

Self Regulation -Promoting Positive Behaviour Policy

(To be read in conjunction with our policies on Anti-Bullying,

Equalities, Medical Conditions and First Aid, Child on Child Abuse.)

Nov 2026

Version 2.2

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Version Control

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1	January 2018		
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2.1	April 2026	Section on Positive Handling removed and added to separate new policy called 'Use of Restrictive Interventions (including reasonable force and seclusions.) Brief sections on Risk Assessments and Restrictive Interventions added with reference to new policy. Approved by Headship Team. Reviewed by Link Governor for Safeguarding – Charlie O'Sullivan. Noted as approved at Full Governing Board meeting on 06/07/2026.	Stephanie Croucher
2.2	November 2026	Equality statement amended. Minor amendment added to reference Online Safety Policy for Online Bullying. Approved by Headship Team. Due to be noted at Curriculum meeting 18/01/2027.	Stephanie Croucher

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Equality Statement

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of gender, managing the needs of children with special educational needs, of children who are more-able, / gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Introduction

The aim of this policy is to create a safe environment in which all groups of pupils can learn and reach their full potential.

This policy addresses both the promotion of self regulation and positive behaviour, in accordance with our school's general aims and ethos, and also our policy on rewards and consequences with regard to pupils' behaviour. It also contains our policy on suspensions and permanent exclusions.

We regard it to be a highly important aspect of children's education and development that they learn to behave respectfully towards others and towards the community in which they live. Positive behaviour underpins effective learning. The ability to self- regulate emotions supports positive behaviour, supporting children to develop personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, linked to our School Values, (Honesty, Kindness, Courage, Respect, Positivity), we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with social, emotional and mental health difficulties.

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a climate of mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe, secure and respected.

The school promotes good relationships, so that people can work together with the common purpose of helping everyone to learn and thrive.

The school expects every member of the school community to behave in a considerate and respectful way towards others.

We aim to treat all children fairly and to apply this behaviour policy consistently.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

The school aims to value and reward good behaviour which promotes effective learning, as this will develop an ethos of kindness and co-operation. This policy is designed to promote good learning behaviour, rather than merely deter anti-social behaviour.

The school recognises that unacceptable behaviour is often a child's way of communicating that something is wrong. They are finding something difficult, rather than being manipulative or controlling. Therefore understanding children's cognitive development is key to supporting children's emotional development. We support children to self-regulate their emotions, by co-regulating through de-escalation, connection, empathy, clear routines, boundaries and mindfulness.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Our school consistently seeks to promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We use a whole-school approach that meets the needs of all pupils in the school, including pupils with SEND. We create calm environments which benefit pupils with SEND, enabling them to learn.

As a school we endeavour to manage pupil behaviour effectively, whether or not the pupil has underlying addtitional needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver, and then we review the impact of the support provided.

Some behaviours are more likely associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every behaviour incident be connected to their SEND.

School staff try to anticipate likely triggers of unacceptable behaviour and put in place support to prevent these. Illustrative examples of preventative measures include, (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long / significant periods of time;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism;
- providing counselling support and group nurture interventions according to need

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

We consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

As a school we will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We try to understand the underlying causes of behaviour and whether additional support is needed.

Self-Regulation and Co-Regulation

Self-regulation is the process that a child's brain goes through in order to give them the ability to control their behaviours and emotions in response to a particular situation. Young children need support to develop self-regulation skills, therefore staff in school support children through a variety of different techniques – this is known as co-regulation.

Zones of Regulation

Zones of Regulation are introduced from the start of Reception. These zones give children the language to describe how they are feeling in order to deal with their feelings. Children are taught that feelings come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four colored Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.

PACE Approach

Park Hill Infant School utilises the PACE approach, developed by clinical psychologist Dr Dan Hughes, which focuses on building safe and trusting relationships with children and young people, particularly those who have experienced trauma. The acronym PACE stands for:

1. **Playfulness:** Encouraging a playful and engaging interaction with the child.
2. **Acceptance:** Demonstrating unconditional acceptance and empathy.
3. **Curiosity:** Showing genuine interest in the child's experiences and emotions.
4. **Empathy:** Providing emotional support and understanding.

