

# *Weston Park Primary School*



## **Positive Handling Policy**

Date of last review: February 2017

Date of next review: February 2019

# POSITIVE HANDLING POLICY

## Vision Statement

At Weston Park Primary we recognise the importance of providing a safe, happy and secure learning environment in which excellent learning and progress can take place. We believe everyone should be equally valued in this environment, enabling children to become independent, confident members of the community.

## Policy Statement

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff that has been trained to use TEAM TEACH restraint ever needs to intervene physically they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on request.

## Introduction

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002) [http://www.teamteach-tutors.co.uk/guidance/documents/DOH\\_DfES\\_RPI\\_July02.pdf](http://www.teamteach-tutors.co.uk/guidance/documents/DOH_DfES_RPI_July02.pdf) A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. (See Appendice 1) Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline. Any form of physical restraint will only be used as a last resort. Staff will follow the schools behaviour policy guidance, which includes the implementation of Restorative Practice strategies.

This policy details how we implement the guidance in this school. It should be considered alongside the most recent LEA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

## School Expectations

The management takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

### **Positive Behaviour Management**

All physical interventions at this school are conducted within a framework of positive behaviour management. The school Behaviour Policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. Any pupil that has been identified as displaying high profile behaviours will have a Positive Handling Plan, Risk Assessment and an individual Behaviour Plan: all of these documents will be shared with the child's parents/carer. Pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

### **Alternatives to Physical Controls**

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about the school expectations for behaviour and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

### **Modifications to Environment**

As a priority staff will de-escalate behaviour before reaching crisis point by utilising the school Behaviour Policy guidelines. All staff aim to provide a 'clutter free' classroom environment thus reducing the level of risk of items that can be thrown. Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may on some occasion's exhibit extreme and possibly dangerous behaviour. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, compasses) controlled?
- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

### **Help Protocols**

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

### **Well Chosen Words**

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation. Staff should all use the scripted response when managing behaviour.

### **The Last Resort Principal**

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future."  
*Para 10 Page 4 Department of Health - 1997 - "The Control of Children in the Public Care: Interpretation of the Children Act 1989" - London: H M S O*

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk. Any details of patterns of behaviour must be included in a pupil's Positive Handling Plan/Risk Assessment and Behaviour Passport this also needs to be shared with staff involved with this pupil.

### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

### **Team Teach**

It is the policy of Weston Park Primary School that key staff members are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the school Behaviour Policy. Further details of the Team Teach approach can be found in the Weston Park Primary School Team Teach documents and on the Team Teach website ([www.team-teach.co.uk](http://www.team-teach.co.uk)).

### **Health and Safety**

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the

outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school and policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important to.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

### **Risk Assessment**

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this situation the correct decision is to hold back from the physical controls.

### **Getting Help**

At this school the following support structures are in place:

- SEND Passports and Behaviour Support plans kept on file in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- Weekly meetings are held with the Pupil Support Leader/ELSAs to review data from Out of Class Records.
- Regular reviews of pupils Behaviour Passports to monitor progress against behaviour targets - reviews also to be arranged with parents.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Termly refresher meetings in the Team Teach strategies and techniques for all trained staff, and continuous review by Senior Leaders to inform these.

### **Positive Handling Plans**

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in any Behaviour Support Plan or SEND Passport.

### **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

### **The Post Incident Support Structure for Pupils and Staff**

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships, this will follow the Restorative Practice Principles for repair and reintegration. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are

put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships. All behaviour incidences will be recorded on the schools CPOMS electronic system. Following any serious behaviour incident staff will be offered the opportunity to discuss the incident with a member of the Senior Leadership Team. Following any serious incident if the pupil has a Positive Handling Plan/Risk Assessment this will need to be reviewed in light of the incident. If the pupil did not have a plan one will need to be written and shared with parents/carers and key staff.

### **Complaints**

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

### **Training**

Teachers and anyone authorised by the Headteacher who are expected to use planned physical techniques should be trained. This school has adopted the Team Teach model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with Department for Education and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

The level of training recommended is related to the level of risk faced by the member of staff. Our preferred approach is for whole staff team training. Office staff may not require the same level of training in physical techniques as those working directly with the most challenging pupils, however all staff benefit from the whole school training. The level of training required is kept under review and may change in response to the needs of our pupils. Once trained, staff should practice regularly and share any problems or concerns with a member of the Senior Leadership Team.

