Behaviour and Relations Policy 2024

St Aidan's CE Primary School

Our Vision

At St Aidan's we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Policy Statement

St Aidan's CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relational policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour for all and a partnership approach to managing poor conduct through emotion coaching.

Policy Aim

- To promote an ethos within which children and staff seek to achieve the highest possible standards of learning and teaching.
- To bring all members of our school together in a shared approach, following key principles and practices that reflect our school ethos.
- To ensure that all learners are treated fairly and to promote good relationships.
- To promote self-esteem and self-discipline
- To teach appropriate behaviour through the use of a consistent approach and opportunities to reflect, restore and reset.

Our ethos expresses our motto: **Live, Laugh, Love, Learn**

Roles and Responsibilities

Behaviour is a shared responsibility and is part of a learning process for all within our community. Our expectation is for all staff and parents to display exemplary behaviour in all areas and as role-models for our children.

All staff must

- Adhere to this policy and apply it consistently and fairly.
- Promote a supportive and high-quality learning environment.
- Meet and greet children daily.
- Be consistently calm and regulated.
- Pay first attention to best conduct.
- Refer to 'safe, respect, ready' expectations.
- Model positive relationships and build relationships.
- Use a visible recognition board in every classroom.
- Use the vocabulary of emotions. At St Aidan's CE Primary School, we teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.
- Be calm and give 'take up time' when going through steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are failing to meet expectations. Behaviour is everyone's responsibility.

Adult Language (including body language and use of voice):

a) We are careful what we say and how we say it
b) We are respectful and non-judgemental
c) We use positive language, where appropriate saying what should be done rather than what shouldn't (eg walk down the corridor rather than stop running)
d) Voices remain calm and in control
e) Language is kept to a minimum when a child is in fight or flight
f) Adults are aware of their body language and use appropriate non-verbal cues.
g) Language shows empathy towards a child
h) Our language engages pupils in learning about the effects of their actions making sure the reason for a decision is always understood, using our three simple expectations. (Ready, Safe, Respectful)
i) We set clear expectations for the future
j) Restorative approaches are used to help pupils understand the effect of their actions and the importance of taking responsibility to make things right

The Headteacher and FSW must:

- Meet and greet pupils at school gates.
- Be a visible presence around school.
- Support teachers in managing students with more complex or challenging behaviours
- Use data from CPOMS to target and assess interventions.

Positive Strategies

Recognition Board

A recognition Board will be used to encourage social or learning behaviours. Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day. The aim should always be for the whole class to get on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board. A name cannot be removed from the board once it is on. Small celebration once the board is full e.g., Whoop, celebration song, teacher juggles.

*'This is not intended to shower praise on the individual, it is a collaborative strategy – we are **one team** focused on **one learning behaviour** and moving in **one direction**.'*

Paul Dix

Star of the Week Certificate

The certificate is a high-level recognition for going over and above. Two certificates are awarded by each class teacher every Friday. The certificates are presented in celebration worship and names are shared in the school newsletter.

100 Square

Squares are rewarded for any positive behaviour, this can be linked to academic progress, personal qualities etc…

Any member of staff can award up to 5 squares for any one behaviour no matter which class the children are in.

Number square reward winners are drawn every Friday – with a maximum of 3 winners per 100 squares awarded.

In EYFS/Y1 children are rewarded using the recognition rainbow.

Regulation Station

A regulation area within each class will be used to support children in following the class expectations, with the understanding that all their feelings are OK, but occasionally some time is required to regulate those feelings and reflect on unexpected and undesirable behaviour. The class will be taught how it can be used, with the adults modelling expected practice. The children will use a timer, which can be extended according to adult judgement, use a taught breathing technique, then return to learning.

Intervention Steps or A Graduated Response in Classrooms/learning areas to Support Behaviour:

Staff deal with the behaviour without delegating. We respond to behaviour that fails to meet expectations following these steps.

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder in the right direction is all that is required.

All children must be given time to 'process' in between steps to give them the opportunity to make the right decision.

1) Reminder: A reminder of the displayed expectations for pupils to be Ready, Respectful, Safe, delivered privately to the child. The teacher makes them aware of their behaviour. The child is given an opportunity to use the regulation station for up to 5 minutes.
Children are reminded of what they have done well to prove that they can make good choices.
A gentle approach is used, personal, non-threatening, side on, and then the pupil will be allowed time to decide what to do next. Staff will thank the child for correcting their behaviour. Staff will repeat reminders if necessary and will de-escalate and decelerate where reasonable and possible.