Fostering a PACE approach within our school setting allows school staff to help our children and young people achieve their full potential. PACE fosters safe relationships, supports healing and belonging, and provides a platform to enhance emotional growth and self-esteem - which in turn, helps young people thrive in their academic learning and personal growth.

Connection

Staff make connections with children, developing trust and respect. Staff gain the trust of children through being fair and consistent. Trust supports children's self esteem and self regulation.

Empathy

Staff aim to empathise with children (even if they do not agree with their actions) and support children to develop empathy for others through;

- Recognising and naming their feelings ('I know that you are angry, it's ok to be angry').
- Supporting children to express their feelings appropriately. (It's ok to be angry, but it is not ok to be unkind to your friend.)
- Supporting children to recognise other people's needs and emotions ('When you did x you made your friend feel sad')

Clear Routines

Staff set clear routines to help children to feel safe and secure. Staff support children to understand expectations and classroom routines. Classroom rules are decided with the children. Visual timetables are used as a reminder of what is planned for the day. Some children may need extra support to follow routines, for example, adult support to understand or talk through what will happen next or through the use of visual prompts.

Boundaries

Children are made aware of expectations through the classroom rules, the schools 'super skills for learning' and the school values. Children are encouraged to take ownership of their actions and to make 'good choices' in relation to their behaviour. Positive behaviour is praised. Children are reminded that all emotions are acceptable, but that not all behaviours are acceptable.

Mindfulness

Staff use mindfulness as a technique to help children stay calm. The school promotes mindfulness through;

- Naming children's feelings and empathising.
- Talking with children about where they feel emotion in their bodies (their tummy, their head etc)
- Talking about children's different emotions when they are frustrated, excited, happy, sad, or angry.
- Mindful deep breathing techniques
- Time out to be alone / think (use of thinking areas)
- Creative activities such as clay and painting
- 1:1 with our Nurture Support Mentor and/ or School Cousellor

Celebration

We praise and celebrate children's positive behaviour in a variety of ways:

- Teachers congratulate children and give them verbal praise and encouragement.

- Our values, (Respect, Honesty, Courage, Kindness, Positivity) and 'Super Skills for Learning' are promoted and celebrated throughout the school. These are life long skills set for effective learning. They encourage children to be: reflective, confident, creative, resourceful and curious. They teach pupils to make connections, take risks, collaborate, communicate and persevere. These learning skills are rewarded in our weekly 'Stars of the Week' assemblies and also in our half-termly 'Headteacher Award' Assemblies.

- Pupil achievement is valued, encouraged and displayed, as much as possible, around the school.

- Children are given the opportunity to show their learning to other pupils/teachers in the school, including the Headteacher and members of the Headship Team.

- Teachers congratulate and praise children for considerate, positive behaviour, which promotes effective learning.

- Certificates are awarded for consistently good learning / learning behaviour, or to acknowledge effort or acts of kindness in school, linked to our values. These are distributed at weekly 'stars of the week' assemblies. We also hold a special 'Headteacher's Award' assembly, where children are rewarded for applying the 'Superskills for Learning' or demonstrating the School Values. Parents are invited to attend these special 'Headteacher Award' assemblies.

- All classes have opportunities to share examples with one another, not only of their best learning, but of considerate and respectful behaviour towards others, through assemblies, circle times and in daily learning sessions.

Time to Think and Reflect

- The school uses a number of consequences / sanctions to support the School Values, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. There is a hierarchical level of consequence as to which adult deals with the situation, starting with the class teacher and finishing with the Headteacher. The aim is always to support the child and to diffuse a situation wherever possible.
- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may ask them to move nearer to themselves or the teaching assistant, or to move to the 'Thinking Area' in the classroom to 'turn over a new leaf.' In this area, children have the opportunity to calm down and recognise the inappropriateness of their previous behaviour and make a decision as to when they are ready to return to the class session. This may also be child-initiated, should they feel that they need some time for reflection on their own behaviour. There are "Thinking Areas" in every classroom and throughout learning environments (both indoor and outdoor) around the school.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- If a child is disruptive in class, the teacher will speak to them. If a child continues to disrupt learning, we may give the child some 'time out' from the rest of the class, supporting them through co-regulation until they calm down and are able to comply with the teacher's expectations. The time for self-reflection / time out will be proportionate to the age of the child.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part. The behaviour is

addressed, staff will find out why the child behaved in an unsafe way and support them to understand how to keep themselves and others safe.

