategies in which they have been trained
- Focus should be on calming the child through the use of a calm voice.
- Staff should remain calm throughout.
- Use a variety of de-escalation techniques as listed in this policy.
- Change adults involved in restraining regularly (in an attempt to de-escalate the situation and to avoid strain on those restraining)
- Remain vigilant, even when a child seems to have calmed
- If a child doesn't calm call parents
- In some situations it may be appropriate to consider calling the police.

Staff should also be aware of the phases through which a child moves during an anger/anxious episode

Level 1-Anxiety

Where experiences. Real or imagined, past or present can trigger anxiety in a child causing unusual, unpredictable behaviour.

Level 2-Belligerence

Where feelings, thoughts, perceptions can be influenced by negative controlling behaviours or where behaviours can provoke thoughtless reactions which result in non-co-operation or an escalation of the unpredictable behaviour in level 1.

Level 3-Crisis

Where the reactions from adults and/or peers mirror the belligerence and feed the crisis or where conflict can result in a further escalation of the situation into a power struggle in which somebody is going to lose.

It is essential that the child always has a 'way out' in which he/she can 'save face.'

Where a child requires physical intervention or is a risk of requiring physical intervention a behaviour plan should be put in place. These will be drawn up by the Inclusion Manager with support from the class teacher, Teaching assistant(s), parents/carers, Family Support Manager, Headteacher and if appropriate, other outside agencies.

See Appendix 2. (My Plan)

The Blue Room

This room is used for the following:

- Interventions
- Prayer
- Contemplation and reflection
- A safe place where children can vent their anger if required (fight response)

There may be a temptation to close the door on a child whilst in the Blue Room. This can only happen at the child's instigation or with the child's consent. It is ILLEGAL to seclude a child where seclusion means a child is '*Forced to spend time against their will on their own.*'

Staff must be aware of the risk assessment for the Blue room.

Following any incident which required physical intervention on the part of adults, an incident report must be completed immediately or as soon as possible.

The triggers for an incident should be identified. These may include:

- Room temperature
- Noise
- Relationships with peers
- Relationships with adults
- Perceived injustices

- Incidents outside of school (of which staff may be unaware)
- Past incidents in a child's life (of which staff may be unaware)
- An activity pitched inappropriately

See appendix 3 (Serious Incident Report)

Following an incident it is important that a child reflects on the incident, their actions, emotions, what triggered the outburst and what to do next time. A 'Think sheet' can help. See appendix 4

Review

Discussing behaviour in school, reviewing this policy and procedures, sharing successful strategies and discussing anxieties will be done regularly through staff meetings. The policy will be formally reviewed regularly and agreed by the Governing Body at that time.

Appendix 1. Reflection at home with Parents/Carer.

Once your child is calm, please talk to your child about the following.

1. What happened today?

2. How did this make you feel?

3. What did you do when you felt like this?

Please return this form to school and hand it to a member of staff so we can follow up what happened and help your child.

Thank you for your help.

Appendix 2. My Plan

Appendix 3. Serious Incident Report.

St Andrew's Serious incident report

Seen by Head (date):	Monitored by(Name and date) :	Log number:
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Section A

Name of child:		Year group:	
Date of incident:	Time:	Location:	
Name of staff involved:		Names of witnesses:	
Reason for intervention			
Danger to self		Danger to others	
Severe damage to property		Severe disruption to other pupils	
Describe lead up to incident / Triggers:			
De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)			
Verbal advice & Support		C.A.L.M talking	
Distraction		Options offered	
Time out offered		Planned ignoring	
Time out directed		Success reminded	
Transfer adult		Contingent touch	
Choices		Listening	
Reassurance		Social Space (CALM Body language)	
Appropriate behaviour		Negotiation	
Praise Points		Take up time	
Other		Please specify:	

Details of incident: (Please bullet point in chronological order)

Section B (Only to be completed if Physical controls were used)

Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective)			
Caring C Guide		Friendly hold	Single elbow
Double elbow		Figure of four	Chair Wrap
Cradle		Wrap	Seated Wrap

Breathing Monitored (ABC)		Number of staff involved	
Duration of physical intervention		Duration of incident	
Parents informed			

Section C Medical intervention (Please mark every box **YES** or **NO**)

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

Section D Follow up

What happened from the child's point of view?
How did the child feel?
What will the child do differently next time they feel that way?
Review of pupil's Risk Assessment / Care and Support Plan as a result of this incident:

Witness signatures				
Signed:		Date:		

Appendix 4. Think Sheet.