2) Direction to the Regulation Station
The teacher will speak to the child away from others and asks them to use this area, use their breathing, reflect on their behaviour, then return to their learning.

3) Time out of class – Link classroom.
The pupil is asked to leave the classroom for a 10 minute timeout. This will be in a pre-arranged neighbouring classroom. Following this, the child will be asked to stay in at playtime when they are given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using a restorative approach and questioning. If appropriate, a staff member will talk the incident through with the child so that they understand how they can 'put things right'.

This will be logged on CPOMs
A system is in place to ensure that members of the SLT are aware of any pupil:

- Persistent occasions where a child is having time in a link classroom and therefore appearing on CPOMs on more than two occasions in a week (see 'Partnership Stage')
- Not improving their behaviour following low-level sanctions (in class regulation time)
- Displaying a sudden change in behaviour from previous patterns of behaviour
- Teachers will record children going to a link classroom in the class book (as well as on CPOMS) and discussed at staff meetings each week.
- Regular monitoring of children going to link classrooms will take place and escalated to SLT when necessary.

4) Restorative conversation
The restorative conversation is an opportunity for the child to reflect on what has happened and why it occurred. More importantly it is also an opportunity to identify what the impact of their actions might have been and what they can do to put it right. This discussion is based upon 5 key questions which are detailed below.

a) What happened?

b) Who has been affected?

c) What could you do differently next time?

d) What needs to happen now? How can I help you with that?

4) Extreme incidents: Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

It is essential that children are allowed to start each day with "a clean slate." And all staff know and promote this. This restores the working relationship between staff and the child and places the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous day should have been dealt with at that time and should not be allowed to affect the following day. However this does not mean that any strategy put in place to improve behaviour can be ignored e.g. if a child has been given an ongoing sanction due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required, including if a child is absent on the day of a consequence .

5) Partnership stage: The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues.

- Develop an appropriate action/behaviour support plan with the pupil;
- Monitor, review and mentor using this plan;
- Discuss both the consequences for the child if not meeting the required action and the positive outcomes for everyone if conduct improves;
- Senior leaders will ensure that a weekly meeting or phone call is set up with parents to discuss their child's progress towards the agreed targets.

Emotion Coaching (see Appendix)

When dealing with an 'unexpected' or inappropriate behaviour that is clearly due to an emotion, staff will use emotional coaching to address the situation.

Emotion coaching is all about:

i. Teaching the child 'in the moment' about the world of emotion
ii. Supporting the development of strategies to deal with emotional ups and downs.
iii. Accepting all emotions as normal and valid
iv. Using moments of both negative and positive behaviour as opportunities for teaching and reflecting
v. Building trusting and respectful relationships

If a child is in an emotionally heighted state, the member of staff may need to give the child time to regulate before beginning to emotionally coach.

This enables the strategy to be more successful as the child will be in an emotional state for learning to take part.

1. **Recognising, empathising, soothing to calm**

a. Recognise all emotions as being natural and normal and not always a matter of choice.
b. Recognise behaviour as communication (Relational vs Behavioural Model).
c. Look for physical and verbal signs of the emotion being felt.
d. Take-on the child's perspective (Mentalising/Mind-mindedness).
e. Affirm and empathise, allowing to calm down.

2. **Validating the feelings. Labelling the feelings and linking with emotions.**
    a. Validate the emotion and acknowledge its existence.
    b. Use words to reflect back the child's emotion.
    c. Help the child/young person to label the emotion.
    d. Provide a narrative/translation for the emotional experience (creating cognitive links).

3. **Setting limits on behaviour.**
    a. Safety first.
    b. State the boundary limits of acceptable behaviour.
    c. Make it clear certain behaviours cannot be accepted.
    d. But retain the child's self-dignity (crucial for response behaviour and well-being).

4. **Problem-solving with the young person**

When the child is calm and in a relaxed, rational state:

- Explore the feelings that give rise to the behaviour/problem/incident.
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes.
- Empower the child to believe s/he can overcome difficulties and manage feelings/behaviour.

If the behaviour improves, they child returns to class.
If the behaviour doesn't improve, move to the next step.