- If a child behaves inappropriately towards another child, the incident is recorded and the child may engage in a 'time out' / 'thinking time'. Staff seek to support both children, comforting the child when necessary and supporting the child who acted inappropriately to understand what happened and how they could have behaved / reacted differently. If a child repeatedly has difficulties self-regulating and acts in a way that disrupts learning, the school will contact the child's parents/carers and seek an appointment in order to discuss the situation, with a view to working together and consistently to improve the behaviour of the child.
- The class teacher discusses the School Values with their class, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher addresses these with the whole class through 'circle time'.
- The school does not tolerate bullying of any kind. Bullying is when a person or a group repeatedly and intentionally use their power to systematically intimidate, hurt, oppress or damage someone else or their property. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, (see anti-bullying policy). Whilst we acknowledge that instances of bullying do sometimes ocur, we do everything in our power to ensure that all children attend school free from fear of any kind from others. Bullying in any form is not tolerated at our school. Please see our Online Safety Policy for more information on Online Bullying.

Risk Assessments

It is essential that a risk assessment is completed to assess and manage foreseeable risks for children who present challenging behaviours. We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible. Please see Appendix 2.

Use of Restrictive Intervention

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted. Please see our separate policy on Use of Restrictive Interventions (including reasonable force and seclusions.) Please see Appendix 3 for our Restrictive Intervention form.

Child on Child Abuse

At Park Hill Infant School, we respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises and/or online. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration of the impact on that individual child's emotional and mental well-being. (Refer to Child on Child Sexual Violence and Sexual Harassment policy.) Support is also given to the alleged perpetrator.

Searching and Confiscation

In line with the DfE guidance Searching, screening and confiscation: advice for schools, the Headteacher and staff authorised by them have a statutory power to search pupils/property on school premises.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. A list of 'prohibited items' is listed at the end of this policy (Appendix One), (which is by no means exhaustive). This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying.

A search will always be conducted by two members of staff, of the same sex to the pupil, who will explain to the pupil the reason for the search and how it will take place. There will be the opportunity for the pupil to ask questions. Parents will always be informed if a search has taken place and school records will be kept on CPOMS.

The staff members carrying out the search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited;
- is evidence in relation to an offence.

The role of the Class teacher

It is the responsibility of class teachers to ensure that the school values are reinforced in their classes, and that their class behave in a responsible manner during learning sessions.

The class teachers in our school have extremely high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. The teachers treat all children in their classes with respect and understanding.

If a child repeatedly behaves inappropriately in class, the class teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner (as above). However, if the inappropriate behaviour continues, the class teacher seeks help and advice from the other members of the staff in a hierarchical order. (Class teacher > Year Group leader > Assistant Headteacher > Deputy Headteacher > Headteacher). Each individual child's circumstance is considered when dealing with a situation to ensure that the child is able to understand the consequences and make amends.

Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Inclusion Leader discuss the needs of a child with an educational psychologist or with professionals from other external agencies that could offer advice.

The class teacher or member of the Headship Team will also contact a parent if there are serious concerns about the behaviour of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement this policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, supporting children to self-regulated, and by supporting staff in their implementation of the policy.

The Headship Team keep records of all incidents of misbehaviour that have been addressed by them.

The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school's Code of Conduct in the school prospectus and at year group Welcome Meetings, and we expect parents and carers to understand and support this.

We work to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to address a child's behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact a member of the Headship Team to discuss the issues involved. If there is still no resolution, they should refer to the Concerns and Complaints policy which is available on the school website or in hard copy from the school office.

The role of governors

The Governing Board has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

Our Inclusion Team monitor this policy alongside our linked Governor for Inclusion, Jade Appleton.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Pastoral Support Programmes (PSP's)

Pastoral support programmes are put in place when it is necessary to provide a child with an alternative programme of support. Pastoral Support Programmes may, in exceptional circumstances, include a temporary and time-limited reduced timetable to support a pupil's successful reintegration and to prevent suspension. Any such arrangement will be formally agreed with parents/carers, regularly reviewed, and used only where it is in the best interests of the child. The intention is that the PSP is an inclusive measure in order to help to prevent suspension.

