



**West Park
Church of England
Primary School**

Care and Management of Pupils Policy

‘Let your light shine’ Matthew 5

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| Reviewed by: | C Bull Headteacher |
| Date: | September 2019 |
| Agreed by Governors: | September 2019 |
| Discussed with staff: Adjusted for COVID: Reviewed: | September 2019 July 2020 N Craig Deputy Head |
| Next Review due: Date: Agreed by Governors: Next Review due: Reviewed: | Autumn Term 2021 October 2021 October 2021 Autumn 2022 C Bull Headteacher |
| Date: Agreed by Governors: Discussed with staff: Next Review due: Reviewed: Date: Agreed by Governors: Discussed with staff: Next Review due: | November 2022 November 2022 November 2022 Autumn 2023 E Yates/V McWilliams November 2023 November 2023 November 2023 Autumn 2024 |
| Reviewed by: Date: Agreed by Governors: Training with staff: Next Review due: | H Ellis Inclusion Lead August 2024 October 2024 Sept 2024 Sept 2025 |



West Park CE Primary Care and Management of Pupils

Introduction

West Park CE Primary School provides opportunities to encourage and challenge all pupils to 'shine'. Our school values of teamwork, independence, Faith and Creativity are evident throughout our school. We believe that all pupils have the right to be safe and to work, learn and play in a positive and stimulating environment. The school community – pupils, staff (teaching and non-teaching), Parents and Carers, Governors and Volunteers – all have a role to play in providing positive role models and ensuring that the pupils develop self-discipline and show consideration, courtesy and respect to all people at all times. We believe that school discipline extends beyond the 'school gates' and have high expectations of behaviour in any out of school activity. Children represent our school in the community so must demonstrate our school values and wear their uniform smartly both inside and outside school premises.

Aims

- To promote self-discipline, mutual respect, self-esteem, co-operation and effective teaching and learning.
- To develop social skills through the taught curriculum, including making friendships, dealing with success and failure, being assertive and solving problems.
- To implement our school rules reflecting a collective responsibility for harmony within our school.
- To help pupils develop self-esteem and teach strategies for sharing, co-operating and self-regulation
- To help pupils develop strategies for responding to inappropriate behaviour.

Policy on a Page

This policy has been summarised onto one page to support the school community in implementation. Please see [Appendix A](#).

Expectations

School Rules



The school rules will be discussed by all class teachers with their children at the start of every year and term; these will be prominently displayed in every classroom and in key areas of school and will be referred to as often as necessary to be effective and routine.

Visible Pupil Consistencies

Marvellous Moving:

We are a large school and on occasion, many classes are moving round the building at the same time. In order to maintain safety, and a calm and orderly learning environment these are our expectations:

- Walk rather than run
- Keep to the left in single file
- Wait rather than push
- We move around quietly
- Open and hold doors for others.

Remarkable Routines:

Routines will be demonstrated and established in every class at the start of each school year, and revisited as often as required until they become general practice in every class.

- Entering and leaving the classroom.
- Registration.
- Use of equipment.
- Seeking help.
- What to do when work is completed, i.e. where to put it, what to do next.
- Tidying up.
- Use of the toilets.
- Playtimes.

Legendary Lines:

Pupils will group as follows:

- Single file
- Facing forwards
- Keep hands to themselves

Visible Adult Consistencies

We expect every adult to provide consistent responses to pupils including –

- Positively meet and greet
- Give first attention to best conduct
- Be persistently positive
- PIP – praise in public
- RIP – react in private
- Instil relentless routines
- Ensure Fair, consistent and calm adult behaviour
- Use a PACE approach (see Appendix B)
- Use considered communication for audience/purpose/outcome (communication tools - See Appendix C)
- Utilise behaviour scRIPts
- Provide nurture and kindness
- Undertake self-reflection
- Be curious, not furious
- Repair and restore relationships
- Provide opportunities for a fresh start

Examples of Specific Behaviour that Cause Concern

There are a number of behaviours which are regarded as a specific cause concern at West Park CE Primary School. These are listed below:

- Bullying
- Cyberbullying
- Derogatory language
- Disability discrimination
- Homophobic incident
- Non-compliance
- Online behaviour
- Peer on peer abuse
- Racial incident
- Sexist incident
- Sexual harassment
- Smoothwall alert
- Verbal and aggressive incident

Mobile Phones

The DfE Guidance – “Behaviour in Schools” was updated in July 2022 and refers to behaviour online:
*Headteachers should decide if **mobile phones** can be used during the school day. Many pupils, especially as they get older, will have one of their own. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers should consider restricting or prohibiting mobile phones to reduce these risks.*

Older pupils who travel to or from school on their own are permitted to bring a mobile phone to school. These must not be used in the school day or on school premises. These must be handed to the teacher for safekeeping on arrival and collected at the end of the day. An authorised member of senior staff will examine any mobile phone if they have good reason to, if they reasonably suspect that the data or file on the device in question relates to an offence and/or may be used to cause harm, to disrupt teaching or could break the school rules. Where possible Parents will be informed and included in this process. If a concern has been reported and the device is at home, a senior member of staff will contact parents and ask that they check the device.

Proactive Approaches

At West Park we encourage a positive dialogue with children and know that the majority of disruptive situations can be avoided by establishing a calm and productive learning environment with an effective seating plan and established routines.