The teacher must decide on a logical, appropriate consequence for the child's actions example, if the situation has resulted in significant leaning time being lost, the teacher may decide work should be taken home to complete (pay it back time).

Log what happened on **CPOMS**

- What behaviour was presented?
- What led up to the behaviour?
- What steps were followed to de-escalate?
- How was the situation followed up?

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of

communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained ifthey or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with a member of SLT in another part of the school. We understand that throughout the process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly by a member of SLT.

These behaviours include –

- Violence (i.e., physical contact made with the intention to harm)
- Defiance
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Biting

Child on Child abuse

Responding to reports

All reports of Child on Child abuse will be. Made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to report

The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.

- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward messages unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible in person.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs' assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adults and staff) at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded in CPOMS and kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH team for advice and guidance.

Children with Social, Emotional and Mental Health Problems

Children who exhibit social, emotional and behavioural problems may need to have a separate behavioural support programme put in place (Positive Behaviour Plan). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Head/SENCo/SLT/ will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from specialist teachers, family and children wellbeing services, and/or Educational psychology input.

The Senior Leadership Team will monitor the CPOMs regularly and discuss with staff (and parents/carers if necessary) if any trends appear and if necessary, a Behaviour Plan will be written. A referral to the Pastoral Support Team(Learning mentor/FSW and SENCO) could be made at this time.

When no improvement is evident in the timeframe of the behaviour plan, a Behaviour Contract (Appendix 2) is written and signed by pupil, parents/carers and school.

REFERRAL TO THE INCLUSION HUB/IEST FOR SUPPORT

(PARENTS/CARERS IN AGREEMENT)

REFERRAL TO REACH BEHAVIOUR SUPPORT/GOLDEN HILL OUTREACH SUPPORT (GHIST) OR HILLSIDE OUTREACH SUPPORT
(PARENTS/CARERS IN AGREEMENT)

SUSPENSION
(PUPIL ACCESS/PARENTS/CARERS/CHAIR OF GOVERNORS INFORMED)

MANAGED MOVE is then considered
(PUPIL ACCESS/PARENTS/CARERS/CHAIR OF GOVERNORS INFORMED INFORMED)

LAST RESORT - PERMANENT EXCLUSION
(PUPIL ACCESS/PARENTS/CARERS/CHAIR OF GOVERNORS INFORMED)

Permanent Exclusion

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated behaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedure for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high,
- The impact on staff, children and learning is too high

If a child has been excluded and behaviours are still being repeated, support will be sought from Golden Hill Short Stay School and /or Reach Behaviour.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.

Online misbehaviour
The school can issue behaviour sanctions to pupils for online misbehaviour when:
• It poses a threat or causes harm to another pupil
• It could have repercussions for the orderly running of the school
• It adversely affects the reputation of the school
• The pupil is identifiable as a member of the school Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member

Mobile phones
All mobile phones brought into school by Year 6 children must be turned off inside the school premises, including on the playground, and handed to the class teacher who will send them to the headteacher to be kept in the office until the end of the school day.

Practice and Policy review process

This policy functions as a good practice guide and therefore is reviewed whenever applicable and as needs arise. This may help us to generate new ways to articulate our approach, or otherwise will be reviewed annually.

Appendix 1

Expectations

Safe
Respect
Ready

Celebrating Success

Recognition Board
Star of the Week
100 Square

Intervention Steps

1) Reminder about desired behaviour – offer of regulation station if needed (1st blue)
2) Directed to the regulation station (2nd blue)
3) Directed to the link classroom (1st red)
4) Lose playtime and have restorative conversation.
5) Extreme incidents SLT will be involved.

Visible Adult Consistencies

Meet and greet
Calm and regulated
Follow up every time
Maintain relationships
Stick to the plan

30 Second Intervention

- I have noticed that you are ….
- You are not showing our …
- You have …
- Because of that you need to …
- Do you remember when you …
- That is what I need to see today.
- Thank you for listening