### **Recording**

Whenever overpowering force is used the incident must be recorded using the approved forms. This will be recorded in the Bound Book which is stored in the office safe and must be completed within 24 hours of the incident. All staff involved in an incident should contribute to the record which should be completed within 24 hours. The details recorded on the forms are then typed into the school software for recording incidents and kept confidentially on electronic files.-

Staff should:

- Record all incidences on the schools CPOMS electronic system.
- Read through the school recording form carefully.
- Take time to think about what actually happened and try to explain it clearly.
- Record factual detail.
- Complete all names in full.



- Sign and date all forms.

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.

Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A record is written into the Incident Book. This refers to supporting sheets and other relevant information.

### **Monitoring and Evaluation**

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

### **Follow Up**

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, Behaviour Management Policy or this Positive Handling Policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures. (See staff and pupil disciplinary policy)

### **Other Relevant Policies**

This policy should be read in conjunction with:

- Behaviour Policy
- Exclusion Policy
- Staff Disciplinary Policy
- Health & Safety Policy
- Child Protection Policy

### **Staff Trained in TEAM TEACH**

Mrs R Hutchison (Headteacher)

Miss G Smith (Deputy Headteacher)

Miss C Newman (Deputy Headteacher)

Mrs N Windle (Assistant Headteacher)

# Appendix A - Behaviour Support Plan

Name:

Date of Plan:

Review Date of Plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Stage 4 Recovery	Stage 5 Depression	Stage 6 Follow up

What are my triggers?

What do I like?

- 1.
- 2.
- 3.
- 4.
- 5.

**De-escalation skills**

	Try	Avoid	Notes
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	_____
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	_____
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	_____
Help scripts	<input type="checkbox"/>	<input type="checkbox"/>	_____
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	_____
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	_____
Humour	<input type="checkbox"/>	<input type="checkbox"/>	_____
Logical Consequences	<input type="checkbox"/>	<input type="checkbox"/>	_____
Tactical ignoring	<input type="checkbox"/>	<input type="checkbox"/>	_____
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	_____
Time-out	<input type="checkbox"/>	<input type="checkbox"/>	_____
Supportive touch	<input type="checkbox"/>	<input type="checkbox"/>	_____
Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>	_____
Success reminded	<input type="checkbox"/>	<input type="checkbox"/>	_____
Simple listening	<input type="checkbox"/>	<input type="checkbox"/>	_____
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	_____
Apologising	<input type="checkbox"/>	<input type="checkbox"/>	_____
Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	_____
Removing audience	<input type="checkbox"/>	<input type="checkbox"/>	_____
Others	<input type="checkbox"/>	<input type="checkbox"/>	_____

**Preferred method Physical intervention?**

Intermediate	Try	Avoid	Notes
Caring C Guide	<input type="checkbox"/>	<input type="checkbox"/>	_____
Friendly escort	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Figure of four	<input type="checkbox"/>	<input type="checkbox"/>	_____
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow in seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
Seats to T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to ground	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cradle	<input type="checkbox"/>	<input type="checkbox"/>	_____
Shield	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sitting Cradle Shield	<input type="checkbox"/>	<input type="checkbox"/>	_____
Front Ground Recovery	<input type="checkbox"/>	<input type="checkbox"/>	_____

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

<p><b>Listen</b> <b>Link</b> <b>Learn</b></p>	
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Parents/Carers:  
Teacher  
Social services (if applicable)  
Educational Psychologist  
Case Worker  
Young Person

Name:  
Name:  
Name:  
Name:  
Name:

## Appendix B - Identification Form

# Weston Park Primary School



### Tips Identifying behaviours/targets for in class behaviour chart

Name:	DOB:	Class:	Date:
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Using the above sections will assist in directing you towards an appropriate in class behaviour chart - with clearly identified triggers/responses/actions.

From this you can then consider which will be the most effective strategies to target the behaviour needing to change-

**REMEMBER any strategies /targets need to be clearly explained/modelled/taught to the child and to other adults that work with the child**

### Triggers that may result in challenging behaviour:

Supply teachers	Friendship issues	Change to routine	Unsure about task
Issues before or outside of school	Frustration	Issues around perceived fairness	Medical (missed medication)
Sensory	Noise	Hunger/Thirst	Anxiety
Environmental factors - seating/pairings	Attention span	Physical - always fidgeting	Tactile -
Perfectionist - unable to manage mistakes	Unable to wait for support		

### How might the behaviour present?

Disrupting learning	Disturbing peers	Refusal to follow instructions	Calling out
Wandering around class	Walking out of class	Shouting/screaming	Running off site
Going under tables	Fidgeting	Destroying work	Refusing to start tasks