This is further enhanced by all staff following the school rules and [the steps for success](#).

The West Park Feelings Rainbow

This is used to help pupils understand how their feelings and behaviours are connected. At West Park we promote that 'all feelings are ok' but 'all behaviours are not ok'.



| Blue | Green | Yellow | Red |
|--|---------------------------------------|---|--|
| Running Slow | Just Right | Fizzy | Scared or Angry |
| Unhappy Tired Withdrawn Tearful | Positive Proud Calm Focussed | Excited Nervous Frustrated Annoyed | Mad Yelling Aggressive Big behaviours |

Children will register their feelings each day as they arrive in the classroom and staff will reach out to children proactively in accordance with this.

See [Appendix D](#)

It is also expected that all classes will be taught self-regulation strategies at calm times, for example: box breathing, 54321 and write and RIP. See [Appendix E](#)

Each Classroom will have a small calm space that children can access when they need a space to self-regulate.

Communication Tools

Staff will use a variety of tools to communicate with pupils according to the context and the pupil needs. This could include –

- Visual Reminders – This can be extended to PECs (Picture Exchange Communication Systems) for pupils with significant communication needs.
 - Declarative Language / Thinking out loud - The purpose of declarative language is to share information, which then invites the child to engage on their own terms.
 - Assertive / Imperative Language – This language directly questions and places demands on the child.
- Furthermore, staff have access to scRIPts to support communication with pupils.

See [Appendix C](#)

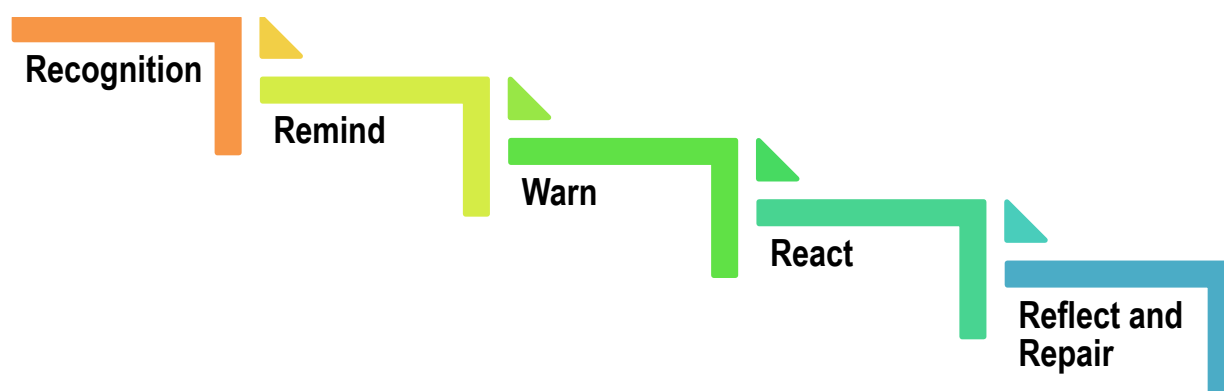
Health and Relationships Education (formally known as PSHE Education)

We recognise that it is very important to teach children how to work together and form effective relationships with their peers, teachers and other adults in the school. Class teachers will spend some time every day, talking to children about their expectations. Teachers will encourage children to discuss their feelings and attempt to solve their own problems during Circle Time and HRE lessons, often referring to the school's values system and through the use of associated resources. Some activities will focus on co-operation and aim to teach children to share and collaborate.

Responding to Behaviour

Steps for Success

Across the school community we will employ the following steps to support success –



See [Appendix F](#) for a pupil friendly version of these steps and [Appendix A](#) which outlines the scRIPts staff, are encouraged to use to support success.

Positive Behaviour - Recognition

In order to maintain the positive climate within the school, we focus on:

- All staff taking every opportunity to praise pupils for effort during the school day.
- All staff taking every opportunity to encourage, recognise and acknowledge good work and behaviour, making full use of individual and class rewards.
- Wherever possible, pre-empt inappropriate behaviour, and using preventative measures to encourage good behaviour.
- Encouraging pupils to solve problems and develop social skills, through the Health and Relationships and values curriculum
- Recognising and celebrating achievement in year group assembly.

We use a variety of rewards in order to do this:

- Star- From Y1 a child's name can be written on the star side of the board, further positive efforts can be ticked, two ticks' results in a positive conversation at the end of the day with parents (KS1) or phone call home (KS2). Names and ticks cannot be taken off until the end of each day. Reception classes have individualised 'star sides'.
- Stickers can be awarded in class for effort, excellent work and supporting values.
- Sent to Head of Year, Inclusion and SEND team, Assistant Head, Deputy Head or Headteacher for praise
- Invitation to Unsung Heroes Tea-Party with Senior Leadership Team at the end of each term
- Dojo Points – These are awarded to children for displaying positive behaviours. At the start of the academic year, each year group will identify the positive behaviours they will be focussing on and will agree a rewards menu to go with this. For example in year 1 –
 - Dojo points will be given for tidying up, legendary lines, being kind, teamwork, working hard, listening, marvellous moving, trying your best and a class specific award eg Chestnut champion. All are worth 1 pt apart from the last which is worth 2 pts.
 - The rewards menu includes the opportunity for children to cash in 50 points to change their dojo monster, 100 points to bring in a toy from home and 150 points to come to school in their own clothes.

