



Millhouse

Primary School and Nursery

Behaviour Policy

To be reviewed: September 2022

Inspiring tomorrow's generation, today.

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Introduction

At Millhouse Primary School and Nursery, we use a therapeutic approach to manage behaviour.

A therapeutic approach is defined as ***an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.***

We classify behaviour into three types: pro-social, anti-social dangerous, anti-social difficult.

Pro-social behaviour is defined as:

Behaviour that is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Anti-social *dangerous* behaviour is defined as:

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age or criminal responsibility, such as racist abuse.
- Behaviour that causes harm or injury to an individual, the community or to the environment.

Anti-social *difficult* behaviour is defined as:

- Behaviour that violates the rights of another person
- Behaviour that is anti-social but not dangerous.

All staff working with our children receive training in behaviour support. This training is called 'Essex Step-On' training. Staff are trained in the level one 'Steps' and new staff joining the school will have this training as soon as it is available to them. We have a member of staff who is an accredited Step-On tutor and has delivered the initial training to our staff. Annual refresher training is provided for all staff.

A Therapeutic Approach

A therapeutic approach works with a child and their emotions to understand what their behaviour is communicating (the reasons behind it). At Millhouse Primary School & Nursery, we recognise that ***negative experiences create negative feelings and that negative feelings lead to negative behaviours***, whilst ***positive experiences create positive feelings and that positive feelings lead to positive behaviours***. It is the responsibility of every adult at our school to seek to understand the reason why a child is presenting problematic or complex behaviour and identify the experiences and emotions driving the behaviour so that we can address it accordingly.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour, not just suppress and control the behaviour.

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their emotions during everyday teaching opportunities and PSHE lessons. All children should be treated sensitively; criticism should never damage self-esteem and focus on the behaviour rather than the individual child.

Promoting Pro-social Behaviour & responding to Anti-social Behaviour

As a school, we believe that rewards are not needed to teach internal discipline and pro-social behaviour. Children will get recognition for their effort and achievements mainly through specific verbal praise and celebration which explains to the child what we are pleased with. Sometimes we will recognise exceptional effort and this can be through the use of a certificate or something personal and relatable to the child such as sharing work or experiences with another audience. We will not use rewards to control behaviour or to 'bribe' the children into behaving in a pro-social way.

Environment

Our school and classrooms need to be supportive. Each class will have the following clearly displayed to encourage pro-social behaviour and support children who may be finding it difficult:

- School Star Values
- Zones of Regulation chart
- 'Emotions' vocabulary and definitions (age appropriate)
- Quiet spaces for individual children who need it
- Examples of pro-social behaviours (either through photos, explanations or celebration / recognition of children who have shown this e.g. 'I am proud' / 'Kindness' board)

We will not use displays as a way of identifying children who are displaying anti-social, difficult or dangerous behaviour (such as traffic lights or rain cloud/rainbow charts) as these can create negative feelings in children and do not change behaviour in the long term).

The following examples of the types of pro-social behaviours that we see in school and how adults respond:

Behaviour	Typical Response
Walking in the corridor	<i>"Thank you for waking in the corridor"</i>
Holding a door open for someone	<i>"Thank you, let me return the favour"</i>
Using please and thank you	<i>"Well done for using good manners"</i>
Following instructions from an adult	<i>"Thank you for following my instructions. It means we can all get things done nicely"</i>
Helping an adult with a task	<i>"Thank you for helping – you made my job much easier"</i>
Completing their learning tasks	<i>"Well done for completing this. Tell me what you have learnt"</i>
Helping another child with their learning	<i>"Thank you for helping your friend – it helps everyone when we help each other"</i>
Helping / supporting a child who is upset	<i>"Well done for helping your friend. I'm sure they feel better because of it"</i>
Inviting another child to join a game	<i>"Well done for helping your friend. I'm sure they appreciate being included"</i>
Taking a child to first aid	<i>"Thank you for helping your friend. It's good to know they have someone to look after them"</i>

The following are anti-social behaviours we see in school and how adults will respond:

Where anti-social behaviours occur staff will promote the behaviour they need to see and then seek to discover an explanation and solution for the behaviour (See flowchart at the end of the policy).