### Strategies to be used to de-escalate

Remind about targets/agreements	Distraction/send on a job	Re-explain in different way	Praise partial compliance
Provide 'holding' tasks for when waiting for adult support	Reassure/success reminder	Positive praise for following instructions	Providing additional resources
Talk calmly	Catching them being good	Move away from distraction	Humour
Alternative pairing/group/seating	Provide opportunities for movement breaks	Provide a fiddle toy	Calm space
Restorative Questions	Take up time		

## Appendix C - Risk Assessment Management Plan

Name of pupil:

Date of birth:

Risk assessment completed by:

Issue no:

Issue date:

Other persons involved in the Risk assessment:

Reason for Risk assessment:  prior to admission/on starting school

in response to staff concerns

following a series of incidents  following a major incident

Summary and dates of previous incidents in last term:

Dates	Brief details of incidences	What were outcomes? Exclusion/Internal/Out of class/Parents contacted

### Potential Hazards analysis

Frequency H – hourly, D – daily, W – weekly, M - monthly	Behaviour/Hazard	Opinion or known – O/K	Intention D – deliberate, A – accidental, I – involuntary, U - unintentional	Seriousness of behaviour (A) 1 – minor disruption - class 5 – serious disruption involving wide area of school/staff	Probability of hazard (B) 1- infrequent 5 – almost certain	Severity risk score (AxB) Maximum score = 25	Risk reduction plan needed
	Violence/aggression to peers						
	Violence/aggression to adults						
	Impulsive dangerous behaviour						
	Self-harm						
	Damage to property						
	Leaving school site						
	Other						

If a score of 5 or more is reached, a risk reduction plan is required.

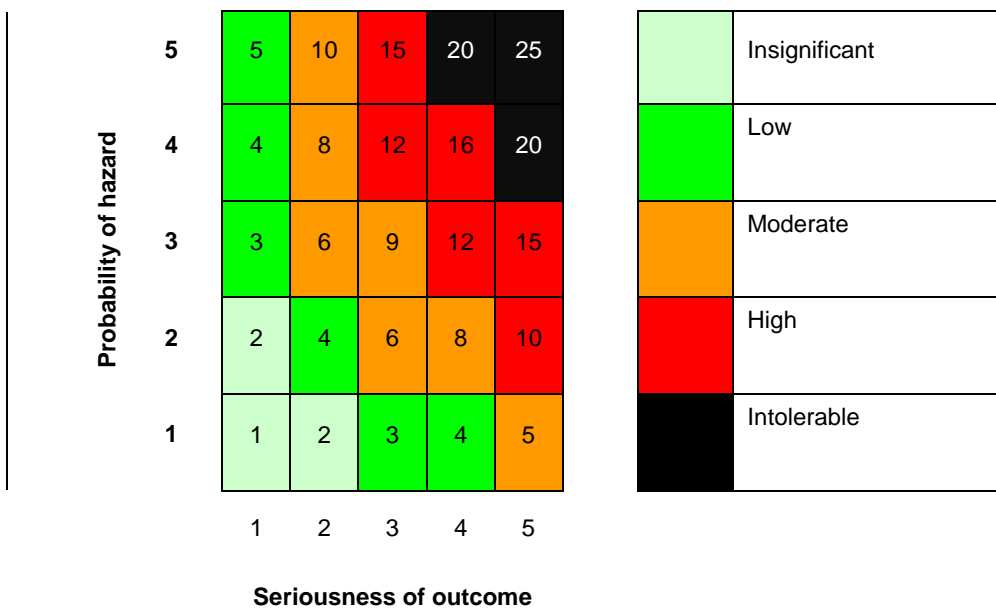
## RISK RATING/LEVEL ESTIMATION GUIDANCE

**Probability of hazard:**

**Seriousness of outcome:**

1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain.	1	Behaviour has improved to the extent that reoccurrences are unlikely.
2	The 'risk of the challenging behaviour has occurred in the last 12 months, the context has changed to make a reoccurrence unlikely.	2	Behaviour is mostly under control with incidences happening no more than once a half term.
3	There is an even chance of the 'risk of challenging behaviour continuing'.	3	Challenging behaviour can occur with moderate frequency – eg once every 2 weeks
4	The 'risk of the challenging behaviour' is more likely to occur again often.	4	Challenging behaviour incidences occur each week
5	The 'risk of harm' is persistent and constant.	5	Challenging behaviour incidences can occur daily.