- Pupil Awards – These can be given by teaching staff for particular acts of kindness, effort, achievement or other significant event. They are awarded a Certificate which is given during year group assembly.
- Values Role Model - At the end of each half-term, teachers will nominate one pupil and each class will nominate an adult from across the school as a role model for that month. During the final Headteacher assembly of each half-term, they will be celebrated and awarded with a special Values Ambassador badge which they can wear this for the school year and their photo will be displayed on the ambassador's board in the main entrance.

Negative Behaviours - Remind, Warn, React

A stepped approach is taken to apprehend negative behaviour – remind, warn, react. Staff are expected to draw upon a wide variety of de-escalation strategies including the use of a PACE approach. See Appendix G.

At West Park we recognise that behaviour is a form of communication. Inappropriate behaviour is often a means of seeking our attention.

We will aim to be good listeners, recognising that children may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves and the choices they make. It must be recognised that listening effectively requires time and that sometimes a child may have to wait until an appropriate adult is available to discuss the issue.

Low level interruptions or not following instructions in class will be noted by the class teacher and repeated occasions will be shared with parents

All unacceptable and unsafe behaviours will have consequences, which could include –

- Natural Consequences
 - E.G. pupil has to tidy up mess made
- Protective Consequences
 - E.G. pupil is withdrawn from an activity to reduce risk of harm
- Educational Consequences
 - E.G. pupil is supported to learn skills to reduce the chance of repeat behaviours

Reflect and Repair

Children must have time to regulate their feelings before they are asked to relate their behaviour to others and before they can accept reasonable actions.

Staff will employ restorative approaches to support pupils to reflect and repair following incidents of negative behaviour. See Appendix H

Pupils with SEND

There are pupils for whom the schools universal stepped approach may not be sufficient to support their individual needs. In these instances, due to the nature of the underlying issues that are affecting the pupil, extra/personalised in class systems may be used by the teacher and those adults working with the pupils.

Supervision and Monitoring

Lunchtime Supervision

Like all other staff at West Park, the Midday Supervisors are expected to be role models to the children and demonstrate positive values and follow the school rules at all times. They are encouraged to highlight positive behaviour choices and to report any serious unacceptable behaviour to the senior leader on duty. The Midday Supervisors are responsible for the children during the lunch break. The same school rules apply during the lunch break as at any other time. Children are expected to show respect to the Midday Supervisors and to follow the school rules. Each class will have a seating plan on their notice board so that MMS staff know where children are sitting and to minimise any issues.

Lunchtime can be a very difficult time for some children. Children identified as being 'at risk' of displaying challenging behaviour or who are unable to cope socially or emotionally in a variety of situations can access the 'Rainbow Hub' in the KS2 playground and the courtyard in the KS1 playground. These children will join small groups of their peers under the supervision of a member of staff. Pupils with acute needs may be accompanied into lunch and may be involved in structured activities, organised and supervised by a member of staff. These provisions aim to develop social interaction skills to the point at which children are confident and competent to re-join their peers at break. It is important to recognise that these provisions are supportive and not a punishment.

Monitoring System

During the course of a week all children will come into contact with a number of members of staff. These will include their own teacher, PPA teacher, support staff, staff on playground duty and midday supervisory assistants. All incidents of repeated unacceptable behaviour or significant incidents will be recorded on CPOMS. Staff can alert other members of staff for information or action by tagging them into CPOMS entries. When recording incidents on CPOMS staff should ensure.....

- Staff should always alert class teachers.
- Where a child has an EHCP the SENCo / teacher in charge should be alerted.
- When support from BEST has been requested the member of the BEST team who attends should be alerted.
- Where concerns are escalating staff should alert senior staff such as year/phase leaders, SEND and inclusion team, BEST team as appropriate
- If actions are taken following receipt of a CPOMS alert, staff should ensure the action is recorded on CPOMS.

MMS staff will communicate with SLT on duty outside or directly to classroom adults where appropriate. Notes will be made about any incident and added to CPOMS where appropriate.

Cause for Concern

When behaviours show distress, are high risk or become repetitious, additional monitoring and support may be required in addition to consequences.

Additional Monitoring

On occasion it may be necessary to use an ABCC (Antecedent, Behaviour, Consequence, Communication) format to unpick behaviours of concern. This enables triggers to be identified and support to be targeted proactively. See [Appendix I](#)

Furthermore, frequency trackers may be used with identified children to support identification of patterns and triggers where behaviour is repetitive. See [Appendix J](#)

Keeping in Touch Book

These are in place for children who need a slightly more formal record of communication between home and school

Weekly Record Books

Children with persistently disruptive (e.g. 3 or more occasions in one week) or repeated occasions of not following school rules will have a weekly record with a comment for each session of learning and playtime and lunchtime. This will be shared with a senior leader and home every day and class teacher will review with parents each week.

Behavioural and Emotional Support (BEST)

The Behavioural and Emotional Support Team (BEST) is responsive to requests for additional support when a child is finding things difficult in school. The team includes the Inclusion Leader, Pastoral Manager, Special Educational Needs Co-ordinators, Teacher in Charge of the Special Support Centre, Assistant Headteacher, Deputy Headteacher and Headteacher.