Behaviour	Adult Response
Running in the corridor	<i>"Walking in the corridor, thank you."</i>
Climbing on furniture or on fences	<i>Use of de-escalation script</i>
Swearing at children	<i>"NAME, kind words, thank you". Education consequence around swearing</i>
Swearing at adults	<i>Use of de-escalation script Logical consequence</i>
Punching or kicking (towards adult or child)	<i>Use of de-escalation script. Use of steering, guiding, escorting away. Logical consequence</i>
Rough play	<i>"NAME, safe play, thank you" Logical consequence</i>
Refusing to complete work	<i>Remind child that any unfinished work will need to be completed. Support the child in any way to ensure unmet needs are catered for.</i>
Refusing to listen to adults	<i>Use of se-escalation script. NB Lack of eye contact may not be evidence of not listening. Follow up when child is regulated.</i>
Using unkind words	<i>"NAME, kind words please. We want our friends to feel respected"</i>
Walking out of class	<i>"NAME, it is safer for you to be in the class." Use of dis-empowering language</i>
Shouting / calling out	<i>Tactical ignoring "NAME, wait for your turn to speak, thank you"</i>
Disrupting learning through distracting behaviours	<i>"NAME, our class want to learn. I'd like you to listen and learn too, thank you"</i>

De-Escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and .

De-escalation body language

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height

Consequences – Protective and Educational

Following the above, if there is a need for further action then this would take the form of consequences.

Consequences are a something that logically or naturally follows from an action. The use of consequences serves two purposes: to protect the rights of others and/or to teach and support the child to behave differently next time. At Millhouse Primary School & Nursery, we use consequences rather than punishments as we believe that a child needs to learn and understand what causes their behaviour and how to change it in the long term.

We do not use 'blanket consequences' (such as keeping a whole class in at break time) as these only serve to create negative feelings for children who have not displayed the anti-social behaviour.

Protective Consequences

These protect the rights of others and remove a freedom to manage any harm and could include:

- An increased staff ratio
- Change of timetable
- Missing part of a break or lunch time
- A different working space (e.g. working outside the class or in a different room)
- Removal of a specific linked activity (e.g. missing a football session if the behaviour was linked to this)
- Exclusion (see Appendices)

Protective consequences must always be accompanied / followed by an educational consequence so that the child can work towards regaining the freedom that has been removed.

Educational Consequences

These are required to motivate and support the child to behave differently next time and to teach the child the pro-social behaviour needed. They could include:

- Ensuring the child completes the task (providing it was achievable in the first place)
- Writing a letter of apology
- Rehearsing / modelling situation through the intentional teaching of pro-social behaviour
- Ensuring the child assists with repairs where they have caused damage (when possible and practical to do so)
- Intentionally provide educational opportunities for the child to learn about the impact of certain actions and behaviours.
- Providing the child with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

Lunch Time Behaviour

To enable the lunch time staff to manage behaviour effectively, we use a red / yellow card system. If a child behaves anti-socially and they have already been reminded of the expected pro-social behaviour, they will receive a yellow card. This means they will go to a lead Midday Assistant and talk through the situation and try to rectify it. If a lead MDA feels the child needs time away from the playground (red card), they will take them to our Emotional Wellbeing Coach who will ensure an educational consequence is given and start the restorative process with the child.

This process is the same for informal football games ('kick about') however, where a Sports Coach is leading a football match, they will use red and yellow cards using formal football rules, ensuring the children are taught what these are.

Inclusion & Management

For the most part, the strategies above will work for the majority of children; however, we recognise that sometimes a child will behave in a manner that is difficult, dangerous or harmful and we must ensure that we plan for this and can support the child to change their behaviour. As an inclusive school, we will ensure we plan to meet the needs of these children using a 'Think, Plan, Respond' format. This process will be overseen by the Deputy Headteacher (Mrs Haken) and the Inclusion Leaders (Mrs Jones and Miss Durdle). Documents and a flow chart to support this are included in the appendices.

Where a child has a specific social, emotional need, it may be appropriate to complete a provision cycle or one plan.

Involvement of Outside Agencies

In certain situations, it may be appropriate for the school to ask for the support or intervention from another agency. If an outside agency is contacted then parents will be informed and where necessary, permission sought for the agency's involvement.

Reflect, Repair and Restore

The purpose of reflect, repair and restore is to re-visit the experience with the child when they are calm, relaxed and receptive to being reflective about the incident. It is important that this is completed with any child who has had a protective or educational consequence (for lower level behaviours, this may be a five minute conversation but could be a longer process for more serious incidents).

An adult in school will re-visit the experience by retelling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened (tell the story)
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how relationships can be repaired.
- Summarise what we have learnt so we are able to respond differently next time.

Some examples of restoration questions may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you put this right?
- How can we make it ok for the next time something happens?

Reporting on CPOMS

We use CPOMS to report all safeguarding concerns as well as significant behaviour concerns. Every member of staff has access to CPOMS (either directly or through their line manager) and should complete a CPOMS incident report for the following:

- Any dangerous or harmful behaviour
- Where there has already been several lower level anti-social behaviour incidents
- Where the learning was significantly disrupted
- Where behaviour was significantly dis-respectful or rude.
- Where a child has needed a protective consequence (including red cards at lunchtime)
- Where there are concerns that behaviour was unusual for a child.