Behaviour Support Plans (BSP's)

Behavioural Support Plans are put in place for specific children who may have social, emotional or mental health needs that may require additional provision and/or support.

Suspensions

We are an inclusive school and do not wish to suspend any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that suspensions are avoided. However, in extreme cases, it may be necessary to suspend a child.

Where behaviour leading to suspension may indicate an underlying safeguarding concern or vulnerability, the Designated Safeguarding Lead will be informed and appropriate safeguarding procedures will be followed.

The school follows the national Permanent Exclusions and Suspensions in England, published by the Department for Education in September 2023 and has written this policy in line with the DfE guidance 'Behaviour in Schools: guidance for headteachers and staff' (2024).

Only the Headteacher (or Deputy Headteacher acting on behalf of the Headteacher), has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed-term periods in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. A suspension may only be converted into a permanent exclusion where further evidence comes to light following investigation which demonstrates that the permanent exclusion threshold has been met. In such cases, the Headteacher will follow the statutory process for permanent exclusion, including issuing a revised decision letter to parents and referring the case to the Governing Board for review.

If the Headteacher suspends a child, she informs the parents or carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents or carers how to make any such appeal.

The Headteacher will notify the Local Authority without delay of all suspensions and permanent exclusions, and will also inform the Governing Board in line with statutory requirements. (The Headteacher will also inform the Chair of Governors about all suspensions and exclusions).

The Governing Board itself cannot either exclude a child or extend the suspension period made by the Headteacher.

The Governing Board has a suspension/ exclusion appeal committee which is made up of between three and five members. This committee considers any suspension/ exclusion appeals on behalf of the governors.

When a 'review panel' meets to consider a suspension, they consider the circumstances under which the child was suspended, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

The Governing Board's review panel has the power to direct reinstatement for qualifying suspensions and must determine whether to uphold or direct reinstatement in cases of permanent exclusion, in line with statutory guidance.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. They also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a behaviour log on CPOMS. Class teachers make records of any recurring classroom incidents regarding specific children. Serious incidents which have resulted in the involvement of the

Headship Team are also recorded. Significant behavioural incidents that occur at break or lunchtimes are also recorded accordingly.

The Headteacher keeps a record of any child who is suspended for a set period of time, or who is permanently excluded.

The Governing Board monitors behaviour and suspension data to ensure that policies are applied fairly and that there is no disproportionate impact on pupils with protected characteristics or pupils with SEND.

The Governing Board will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools* (published by The Commission for Racial Equality), and that no child is treated unfairly because of race or ethnic background.

This policy will be reviewed annually. At every review, it will be approved by the Senior Leadership Team. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

Signed: _____

Print Name:_____

Date:_____

Links with other policies

This policy links to the following policies and procedures:

- Use of Restrictive Interventions (including reasonable force and seclusion)
- Safeguarding policy
- Concerns and Complaints policy
- Health and safety policy
- SEND policy
- Online Safety Policy
- Anti-Bullying Policy

Appendix 1 – List of prohibited items

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - *to commit an offence, or
    - *to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
    - *Tobacco and cigarette papers;
    - *Fireworks
    - *Pornographic images

Appendix 2: Individual Risk Assessment

Assessing and managing foreseeable risks for children who present challenging behaviour.

Individual Risk Assessment – (Date)

Name of pupil:

D.O.B:

Year Group:

Behaviour causing concern;

(example)

- *Climbing on, over and through and opening gates.*
- *Leaving the classroom and running from class*
- *Picking up objects and throwing them at other children/staff*
- *Lack of fear e.g. trying to climb out of a lower floor window. Climbing on chairs to attempt to unlock bolted doors.*

Identification of Risk

Describe the foreseeable risk:

(example)

- *Falling from gate/fence/window*
- *Being injured / knocked down by traffic if he manages to get onto road.*
- *Hurting another child by throwing objects*.

Is the risk potential or actual?

List who is affected by the risk

Child, his family, other pupils and school staff.

Assessment of Risk

In which situations does the risk usually occur?

(example)

- *Can occur any time during the day.*
- *Transition times and when activities finish*

How likely it is that the risk will arise and to what extent?