The role of this team is:

- to support pupils to regulate and reflect
- to restore calm to the learning environment for all present
- to provide support to teachers and other staff in the management of inappropriate behaviour
- to prevent such behaviour from occurring by forming positive relationships with children deemed to be 'at risk' of displaying such behaviour.

Members of staff across the school can refer children in response to specific incidents or concerns. The approach taken by the BEST team may involve:

- A dynamic risk assessment will establish whether the child can be supported in the class or if withdrawal would be more effective for the child and those present (or removal of those present to a safe space if more appropriate)
- Connect (then correct) using a PACE approach (see [Appendix B](#))
- Reflect using the West Park Feelings Rainbow. (see [Appendix D](#))
- Correct (teach and repair) using a restorative approach (see [Appendix H](#))
- Plan and Prepare pupil for return to class.

Multiple ~~These~~ referrals to the BEST team will often result in programmes of work, risk assessment behaviour plans and either a Keeping in Touch book or Behaviour Record being put in place for the child.

Team-Teach Positive Handling Strategies

Several members of the staff team at West Park have received training in the Team-Teach Positive Handling Strategies. The Team-Teach training manual describes the positive handling strategies it advocates as those which 'include a wide range of gradual and graded supports and interventions. Over 95% of these relate to diversion, diffusion and de-escalation through modifications of the environment, routines and improved communication. In a small minority of instances physical interventions may be used to keep people safe while other positive handling strategies continue. In the Team-Teach approach physical interventions are not an alternative to de-escalation, they are part of a holistic approach.' On the rare occasion when physical intervention is needed to prevent a child harming themselves or others, a trained member of staff should be sent for immediately, although this does not mean that untrained staff members should not intervene in the meantime if it is deemed necessary to keep the child safe and/or protect others.

Individual Risk Assessment Behaviour Plans

In order to make our expectations and processes clear Individual Risk Assessment Behaviour Plans will be implemented for identified children where behaviours have shown distress, high risk and/or have become frequent. The plans outline a staged approach to supporting behaviour. (See Appendix K). The format for these plans has been designed by the Department for Education and personalised by the Learning and Behaviour team at West Sussex. Pupil, parent and staff voice is sought during the creation of the plans and they are reviewed at regular intervals.

Reduced Timetables

In very specific cases it may be that a reduced timetable would be discussed with parents. The reduced timetable follows advice to remove triggers and barriers to learning from CAMHS and/or the West Sussex teams including The Fair Access Team, Learning Behaviour Advisory Team, Autism and Social Communication Team or Educational Psychologist Service. This would only be relevant in very specific cases, and would be implemented with support from the relevant external agency e.g. Fair Access Team or Educational Psychologist to work toward removing barriers to learning. The aim of this would be that following a short period of targeted support and reduced attendance time the child would be able to attend school full time.

Consequences

All unacceptable and unsafe behaviours will have consequences, which could include –

- Natural Consequences
 - E.G. pupil has to tidy up mess made
- Protective Consequences
 - E.G. pupil is withdrawn from an activity to reduce risk of harm
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Low Level Behaviour

Low level interruptions or not following instructions in class will be noted by the class teacher and repeated occasions will be shared with parents

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Suspensions

At West Park we do not believe that suspension is in the best interests of pupils experiencing difficulty with their behaviour in school, therefore suspension of any type is an absolute last resort and will only be used in extreme cases in accordance to the Equality Act.

Internal Suspensions

It may be necessary to isolate a child from other pupils for a fixed period. When suspended internally, a pupil will spend some time, usually the remainder of the morning, afternoon or one day, working in isolation in the office of a senior leader. Parents and Carers are informed in writing, of the circumstances surrounding the internal suspension.

External Suspension

In some circumstances a decision may be made to suspend a child from school. The Headteacher will inform the Parents and Carers of the suspension and their right to make representations to the Governing Body and the Local Authority.

Parents and Carers of a suspended child will be asked to attend a meeting before the child returns to school. All parties will need to agree on a plan of action which will help the child to manage his/her behavioural difficulties.

Permanent Exclusion (expulsion)

West Park CE Primary has a target of zero permanent exclusions. However, the Headteacher can exclude a child from school permanently if in her judgement the pupils return to school would seriously prejudice the education of the other pupils or would place the safety of the pupils and/or staff at risk.

For details of the current procedures at West Sussex please follow the link below.

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-and-behaviour/exclusions/#overview>

Searches for banned items

The school may search your child if they think your child has any banned items.

The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Parents will be

told about any search for a banned item and the outcome - including any sanctions. West Park CE Primary will follow the Searching, Screening and Confiscation Advice for schools July 2022

Banned items include:

weapons

alcohol

illegal drugs

medication

stolen goods

tobacco products

pornographic images

fireworks

anything that has been, or is likely to be, used to cause injury or commit an offence

anything banned in the school rules

What happens during a search

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Working in Partnership with Parents and Carers

Parental Involvement

We feel that it is very important to work closely with Parents and Carers; they are invited into the school throughout the year, both formally and informally. This gives class teachers opportunities to build and maintain positive relationships with Parents and Carers.