Bullying

Please see our Anti-Bullying policy.

Complaints or Issues

If there is an issue with a child's behaviour, parents should in the first instance, speak to their child's teacher. If the matter is not resolved, an appointment can be made with the Headteacher or Deputy Headteacher. Where necessary, the involvement of our Learning Mentor or Behaviour for Learning Coach can be used to help resolve any issues between pupils and/or parents.

Monitoring

It is the responsibility of the Head Teacher, or any other delegated staff member, to monitor the use of the agreed behaviour system. Systems will be monitored on a regular basis and updated as necessary.

It is the responsibility of the Head Teacher to report any exclusion (fixed or permanent) to the appropriate authorities, including the Governing Body.

It is the responsibility of the Governing Body to report the number of exclusions each year to the Local Authority and/or the Department for Education.

Review

This policy will be reviewed annually.

Appendix 1

Exclusion Procedure

As an alternative to exclusion, pupils may be offered a changed school day. This means they will be required to attend from 8am to 1pm. and educated separately from their class for a period of 1-3 days.

If a fixed-term exclusion is issued the school will follow the statutory guidance from the DfE.

The following behaviour could lead to fixed-term exclusion:

- Continuing refusal to follow reasonable adult requests.
- Fighting in or around the school.
- Verbal, physical, sexual or emotional abuse of another person.
- Acting in a manner likely to cause danger to themselves or others.
- Acts of vandalism.
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the Headteacher or Deputy Headteacher considers fixed-term exclusion appropriate.

After each fixed term exclusion, the Head Teacher will call a post exclusion meeting with the pupil and their family to discuss their child's return to school. In some circumstances a contract will be made between the family and the school with the intention of avoiding further exclusion. This may be in the form of a Pastoral Support Plan which may include part time attendance or a Consistent Management Plan.

The exclusion process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school.
- To allow a cooling off period.
- To enable pupils to learn in a safe, calm environment.

Prior to exclusion, a range of strategies and, in the case of pupils with disabilities, reasonable adjustments will have normally been tried.

- A pupil's first exclusion will normally be for one to two days.
- A second exclusion will normally be for three days. Following the second exclusion, we will consider whether pupils should be on the SEND register.
- A third exclusion will normally be for five days.

During each exclusion, the Head Teacher will consider whether:

- Further investigation of the incident is needed.
- The pupil should be permanently excluded.
- The pupil should have a managed change of school.
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to 'Team Around the Family' or 'Family Solutions'.

The following behaviour could lead to permanent exclusion:

- Serious incidents or assault including using threatening behaviour on another pupil, member of staff or visitor.
- Endangering lives.
- Persistent unacceptable behaviour, inducing frequent refusal to follow school Rules and Regulation as outlined above which has not been modified by fixed-term exclusion.

- Possession of drugs/drug paraphernalia and/or alcohol
- Possession of a weapon

Supervised education is provided from the 6th day of exclusion. Work will be provided from the 1st day of exclusion. It must be returned to school and marked. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Head Teacher and cannot attend school events during this time.

Parents have the right of appeal to any exclusion and should put this in writing to the Chair of governors.

Appendix 2

Recognising & encouraging pro-social behaviour

Do...	Don't...
<ul style="list-style-type: none"> • Use verbal praise that specifically explains the pro-social behaviour • Recognise the exceptional as well as the effort made by a pupil • Display examples / definitions of different pro-social behaviours • Use strategies / recognition tools such as a 'kindness bucket' for children to recognise and acknowledge pro-social behaviour. • Reward whole class behaviours, including everyone in the reward where possible. • Use postcards / notes home to recognise and praise pro-social behaviours. • Stickers and certificates can be used for recognition if it helps to build communication for the child. These must always be accompanied by the verbal praise explanation. • Ensure the child experiences positive activities and affirmations more often than not. • Give a maximum of 2 clear warnings that explain what behaviour is expected 	<ul style="list-style-type: none"> • Use rewards as a way of controlling the behaviour through bribery. • Give out so many points / stickers etc that they become meaningless and tokenism. • Overtly display any reward system that identifies individuals. • Have individual reward systems (unless this is part of a child's SEMH plan / provision cycle) • Remove points or rewards that have already been earned or given.