**Risk Level Matrix:**



## Triggers/reasons given for behaviour

- frustration
- conflict with adults
- conflict with peers
- pressure/demands
- non-preferred activity
- anxiety
- external
- change to routine
- learned behaviour
- regular staff absent
- choice required to be made
- inappropriate response to challenge
- poor response to environmental changes
- response to consequences
- control issues
- unstructured time
- other - state

## Flash points/high risk situations

- on arrival at school
- when observes change in routine
- non-preferred lessons
- asked to go to the thinking space
- new learning
- other – please state
- other – please state
- when told of change to routine
- moving between lessons
- out of school activities
- break time
- lunchtimes
- morning lessons
- afternoon lessons

## Adults to whom behaviour is most likely to be exhibited

- all staff
- unfamiliar staff (new/male/female)
- some women (younger/older/ethnic grp/authority)
- visitors
- specific staff
- all women
- familiar staff (all/male/female)
- some men (younger/older/ethnic grp/authority)
- members of the public
- all men
- other – state

## Peers to whom behaviour is most likely to be exhibited

- all peer
- all male peers
- all female peers
- self
- some male peers (younger/older/more vulnerable/ethnic group)
- some female peers (younger/older/more vulnerable/ethnic group)

## Proactive Intervention

- additional TA support in particular lessons
- extra TA support in class

- individual visual timetable
- identified key adult for support
- individual work station
- pre-school telephone call home to ascertain mood/anxiety levels
- post-school telephone call home to give feedback
- special seating arrangements
- special arrangements on arrival/at end of day
- limited group size

### Developing intervention

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> calm space available – | <input type="checkbox"/> removal of peers | <input type="checkbox"/> specified withdrawal      |
| <input type="checkbox"/> referral to SMT        | <input type="checkbox"/> allow to leave   | <input type="checkbox"/> verbal advice and support |
| <input type="checkbox"/> increased supervision  | <input type="checkbox"/> steer away       | <input type="checkbox"/> negotiation               |
| <input type="checkbox"/> removal of staff       | <input type="checkbox"/> planned ignore   | <input type="checkbox"/> state boundaries          |
| <input type="checkbox"/> contingent touch       | <input type="checkbox"/> distraction      | <input type="checkbox"/> state consequences        |

### Reactive interventions

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Team Teach positive handling by trained staff | <input type="checkbox"/> removal of student to alternative location | <input type="checkbox"/> give clear and positive direction |
| <input type="checkbox"/> removal of staff                              | <input type="checkbox"/> replacement of staff                       | <input type="checkbox"/> allow to leave                    |
| <input type="checkbox"/> removal of peer group                         | <input type="checkbox"/> confine to area                            | <input type="checkbox"/> remove objects                    |
| <input type="checkbox"/> help protocol                                 | <input type="checkbox"/> parental involvement                       | <input type="checkbox"/> police involvement                |
| <input type="checkbox"/> single elbow                                  | <input type="checkbox"/> double elbow                               | <input type="checkbox"/> graded hold to chair              |
| <input type="checkbox"/> figure of 4                                   | <input type="checkbox"/> graded hold to kneeling                    | <input type="checkbox"/> standing T- wrap                  |
| <input type="checkbox"/> T-wrap to chairs                              | <input type="checkbox"/> T-wrap to kneeling                         |  |
| <input type="checkbox"/> chairs to T-wrap                              | <input type="checkbox"/> other                                      |  |


### Evaluation of reduction in risk

The above would reduce the maximum risk to:-

Seriousness of outcome =                      Probability of hazard =                      Severity risk score =



## Appendix D - Behaviour Passport

<b>Pupil Name:</b>  <b>Class:</b>  SEND/PP/EAL	<b>Behaviour Passport Start date:</b>  <b>Review Date:</b> Date to be agreed at parents meeting no later than week beginning 3 <sup>rd</sup> April  <b>Key Adult:</b>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <i>Weston Park Primary School</i> </div> 
<b>My Strengths are:</b>	<b>My Targets are to: (SMART)</b>	
<b>Possible triggers are:</b>	<b>Strategies that help reduce possible triggers:</b>	
<b>What success will look like:</b> The number of OOC incidences will reduce following the support in place being used consistently by all staff	<b>Recording measurement of success:</b> In class recording sheet to be agreed with..... In class recording sheet - to be shared with parents each day- teacher to keep a copy so this can be reviewed/monitored  <b>Actions for support:</b> ELSA/Lunch or Break provision/Safe Place	
<b>Outcomes of successfully meeting targets:</b>	<b>Pupil agreement:</b> I will try to  Signed:  Date:	

## Appendix D - Behaviour Passport

<b>Teacher agreement:</b> <b>I will</b>  <b>Signed:</b>  <b>Date:</b>	<b>Parent agreement:</b>  <b>Signed:</b>  <b>Date:</b>
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**Additional Comments:**  
**Outside agency involved:**