We hold 'Parent Consultation' afternoons and evenings twice a year, meet the teacher sessions and termly open afternoons where Parents and Carers can come and share work. Early in the school year Parents and Carers will also be made aware of the school's Home School Agreement and asked to sign it. Sometimes staff or Parents and Carers may need to meet at other times and Parents and Carers and staff are urged to contact each other at an early stage if there are any concerns. The best time to meet is at the end of the school day, however, this may not always be possible as staff often have to attend meetings at this time. Parents and Carers and staff are encouraged to communicate in person or through the office to arrange a meeting.

We recognise that we need to be consistent with children. Children need to know that we are being fair. However, it is also important to recognise that there could be extenuating circumstances that affect a child's behaviour, e.g. a death in the family, separation of Parents and Carers, a child witnessing an act of violence, a child subject to some form of abuse. Parents and Carers are urged to inform our Pastoral Manager if they know of anything which may be having a detrimental effect on a child's behaviour. This information will be treated as private and confidential, only being shared with staff as required to ensure support is put in place as soon as possible.

We need Parents and Carers' full co-operation if our policy is to be effective. It is essential that Parents and Carers support us in our school rules and values curriculum. It would be very beneficial to the pupils if the same de-escalation techniques and calming strategies are used at home as these will quickly become habit. In certain circumstances where a child has been involved in a serious incident of inappropriate behaviour the Headteacher will contact the Parents and Carers immediately and ask them to come to the school to discuss the matter. If possible and appropriate the child will be involved in the discussions.

Guidelines for Parents and Carers

- Explain to your children that our rules are made in order to protect children and make school a safe and happy environment, e.g. children who run in school are likely to hurt themselves or someone else.
- Use praise and positive language when speaking to your child.
- Support us in our school rules and values curriculum.
- Children should not be left outside before 8.30 am.
- Tell a member of staff if your child is experiencing any problems at school.
- Attend all meetings and keep all appointments which are made for you to discuss your child so that home and school can work together effectively.

Communication between home and school

Informal Communication

The first method of communication between home and school should always be informal. The parent or teacher may request a meeting, perhaps personally or via a telephone call. Teachers will also ring home to praise behaviour and discuss any concerns at an early stage.

Family Support

Children may be referred throughout the course of the year to the Pastoral Manager. Communicating with Parents and Carers is vital in these cases and Parents and Carers may be invited into school to work with our staff or other support services.

Keeping in Touch and Behaviour Book

A Keeping in Touch or Behaviour Book will be used when a child is not responding to other methods of behaviour management. These are books where regular and detailed notes of the child's behaviour can be kept and communicated to Parents and Carers on a daily basis. Parent should sign each day's report and have the option to add comments in the book when it is taken home each evening. These can be read by the class teacher/Senior Leadership team member and other relevant staff the following day. Co-operation between home and school is vital at this point. Parents and Carers of children whose behaviour has warranted the use of this system will need to come to school on a regular basis to discuss the child's behaviour with the appropriate member(s) of staff.

Informing Parents and Carers of Detentions and Internal Suspensions

It is very important for children to know that their Parents and Carers will be informed if their behaviour is unacceptable (see 'Parental Involvement' below). It may be necessary for a child whose behaviour has been unacceptable on several occasions throughout the day, and who, perhaps, has subsequently failed to complete the expected amount of work, or has prevented others from completing their work, to be given a short playtime detention to complete work. During this time the child will be given their work and will be supervised by their teacher. In some circumstances, when a child has exhibited consistently challenging behaviour and has, perhaps, put themselves or others in danger, it may be appropriate for that child to be given an internal suspension, whereby they will be expected to work in isolation from their peers for the remainder of the day, including playtime and lunchtime. (See suspensions pg. 10) Parents and Carers will be kept fully informed and the child will work with a member of the BEST team or senior leader.

Support Teams

We have a number of staff who are available to provide support to children in school and also support families with accessing support for home.

Learning Mentors

Learning mentors work with children across their year group to provide support and intervention for identified pupils. This includes emotional and behavioural needs as well as SEND and academic intervention.

For the child this support may take the form of one to one or group work on such things as self-esteem, anger management or bereavement counselling. Parental permission is always sought for such work when necessary and Parents and Carers are kept informed of developments as appropriate.

Disadvantaged Support Team

The disadvantaged support team is led by Mrs Craig, Deputy Headteacher and includes three Support Assistants.

The role of this team is;

- to liaise with class teachers and provide regular planned sessions to pre-teach or reinforce the learning to ensure maximised learning and progress
- to form positive relationships with these potentially vulnerable pupils and regularly check-in with them away from the busy classroom environment

Family Support

Our SEND and Inclusion Team (Pastoral Manager, Inclusion Lead, Special Educational Needs Co-ordinator and teacher in charge of the SSC) can provide support for children and families in order to remove barriers to learning. They can also liaise with families to access advice and support for behaviour issues at home through the Designated Schools Team at Early Help. They can also make referrals to other agencies for example School Nurse or Single Point of Access.

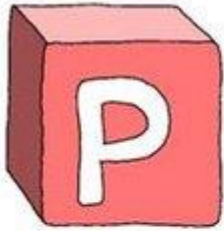
Families who are accessing support are monitored by our SEND and Inclusion team at regular intervals. Any relevant updates are added to CPOMS.