Appendix 3

Use of consequences

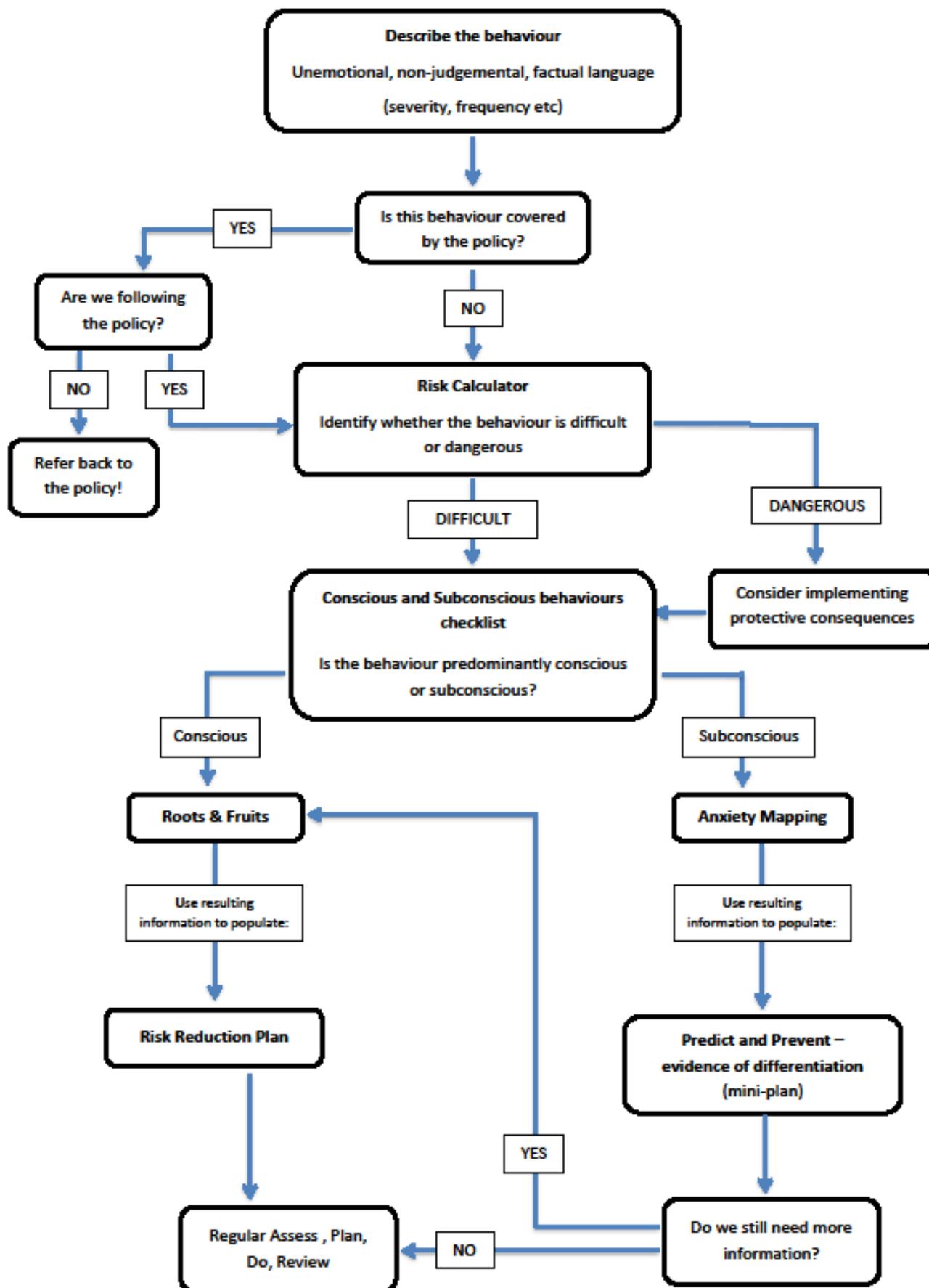
Some further examples of protective & education consequences and when to use them.