Emotion Coaching

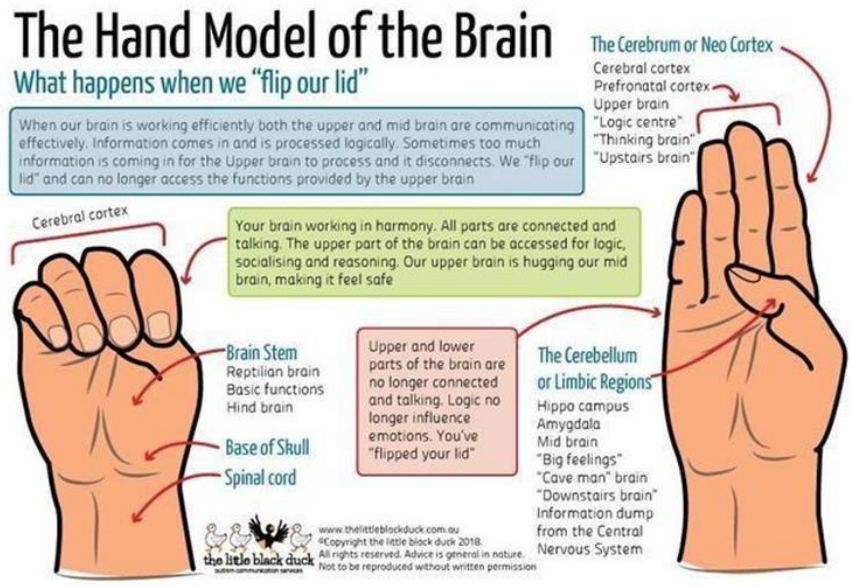
1.Recognising, empathizing, soothing to calm.
2.Validating the feelings. Labelling them and linking with emotions.
3.Setting limits on behaviour.
4.Problem-solving with the young person.

Appendix 2
Emotion Coaching
Emotion coaching is a key element to understanding how to build and maintain positive relationships and a strong sense of relationship across the whole school community. Our understanding is based upon extensive reading, experience and neuro-scientific research into behaviour. Emotional regulation through supportive relationships helps us all to manage strong feelings and take better ownership of our behaviour.

In practice, co-regulation means that we will be able to **recognise and empathise** with how we are feeling; **validate** our feelings and label them; **set limits** on our behaviour; **problem-solve** to manage our behaviour.

Emotion Coaching is helping children to understand the different emotions they experience, why they occur and how to handle them. It develops internal regulation.

- Teach children about the world of emotion ***'in the moment'.***
- Be aware of children's responses. Listen empathetically and validate feelings.
- Help children to verbalise and label emotions to help soothe the nervous system and promote recovery rates.
- Accept difficult emotions as ***normal.***
- **Not expect** skills in emotional development to just 'switch on' or be taught as a set of skills.
- Expect mistakes, difficulties and challenging behaviours.
- Set limits while helping children to problem solve.
- Give children ***strategies*** to deal with ups and downs of life.
- Recognise emotional times, difficult behaviour and mistakes as *opportunities for intimacy and teaching; and opportunities to learn and build trusting, respectful relationships with children.*
- Expect the need for years of practice!



"Emotion Coaching makes the glue stronger and the gunpowder less explosive" Gilbert 2018

Recognising, empathising, soothing to calm

a. Recognise all emotions as being natural and normal and not always a matter of choice.
b. Recognise behaviour as communication (Relational vs Behavioural Model).
c. Look for physical and verbal signs of the emotion being felt.
d. Take-on the child's perspective (Mentalising/Mind-mindedness).
e. Affirm and empathise, allowing to calm down.

The lowest part of the brain needs to be regulated first:
Do this is through rhythm: Patterned, repetitive rhythmic activities or somatosensory activities:
Fight impulse: Pushing, deep touch pressure activities.
Flight impulse: Running, jumping, proprioceptive activities.
Suggestions include: Walking, running, dancing, singing, deep breathing, colouring, trampolining, swinging, drumming, tug of war, bouncing on a fitness ball, walking along a balance beam, balance board, measuring heart rate.

Grounding and calming strategies: Grounding helps keep someone in the present. It works by focusing outward on the external world. You can think of it as distraction, centering, a safe place or looking outward.
Strategies include: Counting breaths in and out. Watching clouds. Counting how many steps they can walk with a beanbag on their head.

2. **Validating the feelings. Labelling the feelings and linking with emotions.**
    a. Validate the emotion and acknowledge its existence.
    b. Use words to reflect back the child's emotion.
    c. Help the child/young person to label the emotion.
    d. Provide a narrative/translation for the emotional experience (creating cognitive links).