Appendix A – Policy on a Page



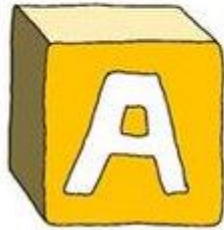
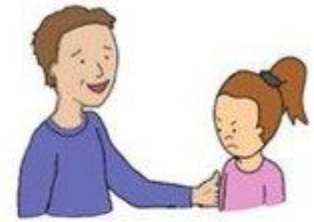
West Park CE School
Care and Management - Policy on a Page

| School Rules | | |
|---|---|---|
| <p>Be kind</p> | <p>Be safe</p> | <p>Be your best</p> |
| Visible Pupil Consistencies | | |
| <ul style="list-style-type: none"> • Marvellous, moving | <ul style="list-style-type: none"> • Remarkable routines | <ul style="list-style-type: none"> • Legendary lines |
| Visible Adult Consistencies | | |
| <ul style="list-style-type: none"> • Positive meet and greet • First attention to best conduct • Persistently positive • Pip – praise in public • Rip – react in private • Relentless routines • Fair, consistent and calm adult behavior • PACE approach | <ul style="list-style-type: none"> • Communication for audience/purpose/outcome (communication tools*) • Behaviour scripts • Nurture and kindness • Self Reflection • Be curious, not furious • Repair and restore relationships • Fresh start | |
| Stepped Scripts for Success | | |
| Recognition | <p>'Thank you for following instructions'</p> <p>'Thank you for keeping us safe'</p> <p>'Well done for have a go even though you found it tricky'</p> | |
| Remind | <p>'Remember to follow the rule about'</p> <p>'Do you remember yesterday when.....That is the Henry I need to see today, that is the Henry you always choose to be'</p> <p>*Communication tools -</p> <p>Declarative Language sentence stems – I can see.....I wonder.....I am thinking that.....I liked it when.....</p> <p>Thinking out loud – I like it when I am warm and cosy.....I wish I knew someone who could help me.....</p> <p>Assertive sentence stems – I need to see you.....I know you will.....thank you for.....I expect.....</p> | |
| Warn | <p>'You need to know that every choice has a consequence.'</p> <p>'When you choose to do the work, that would be fantastic and this will happen....'</p> <p>'When you choose not to do the work, then this will happen.....'</p> <p>'I'll leave you to make the decision. Think carefully.'</p> | |
| React | <p>30 second intervention –</p> <p>'I notice you are (behaviour).....it was the rule about.....you have chosen to (consequence)....'</p> <p>If a child is dysregulated –</p> <p>Use a PACE approach</p> <p>'Remember all feelings are ok, but all behaviours are not ok, please go to the calm area and use the strategies in your feelings toolbox'</p> <p>Consequences can be 1. natural (tidy up) 2. protective (reduce risk of harm) 3. educational (teach skills gaps to reduce the chance of repeat behaviours)</p> | |
| Reflect and repair | <p>Restorative conversation –</p> <p>'What happened?'</p> <p>'What were you thinking?'</p> <p>'How were you feeling?'</p> <p>'How are you feeling now?'</p> <p>'Who do you think has been affected?'</p> <p>'How can you put things right?'</p> <p>'What can you do differently next time?'</p> | |



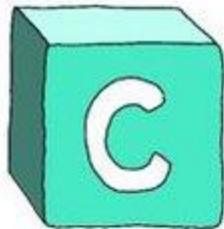
Playfulness

- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



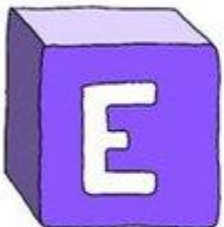
Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



Empathy

- Really connecting with how they are feeling and showing compassion

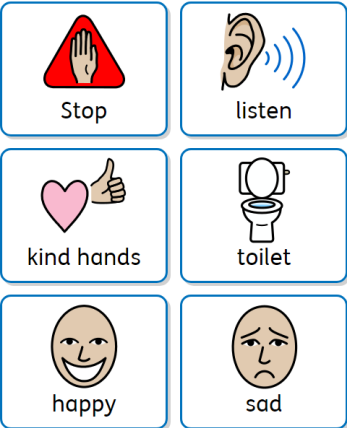


P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Jones

Appendix C - Communication Tools

Examples :

| | |
|---|---|
| <p>PECS examples</p> |  |
| <p>Declarative Language / Talking out loud</p> | <p>I'm wondering where your book is ? Hmm.....I see your backpack on the floor..... Hmm.....I notice all the children are getting their lunch out..... Hmm.....your hands look dirty..... I feel like you are not listening to me when you don't look at me..... Hmm.....I see scraps of paper on the floor..... Oh, my look at the time.....</p> |
| <p>Imperative / Assertive language</p> | <p>Get your book. Hang up your backpack and come to the table. Get your lunch out. Wash your hands. Look at me when I'm talking ! Pick the scraps of paper up off the floor. Finish that in 3 minutes.</p> |

Our Feelings Rainbow



| Blue | Green | Yellow | Red |
|--|---------------------------------------|---|--|
| Running Slow | Just Right | Fizzy | Scared or Angry |
| Unhappy Tired Withdrawn Tearful | Positive Proud Calm Focussed | Excited Nervous Frustrated Annoyed | Mad Yelling Aggressive Big behaviours |

Feelings Check-in Example :