Protective Consequences	Purpose / Reason	Don't...
Miss part or all of break / lunchtime	To complete work missed / To discuss behaviour / To set or explain expectations / To remove or limit harm to others on the playground	<ul style="list-style-type: none"> • Use because a child hasn't completed homework – this can be encouraged by the use of a 'voluntary' homework club and a conversation with parent. • Leave the child to sit and 'stew'. There needs to be an educational consequence that runs alongside this. • Use this as a blanket consequence for all children in the class – only for those who it applicable to.
Different working space: could be within the classroom or in another suitable place (including another class); needs to be followed up with a conversation to set expectations and ensure child knows what to do to behave pro-socially.	To allow pupil to complete task without distraction / To remove the risk of harm / To remove the risk of disruption to others' learning	<ul style="list-style-type: none"> • Send a child out of class for longer than necessary (the shortest amount of time possible) • Send a child out of class without any work to complete • Ask the child to stand outside the classroom
Use of an additional adult (including the class LSA)	To lower risk of harm to others / To act as a prompt for pro-social behaviour / To escort a child to and from different places around the school	<ul style="list-style-type: none"> • Allocate an adult to a child on a full-time basis. If this is needed, the Inclusion Team will decide who and when.
Time out with Ms Slade	To allow the pupil time to reflect and be ready to learn / To remove the risk of disruption to learning / To allow the child to complete work under supervision	<ul style="list-style-type: none"> • Send a child for low level behaviours or if other strategies haven't been used first • Decide the child needs to spend the rest of the lesson or day with her. This will be decided by JS and/or SMT.
Removal of specific, linked activities	To remove the risk of harm / To allow an education consequence to be carried out linked to the activity removed	<ul style="list-style-type: none"> • Remove an activity if it is not linked to the anti-social behaviour (e.g. banning football because of disruptive class behaviour). This is a punishment not a consequence. • Remove an activity without planning an educational consequence that helps the child 'earn back' the activity.
Reduced / Changed Timetable – only HT or DHTs can authorise this	To lower the risk of harm / To prevent exclusion / To enable a phased return to school following an exclusion or period out of schooling.	

Educational Consequences	Purpose / Reason	Don't...
Completing work deliberately not done during a break time	To ensure pupil is learning and is ready for next lesson	<ul style="list-style-type: none"> • Ask a child to complete work if they are unable to access it and the anti-social behaviour was because it was too difficult or they were anxious about it. • Expect the child to complete the work if they are not emotionally regulated at that time. They must be ready to complete it.
Conversation with Ms Slade or SMT – 10-15mins	To discuss behaviour choices or reasons / To ensure pupil is ready to learn / To ensure pupil knows how to behave pro-socially.	<ul style="list-style-type: none"> • Send a child without checking with JS or SMT that they are available and this is appropriate action.
Write a letter of apology – this could be during a break time or completed at home	To enable the pupil to reflect on their behaviour and show remorse / To ensure the pupil can identify ways to rectify their behaviour.	<ul style="list-style-type: none"> • Use this consequence if a child struggles with writing or writing is a trigger to anti-social behaviour.
Using role play, puppets, comic strips or social stories	To help the pupil understand their behaviour / To help the pupil identify how their behaviour affected others / To ensure the pupil knows how to manage their emotions or the situation differently.	<ul style="list-style-type: none"> • Try to complete this if the child is in crisis.
Activities that show the pupil how to behave pro-socially (e.g. learning the rules of a game, supporting the running of an activity)	To help the pupil understand how to play a game / activity in a pro-social manner / To help the pupil recognise anti-social behaviour and its effect on the activity.	<ul style="list-style-type: none"> • Use this if it increases the risk of harm to the pupil or others
Tidying or cleaning mess made or mending something that is broken	To ensure the pupil recognises the consequences of their actions / To put right their behaviour	<ul style="list-style-type: none"> • Try to complete this if the child is in crisis or it increases the risk of harm.

Appendix 4

Managing / Supporting Behaviour Flow Chart



Appendix 5

Conscious or sub-conscious behaviour

Conscious Behaviour Checklist

Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave antisocially?	
What is the motivation to behave pro-socially?	
What are the expected consequences? (Limits to freedom)	
How can I impact on the child's beliefs or values?	

Subconscious Behaviour Checklist

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is over stimulating or overwhelming them?	