3. **Setting limits on behaviour.**
    a. Safety first.
    b. State the boundary limits of acceptable behaviour.
    c. Make it clear certain behaviours cannot be accepted.
    d. But retain the child's self-dignity (crucial for response behaviour and well-being).

4. **Problem-solving with the young person.**

- Explore the feelings that give rise to the behaviour/problem/incident.
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes.
- Empower the child to believe s/he can overcome difficulties and manage feelings/behaviour.

AFTER CLASS RESTORATIVE CONVERSATION

When we see a pattern of poor behaviour, or if there has been an acute incident, we might need a follow up conversation to:

1) Provide an opportunity for them to reflect on their behaviour. 2) Clarify the behaviour expectations. 3) Maintain a positive relationship & enhance their moti-

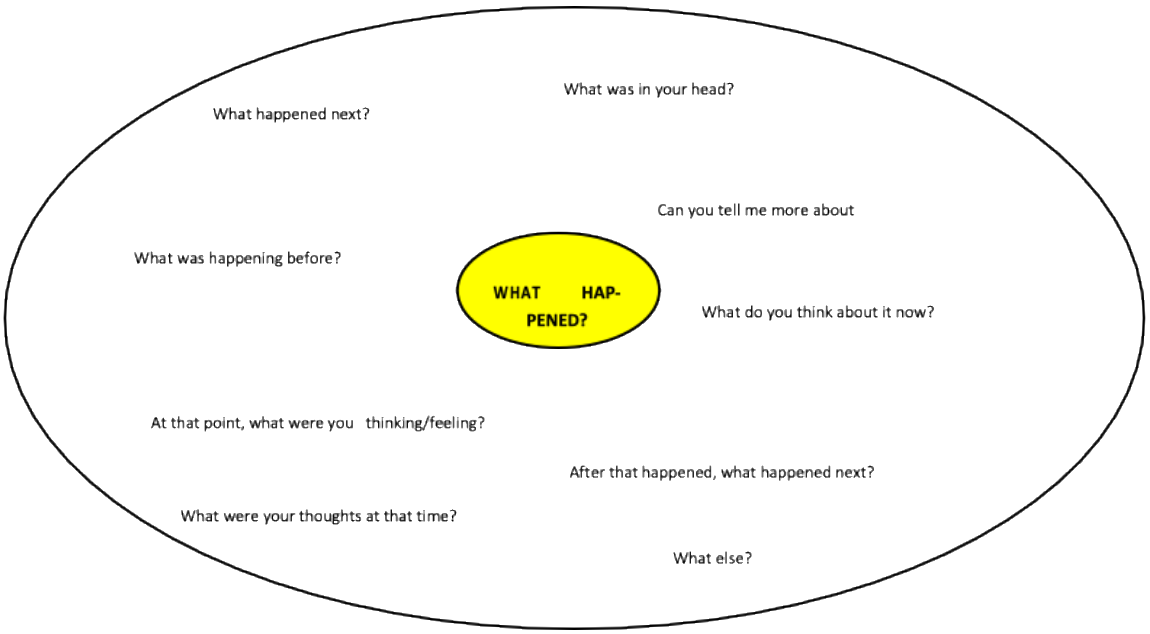
Start with a positive message (to ensure it's not a lecture)	**For most pupils** Tom, thanks for staying back. I'm keen for us to have a quick chat to make sure you can have a positive start after playtime.	**For the ACE's pupil who might be impacted by shame** Start with the positive message.
What happened? **Impact** **Next steps**	Can you tell me why you think I've kept you back? What was the impact? Who has been affected? What could you do next time you're in a similar situation? Is there anything I can do to help you achieve that? What needs to happen now?	Rather than asking 'what happened?' & 'impact', briefly state these yourself, leaving space for them to focus on the positive and moving forward. **(What?)** In class today you called out 3 times while I was teaching. **(Impact)** This interrupted my teaching & stopped everyone else from learning
Express the positive	Thanks Tom. You've had a great start to the term & the way you helped harry last lesson with his maths was fantastic. I know you want to do well, & today was just a little blip. I'm looking forward to us working together after play.	You worked well for 80% of that lesson. Let's aim for 85% for our next lesson.