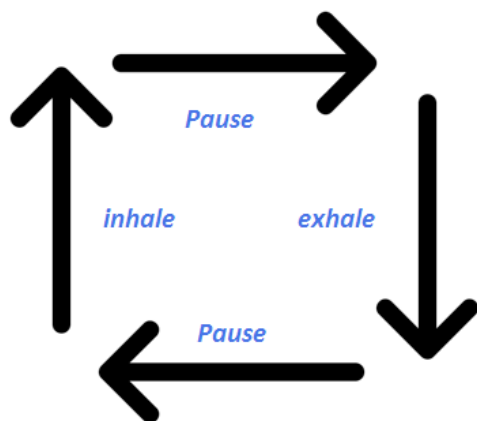


Calm Space Example:



Appendix E – Regulation Strategies

Box Breathing (for a count of 4 each side)



PoohyKnightsmith.com | youtube.com/poohy | @PoohyH

5,4,3,2,1..

5 things you can SEE

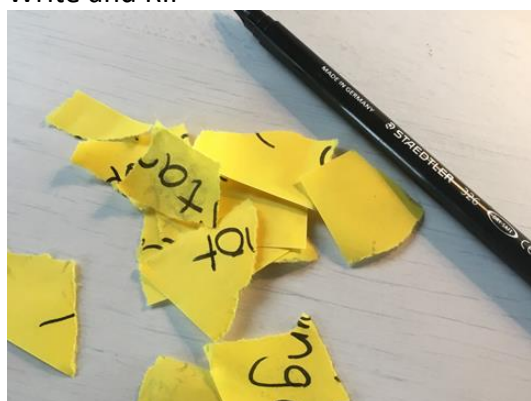
4 things you can HEAR

3 things you can TOUCH

2 things you can SMELL

1 deep slow BREATH

Write and RIP



MUSCLE RELAXATION TECHNIQUES & PROPRIOCEPTIVE INPUT



KNEE HUG



PALM PRESSES



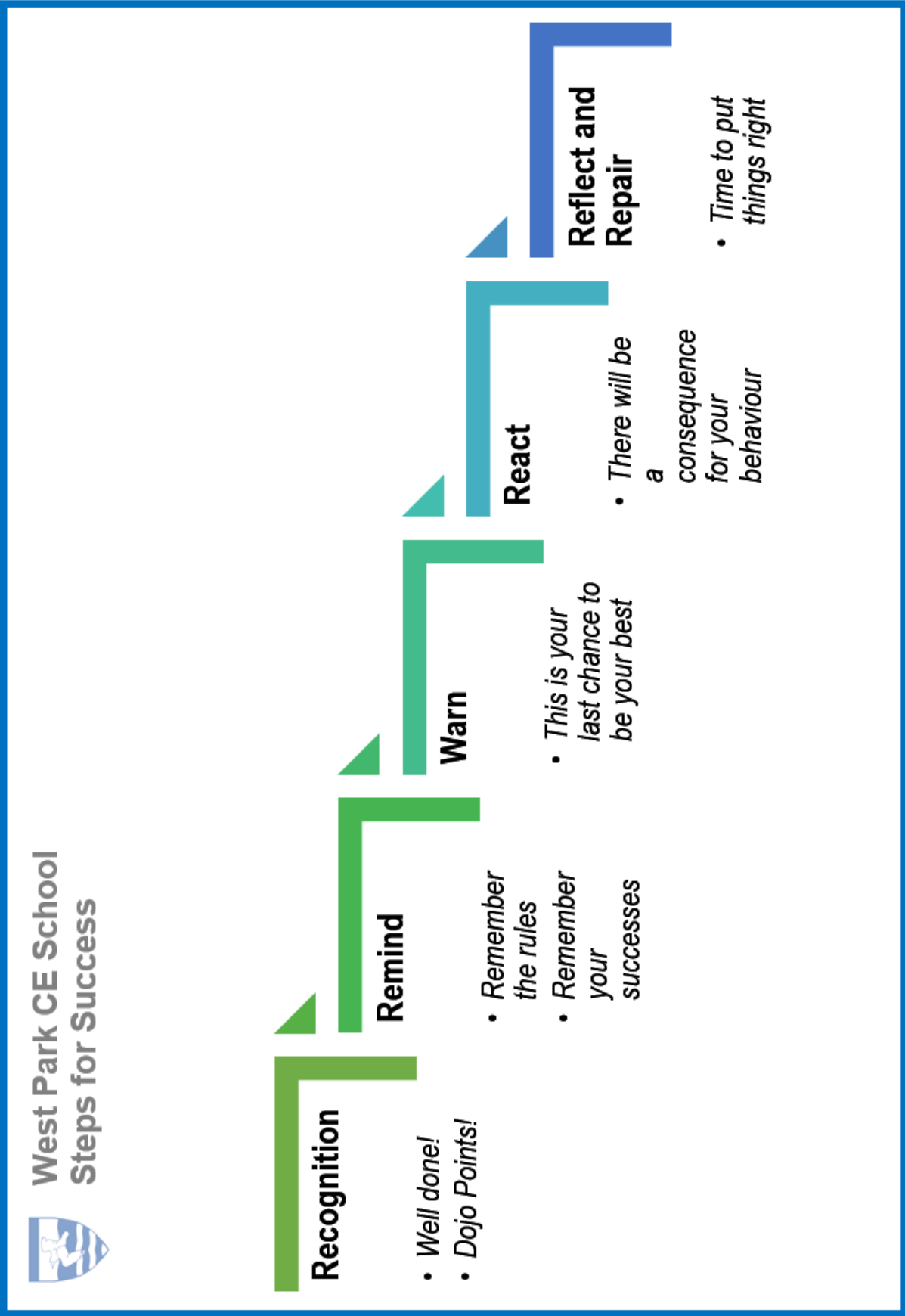
HAND SQUEEZES

Hand Mudras (gestures)