Appendix 6

Roots and Fruits

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

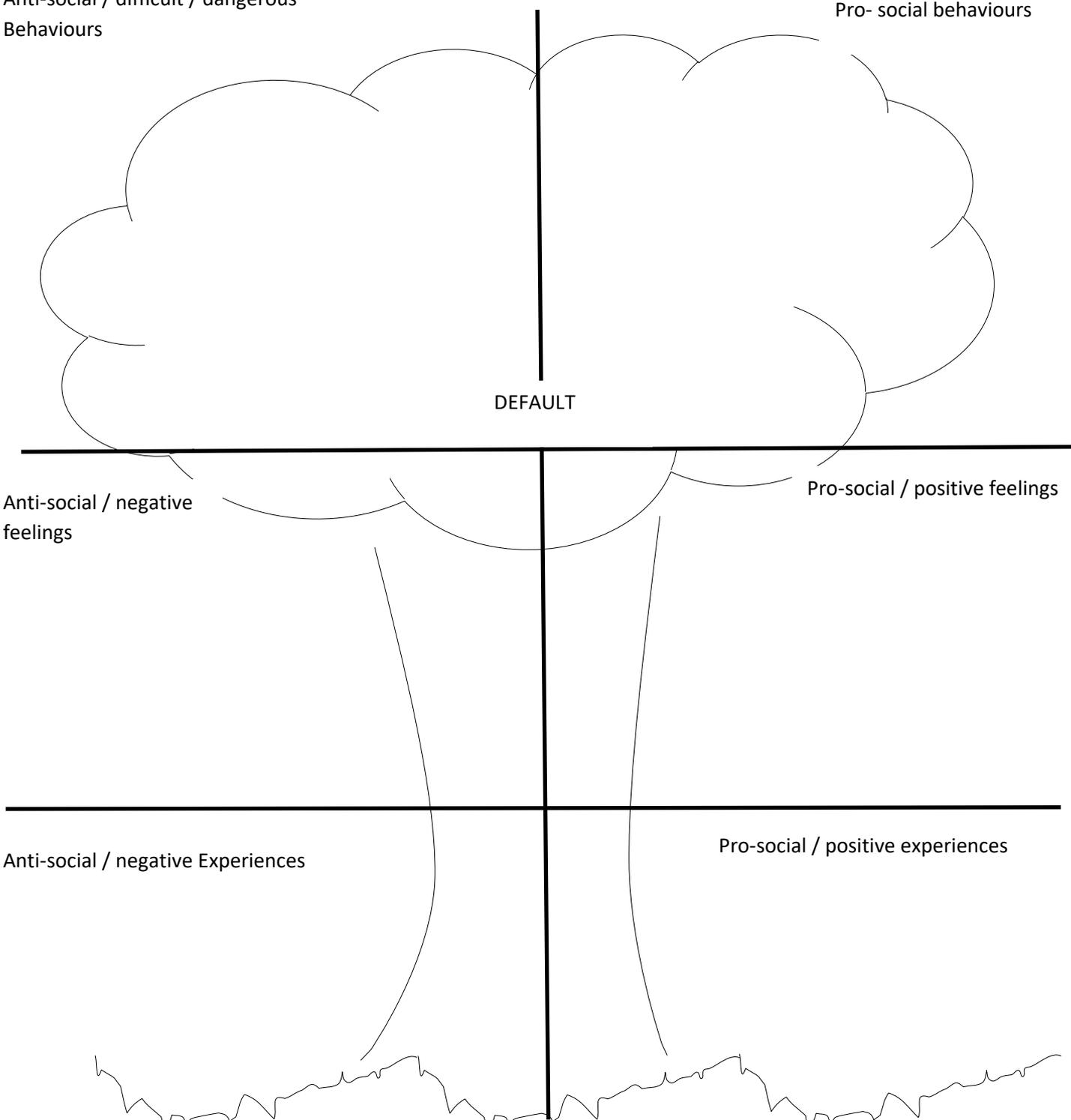
DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences



Appendix 7

De-escalation Scripts and Use of Language to Manage Behaviour

Phrases in red are what not to say!

Negative Phrasing

- Stop being silly
- Be good
- Don't throw the pen
- Stop running
- Don't talk to me like that
- Calm down

Positive Phrasing

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair

No Choice or Open Choice

- Get in here now!
- Get out!
- Do as you are told!
- Give it to me now!
- What do you want to do?
- Would you like to go inside?

Limited Choice

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Empowering the behaviour

- Come back here, NOW
- You are not allowed in there
- Get down from there
- Don't you dare swear at me

Disempowering the behaviour

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready.
- We will carry on when you are ready.

- The de-escalation script in the main policy should be used without deviation when a child is in crisis.

Put together:

Positive phrasing: Come and sit next to me for a story.

Limited choice: Would you like to sit on the chair or bean bag?

Disempowering the behaviour: You can listen to the story from there.

Consequence: We will check you understand the story before going out for break time.

Appendix 8

Use of Physical Contact

There are occasions when staff will have cause to use physical contact with individuals for a variety of reasons. For example:

- To comfort a child in distress
- To support a child with their physical care (toileting, self-care, changing clothes)
- To direct or steer a child
- For activity reasons (e.g. PE, drama)
- To avert danger from the child, other persons or significant damage to property.

In situations where physical contact between staff and children takes place, staff must consider the following:

- The child's age and level of understanding
- The child's individual needs and history
- The location where the contact takes place (it should never take place in private without others present).

Hugging

A sideways on hug, with the adult putting their hands on the pupil's shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated.

Hand-holding

It is natural that young people sometimes enjoy holding hands with adults around them. This is acceptable providing the child initiates the hand holding and is not used as a method to control the child. Alternatives to hand-holding can be offering the child an 'open mitten' hand or a 'supportive arm'. This is done by the adult holding their arm out and the child holding their hand over the adult's lower arm. The adult's hand can be placed over the child's hand.

Lap-sitting

Lap-sitting is discouraged as it could make the pupil and adult vulnerable. Children should be taught to seek comfort / attention through other means. If a pupil attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position, alongside the adult.