WHEN A PUPIL RESPONDS TO "WHAT HAPPENED?" WITH DEBATE OR DENIAL

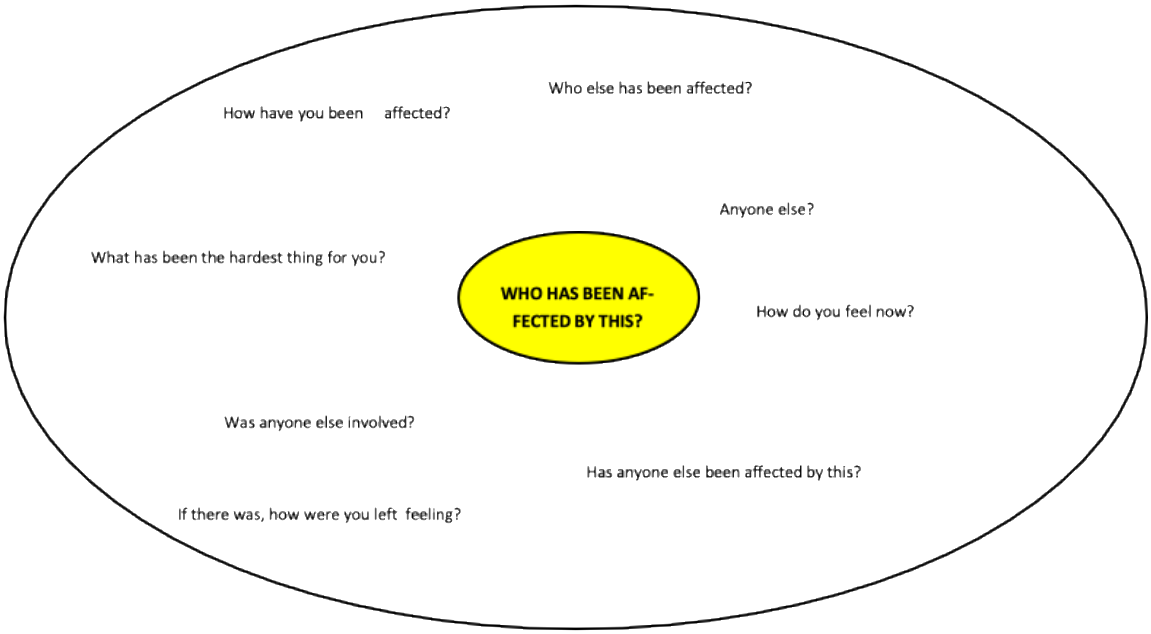
Partial agreement	T: Can you tell me why you think I've kept you back? P: It wasn't even me. Paul kept talking to me. T: Paul might have started it Tom, but for now, let's focus on what you can do next lesson to stay focused. What could you say to Paul or anyone else if they're distracting you? P: I dunno	Partially agreeing allows you to move on without getting into a debate.
Model it	T: You could say something like, "Please don't distract me. I need to get this done so I don't have to do it at home."	Pupils often don't have the conversational tools to communicate their needs, and modelling is a way to give them these tools.
Rehearse it	T: I know you want to do well. Do you think saying something like this help you to stay focused? Perhaps have a little practice and say it after me. (Tom repeats it). P: Thanks Tom, really looking forward to a focused lesson with you. Have a good lunchtime.	

RESTORATIVE CONVERSATION 3 BUBBLE MODEL (Mark Finnis)