Individual Regulation Toolkits can be created for identified children





Appendix G - De-escalation strategies

1. Closed choice- giving the option of doing what you have already asked or a less desirable option
2. Bracket- praise someone nearby and then them when they do as asked
3. Reminder about remaining time- 2 minutes left to...
4. Casual question- how's the work going? All ok?
5. Steady stare- keep looking until they realise you are waiting and then just fractionally longer to show them you noticed
6. Break off- stop mid-sentence and wait
7. Signal- gesture, facial expression, shake of head etc.
8. Move nearer- continue to teach but move nearer the pupil so they are aware of you
9. Describe what you see/hear in a neutral way- I can see you moving around the room you need to sit in your place. You are speaking loudly; I need you to work more quietly.
10. Distract with activity- I need someone to... could you please clear the whiteboard for us (this is a good break to stop escalation and could be the quick moment to refocus their group or quietly speak to them away from their audience)
11. Support and scaffold with activity if looking stuck
12. Tell- be really clear about what you want them to do. "Books closed, pen down and looking at me"
13. Repeat instruction 3 times. Exactly the same with slight pause in the middle to give time to complete
14. Partial agree- I know it's hard but practice makes permanent
15. Tactical Ignore- only temporary and if no one in danger. Ignore, then praise when doing what asked. (You may need to praise those around to get quick result)
16. Private Intervention- speak in quiet space without audience (make sure you are in a space where you can be seen though)
17. Maybe and- listen and reply "maybe and I still need you to..."

Reflect and Repair

What happened?



How were you feeling?

| Blue | Green | Yellow | Red |
|--------------|------------|------------|-----------------|
| Running Slow | Just Right | Fizzy | Scared or Angry |
| Unhappy | Positive | Excited | Mad |
| Tired | Proud | Nervous | Yelling |
| Withdrawn | Calm | Frustrated | Aggressive |
| Tearful | Focussed | Annoyed | Big behaviours |

What rule was broken?

Be kind



Be safe



Be your best



What was the impact of your choice?



I stopped myself learning



I stopped others learning



I felt sad

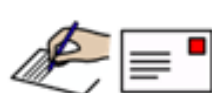


I made others feel sad

What can you do to make it right?



Say sorry



Write a sorry letter



Complete my work



I have an idea

ABCC Chart for Recording and Analysing Behaviour

Name

| | ANTECEDANT What happened before? Who? Where? When? | BEHAVIOUR Behaviour | CONSEQUENCE What action was taken? | COMMUNICATION What might this behaviour be trying to communicate? |
|--|---|-------------------------------|--|---|
| | | | | |

Appendix J – Behaviour Frequency Tracker

| BEHAVIOUR FREQUENCY CHART | | | | | |
|----------------------------------|---------------|----------------------|------------------|-----------------|---------------|
| PUPIL | | WEEK BEGINNING | | | |
| <i>Time</i> | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | <i>Friday</i> |
| 9 am | | | | | |
| 9.30 am | | | | | |
| 10.00 am | | | | | |
| 10.30 am | | | | | |
| 11.00 am | | | | | |
| 11.30 am | | | | | |
| 12.00 pm | | | | | |
| 12.30 pm | | | | | |
| 1pm | | | | | |
| 1.30 pm | | | | | |
| 2pm | | | | | |
| 2.30 pm | | | | | |
| 3.00 pm | | | | | |

Appendix K – Risk Assessment Behaviour Plan

School:

Pupil:

Class Teacher:

L.S.A:

Assessment of Risk

| | |
|--|--|
| In which situations does the risk usually occur? | |
| How likely it is that the risk will arise? | |
| If the risk arises, who is likely to be injured or hurt? | |
| What kinds of injuries or harm are likely to occur? | |
| How serious are the adverse outcomes? | |

All About Me

| |
|--|
| |
|--|

Proactive Interventions to Manage Risk:

| | |
|-------|------------------|
| Signs | Interventions |
| | Things to avoid: |

Early Interventions to Manage Risk

| | |
|---------|---------------|
| Signs | Interventions |
| Stage 1 | |
| Stage 2 | |

Reactive Interventions to Respond to Adverse Outcomes

| | |
|---------|---------------|
| Signs | Interventions |
| Stage 3 | |

Stages 4 and 5 Recovery and Depression

| |
|--|
| |
|--|

Stage 6 Follow-Up

For staff

For pupil

Communication of Behaviour Management Plan and School Risk Management Strategy

| Plans and strategies shared with: | Communication Method: | Date Actioned: |
|-----------------------------------|-----------------------|----------------|
| | | |

Staff Training Issues

| Identified Training Needs | Training provided to meet needs | Date training completed: |
|---------------------------|---------------------------------|--------------------------|
| | | |