Physical Intervention

If a child requires the use of physical intervention to guide, steer or prevent harm we will follow the guidance from the Department for Education (Use of Reasonable Force – advice for Headteachers, Staff and Governors). Before using any physical intervention, staff will use the de-escalation techniques above. All staff have received training in the use of physical intervention and will never use physical contact that restricts breathing in any way (basket holds, leaning forward or face down) or use holds that could harm a child's joints (gripping or holding wrists, elbows etc). Staff will use either a closed or open mitten hand technique for a guide or escort either on their own or with another member of staff. The aim is to move away from the dangerous situation rather than to get to a specific location. At all times, the child should be able to remove themselves from the contact if they feel raised levels of anxiety or stress. If this happens, the staff just repeat the intervention or slightly relax the contact to be able to continue with the guide / escort. This will usually result in the child relaxing and co-operating.

Any use of physical intervention must be recorded on CPOMS and a 'Physical Intervention Record' attached to the CPOMS incident report. Parents will be informed by either the class teacher or a member of the Leadership Team if physical intervention was used.

The use of open and closed mittens allows an adult to hold, guide or escort a child without gripping and is a non-restrictive hold, meaning the child can always come out of it (protecting their physical rights).

Students who are allowed to plant their feet may choose to drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options.

If the student digs their feet in resist the temptation to oppose the force, relax, give a little and the student will reduce resistance.

Remember the desired outcome is SAFETY NOT DESTINATION.

Open Mitten



Fingers together
 Thumb away from fingers
 Palms parallel to floor
 The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Closed Mitten



Fingers and thumb together
 The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

Offering an arm
 (for support, to guide or escort)



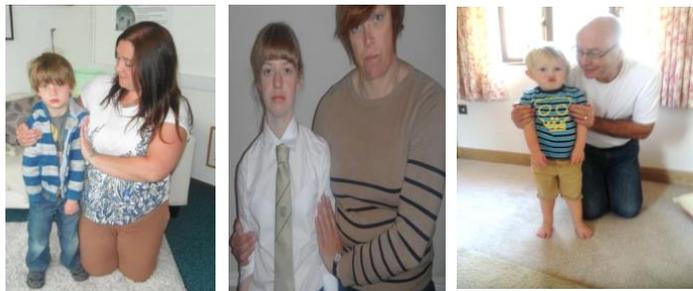
- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security

Supportive hug



- To communicate comfort or reward:
- Hip in
 - Head away
 - Sideways stance
 - Closed mittens contain each shoulder
 - Communicate intention
 - Use 'de-escalation script' if needed

Supportive Arm
(to support, guide or escort)



- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention

Open mitten guide
(to protect or turn)



- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort
(to support, guide or escort)



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten escort – paired
(to support, guide and escort)



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape, (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Appendix 9

Predict and Prevent Plan (Triple P)

	Score	Staff / Location / Activity / Peer / Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 to +5	These items overwhelm the pupil: <ol style="list-style-type: none"> 1. Arriving late 2. Starting a task 3. Unstructured play / being kept in at lunch 4. Shouting (loud noises) 5. Reading aloud / lolly sticks (public focus) 	Planned differentiation required to reduce anxiety: <ol style="list-style-type: none"> 1. Meet and greet at reception (10 minute settling activity before entering class with Mrs Sullivan). 2. Sentence stems, word bank and chunked tasks needed for all topics. 3. He will always need access to the outside: this should be differentiated as a consequence but never removed. He needs support at playtimes. 4. This may be sensory. Be aware of noises which cause crisis, support if unplanned or unpredictable. Offer reassurance, not criticise. 5. Remove their lolly stick from the pot: never ask them to read aloud. Give them pre-prepared questions to answer and if willing, they can contribute.
	+2	These items run the risk of overwhelming the pupil: <ol style="list-style-type: none"> 1. Literacy 	Monitoring needed: <ol style="list-style-type: none"> 1. More support needed to start task and regular check-ins. Celebrate small achievements. Allow take up time if off task.
	0		
Increased Dependency	-2	These areas run the risk of developing over-reliance: <ol style="list-style-type: none"> 1. Structured play 2. Praise, non-public 	Monitoring needed: <ol style="list-style-type: none"> 1. Ensure there are opportunities when staff withdraw for 5 minutes to give them independence and then re-engage and give verbal feedback at the end of lunch – not publicly. 2. Feedback is needed but never publicly. Tell them the behaviour you observed and how it made you feel.
	-2 to -5	These areas have developed an over-reliance: <ol style="list-style-type: none"> 1. Carpet time 	Differentiation needed to reduce this over-reliance: <ol style="list-style-type: none"> 1. He relies on having carpet time and uses this time as a self-regulator. He should never be removed from the carpet as a punishment. He should have his carpet spot moved at times to ensure he does not get dependent on a fixed location.