RISK RATING	Slightly harmful	Harmful	Extremely harmful
Highly Unlikely	Trivial	Tolerable	Moderate
Unlikely	Tolerable	Moderate	Substantial

Likely	Moderate	Substantial	Intolerable

Likely/Slightly harmful – At present, Child runs out of class/hall/communal areas at least 6 times a day.

If the risk arises, who is likely to be injured or hurt?

Child, school staff who will need to restrain him, other pupils.

What kinds of injuries or harm are likely to occur?

Bruising, broken bones, internal injuries and fatality

How serious are the adverse outcomes?

Extremely harmful

Proactive interventions to prevent risks:

- Gaining pupil input in planning and review.
- Providing regular feedback and pastoral support to pupil.
- Involving parent/carer in decision-making and planning.
- Involving outside agencies (e.g. EP, EWO, Social Services).
- Establishing an individual support plan and/or behaviour plan with clear agreed targets
    - "I can and I will keep myself safe in school."
- Providing regular supervision to staff working with the pupil.
- Adapting curriculum arrangements to reflect challenge, choice and structure levels which are appropriate to the pupil's assessed needs.
- Adapting group arrangements to promote positive peer models and minimise inappropriate contact.
- Arranging furniture and other equipment to minimise movement and frustration.
- Providing frequent rest or change of activity opportunities.
- Establishing a positive teaching programme to increase the pupil's range of appropriate skills.
- Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour.
- Identifying the message communicated by the pupil's behaviour.
- Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents.
- Use of restrictive intervention techniques.
- High level of staffing / supervision in school
- Caretakers office, all gates and door by kitchen to be locked.
- The playground gate has been modified to include a mesh covering, which will prevent Child from squeezing through.
- The main playground gate is operated by a coded keypad and is monitored on screen by office staff.
- All internal doors in the Library have been fitted with additional high handles / catches with the exception of the fire exit which is used by all personnel in the building.
- All pupils are constantly reminded about keeping safe in school.

<u>Early Interventions to Manage Risks</u>

If he needs physical activity, …… can:

- *Play and run in the outdoor area, providing there is adult support there.*
- *Teacher and TA to be sent on restricitve intervention training.*
- *TA to be close to Child at 'trigger' time e.g. transition.*
- *If Child does leave the classroom, he will be monitored closely by an adult.*
- *As a last resort, restrictive intervention techniques may be used to restrain Child and prevent him running from the building*.

Reactive interventions to respond to adverse outcomes

If ……. leaves the Infant and Junior site and is out of sight, the senior teacher will call:

a) the police
b) Child's parents.

Level of Risk – *potentially very harmful.*

Actions for the future:

(examples)

- *… will ensure that her phone is switched on and will come to Park Hill Infants if requested.*
- *A comprehensive behaviour plan will be put in place and shared with all relevant staff and parents*
- *A consistent reward system will be put in place, when ….. is ready.*
- *Plenty of opportunities will be given for physical activity in the outdoor area.*
- *Discussed with … the possibility of … attending mornings only for the time being until he has settled.*

Risk Assessment will be evaluated at the Child's next Educational Review.

Plans and Strategies shared with:

Child's name ……

Parent name(s)…….

Teacher:……..

Date:…….

Appendix 3

RESTRICTIVE INTERVENTION RECORD FORM

For reporting significant incidents where staff have used force on a pupil

Details of pupil on whom force was used – name, class, and any SEN, disability or other vulnerability
Date, time and location of incident
Names of staff involved (directly or as a witness)
Description of the incident by the staff involved, including any attempts to de-escalate and warnings that force might be used
Reason for using force and description of force used
Any injury suffered by staff or pupils and any first aid or medical attention required
Follow-up, including post-incident support and any disciplinary action against pupils

Details of other children involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons (names to be removed on any reports to parents)
Any information shared with staff who were not involved and who are not safe guarding leads and / or external agencies
When and how those with parental responsibility were informed about the incident and any views they have expressed
Has any complaint been lodged (details should not be recorded)? Y / N

Report compiled by:	
Role:	
Date:	

- The member of staff involved in the incident should compile the record. The member of staff with lead responsibility for safeguarding, checks the record and ensures it is confidentially filed in the "Significant Incidents" book kept by the Headship Team.
- If there is an injury to the pupil or member of staff the Croydon Council accident report form must be used (hard copy available in the school office).