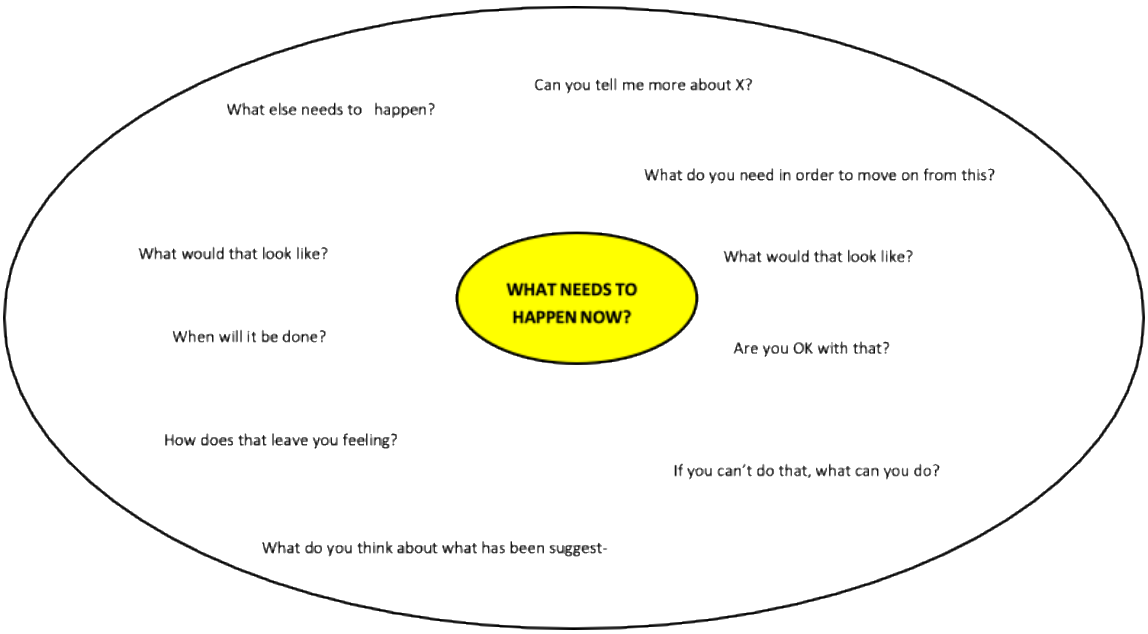
BUBBLE 1



RESTORATIVE CONVERSATION 3 BUBBLE MODEL BUBBLE 2

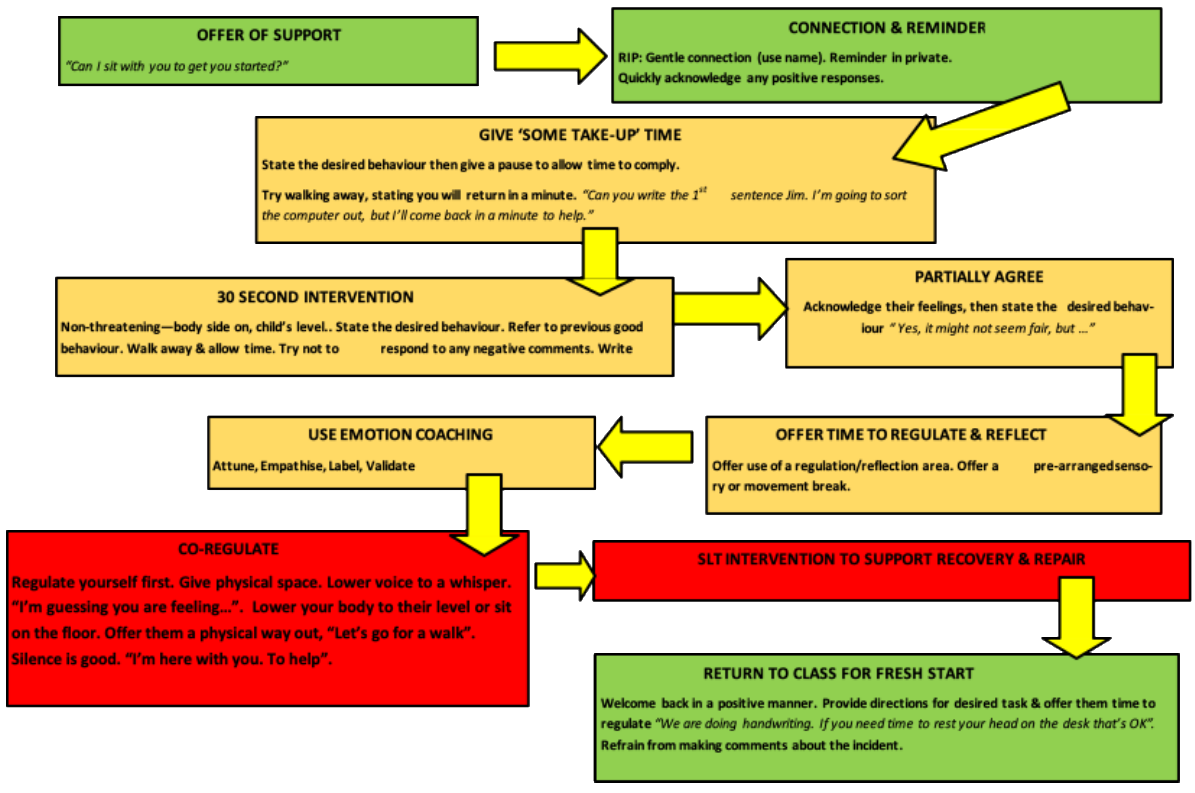


RESTORATIVE CONVERSATION 3 BUBBLE MODEL BUBBLE 3



DE-ESCALATION FLOW CHART

Regulated | Becoming disengaged | Highly dysregulated



Safety plan template

This safety plan should be completed with professionals who support the child/young person and their family.