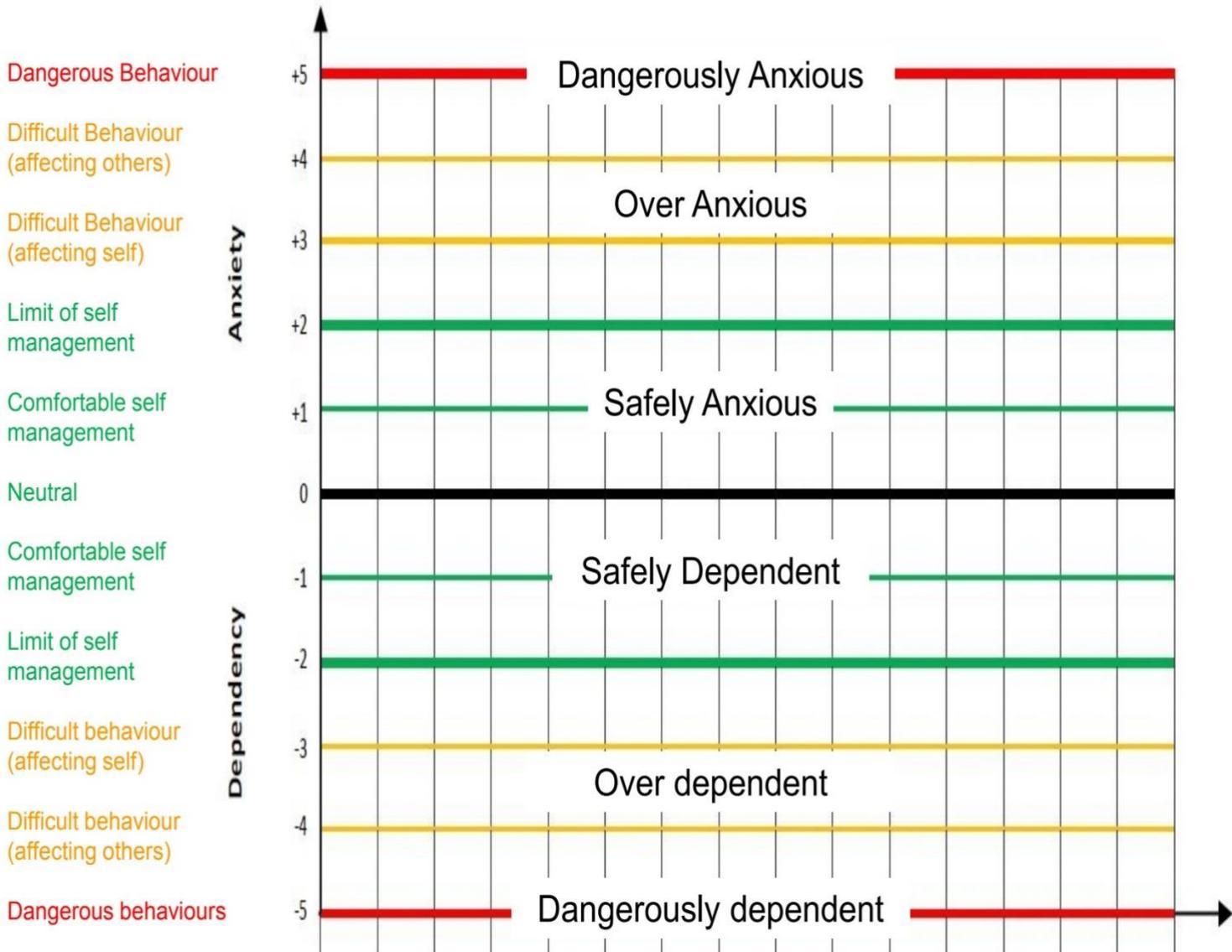
Predict & Prevent Plan

	Score	Staff / Location / Activity / Peer / Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 to +5	These items overwhelm the pupil:	Planned differentiation required to reduce anxiety:
	+2	These items run the risk of overwhelming the pupil:	Monitoring needed:
	0		
Increased Dependency	-2	These areas run the risk of developing over-reliance:	Monitoring needed:
	-2 to -5	These areas have developed an over-reliance:	Differentiation needed to reduce this over-reliance:

Appendix 10

Anxiety Map

(Blank working copy on school server)



Appendix 11

Risk Calculator & Risk Reduction Plan

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 4 should have strategies listed on a predict and prevent plan after completing the anxiety mapping.

Risks which score 6 or more (probability x seriousness) should have strategies listed on a risk reduction plan.

Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....