The child/young person should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development.

The wishes and feelings of any children impacted by harmful behaviour should be understood and facilitated wherever possible. It is vital that all children feel safe in school.

Professional judgement should be used as to whether the child/young person should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the child's development and healthy peer relationships, while promoting safety within the school. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

Name of child/young person:	
Date of birth:	
School/education setting:	
Class:	
Date of completion:	
Present at meeting:	
1 Background information	
1.1 Please provide an overview of the known behaviour concerns in school, home and community: *Be specific; avoid general statements, such as 'inappropriate behaviour'.* *Was there use of force/coercion/planning/secrecy?* *Is behaviour frequent or has it escalated in severity?*	
School: Home:	

Community:
1.2 Provide an overview of other behaviour concerns: *Such as bullying, violence, disruptive behaviour.*
1.3 Other relevant factors: *Family background, involvement of children's services, learning difficulties, disabilities or cultural/religious factors.*
1.4 What interventions/consequences are already in place or have taken place: *Movement around the school, one-to-one work or whole school/class work, specialist services.*
1.5 Child's views regarding their behaviour and other behavioural concerns: *Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc?*
1.6 Parent's/carer's views regarding child's behaviour and other behavioural concerns: *Are they angry, rejecting, supportive, minimising, concerned?*

2 Identifying risks
2.1 Record any known triggers to the behaviour: *Particular lessons, activities, peers, staff and events outside of school.*
Where identified, detail strategies to reduce triggers: *What supervision is available to support the young person, can the adults/child identify triggers to the behaviour?*
2.2 Identify any locations in the school where behaviours can be triggered: *Toilets, unsupervised areas, corridors, playgrounds etc.*
Where risky locations are identified, detail plans to minimise risk: *Using different toilets/toilet times, additional supervision? No-go areas for child/young person?*
2.3 Identify any others who may be particularly vulnerable: *Include staff, visitors and other children and, maintaining appropriate confidentiality, detail why they might be vulnerable*

Where vulnerable individuals have been identified, detail plans to minimise risk: *Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.*
2.4 Identify any activities which might be a trigger: *Particular lessons, dining room, school trips, PE, transitions.*
Where identified, detail strategies to minimise risk: *Supervision, conducting activities safely without supervision, 1:1 interventions during high risk times*
2.5 Be aware of which team in school to support at times of crisis and protocol: *when to request support, how, actions to take, eg remove others from classroom/area.*
Where identified, detail strategies to minimise risk: *Supervised access, use of filters, no personal devices, whole school online safety.*
3 Strengths
3.1 Please describe positive relations the child has: *Include professionals, family, peers etc.*

3.2 Please note activities/lessons the child enjoys and engages in positively: *Describe how these will be promoted and maintained* *Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.*
3.3 Please identify positive attributes/characteristics/skills the child possesses which can be promoted to help them meet their emotional needs in a healthy way:
4. Implementation
4.1 Who needs to know about this plan: *Consider lunchtime supervisors, teaching staff, volunteers, contractors, governors.* *Who will share this information and when?*
4.2 Work to be undertaken with the young person and wider school population: *Include one-to-one work, e.g. emotional literacy, self-esteem, relationship building, communication skills, empathy work, online safety, RSE.* *Note whether this is individual or wider school work.*
4.3 Referrals for external support: *Specialist services, e.g CAMHS, EPS, Specialist teacher,NSPCC. Note any identified need, e.g. safeguarding, therapeutic support. Who will make the referral and timescales?*

5 Measuring risk
5.1 How will you measure whether the level of risk has changed: *This may include:* • *change in the child's view regarding their behaviours* • *reduction or increase of incidents* •
5.2 Review date: *The plan should be reviewed every half term or if there is a further event that impacts on risk.*

Signatures of attendees:	