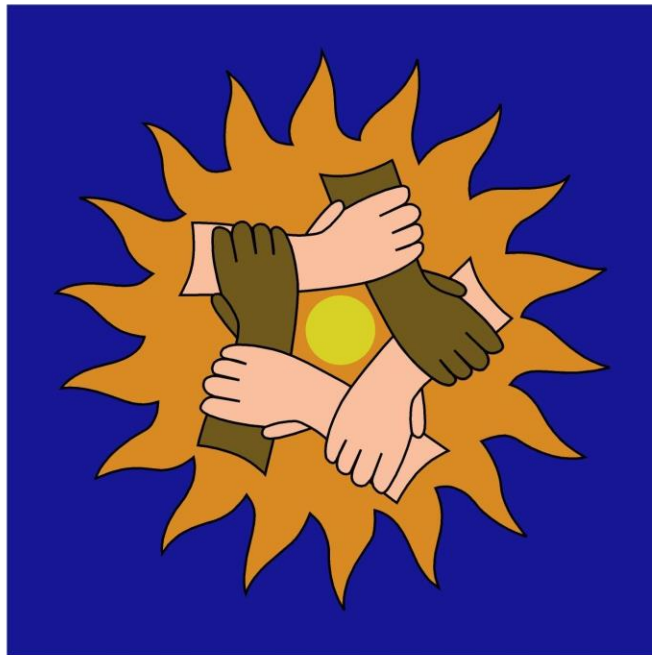


“Together we can achieve more”

Highfield Primary School



Behaviour Policy Autumn 2019

The aims of the policy are to:

- ensure the safety and emotional well-being of all members of the school community;
- be positive, with an emphasis upon praise when the appropriate behaviour is achieved;
- include all members of the school community in the process of promoting appropriate behaviour;
- identify clear expectations and be easy for everyone to follow;
- ensure equal access for all children to a purposeful learning environment and fair treatment in all aspects of school life.

This policy must be read in conjunction with Highfield Child Protection and Safeguarding Policy, Single Equality Policy and Cyberbullying Guidance from Enfield Council, Positive Behaviour

Management Strategies Enfield Primary Behaviour Support Service and Behaviour and Discipline in Schools Advice for headteachers and school staff, Department for Education January 2016 and takes account of the Equality Act 2010.

School Ethos

At Highfield we believe that everyone is entitled to:

- be treated with respect
- be treated fairly
- be safe
- be listened to
- learn or teach without unnecessary disturbance

We are therefore committed to maintaining an environment where desirable behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem. The school community can achieve this by adhering to our Golden Rules, Vision and Values and the Children's Charter. Members of the school community are: children, staff, governors, parents and visitors.

The Golden Rules, Vision and Values and Children's Charter have been discussed with the children and their views considered. They are reference points of expected behaviour for all who are present and they are displayed throughout the school.

OUR GOLDEN RULES

At Highfield Primary School we value and respect others. Knowing, understanding and following our Golden Rules is essential for our school to be a safe learning environment.

The Golden Rules apply to all members of the school community.

We are kind and helpful and respect each other's cultures

- **We enjoy learning in class and let others do the same**
- **We are polite to each other and take it in turns to speak**
- **We always behave sensibly and safely in school**
- **We listen to the staff and do what they say straight away**
- **We take care of our school and equipment**

Our Golden Rules are on display in all classrooms, in corridors and are reinforced by all staff members. We have regular assemblies about the Golden Rules to promote children's understanding and social development.

Highfield Primary School

Vision & Values **'Together we can Achieve More'**

Our Vision

We passionately believe in developing a life-long love of learning within an inspirational and inclusive environment. Highfield is a warm and friendly place of co-operation, equality and respect.

Our Values

**The school has highlighted three core values of: Respect, Co-operation and Kindness
These core values form the basis for the work that we undertake at Highfield Primary School.**

To instil a love of learning by:-

- Implementing a relevant creative curriculum designed to encourage independence and child-initiated learning
- Providing a stimulating learning environment to encourage investigative and meaningful engagement with the learning process
- Providing excellent teaching of both the Primary Curriculum and the development of life skills

Everyone deserves to receive a high quality education:-

- Teaching is personalised to meet the needs and preferred learning styles of all learners
- By believing and acting on the premise that every child matters
- Providing appropriate resources and opportunities

We treat each other with empathy and kindness, and we are polite to each other by:-

- Promoting a high standard of behaviour in our school community through well established policies and procedures such as our *Golden Rules*
- Understanding both our rights and responsibilities at school and in the wider community
- Raising self-esteem and self-worth through ensuring that our children reach their full potential

At the beginning of the school year, each class is responsible for formulating class rules that promote a positive learning environment and are relevant to the age and needs of the children in that particular class. The classroom rules should use positive language.

The Responsibilities of the School Community

Staff and Governors should

- praise good behaviour and work
- actively promote Highfield's *Golden Rules /Vision and Values /Children's Charter* at all times
- take an interest in the welfare of the pupils
- provide work and routines within the school which will enable the children to be successful
- be consistent and fair
- model the expectations of the policy
- support colleagues across the school in the management of behaviour
- actively deal with behavioural issues whenever and wherever they occur
- involve and communicate with parents
- be careful not to label children through their behaviour
- provide opportunities for children to take on leadership responsibilities

Children should:

- follow and promote the *Golden Rules/Vision and Values/Children's Charter* at all times
- treat all members of the school community with courtesy and respect
- take responsibility for their own behaviour and an active role in resolving issues
- tell adults if they (or others) are upset or have a problem
- behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- treat living things kindly
- try their best
- take responsibility for personal possessions
- treat everyone in the school community with kindness

- provide a good role model for younger children

Parents/carers should:

- support the school's behaviour policy
- ensure their child's regular attendance and punctuality
- work together with the school regarding discipline and management of behaviour
- communicate to the school anything which may affect their child's behaviour
- show courtesy and respect to all members of the school community
- respect the limitations of staff time
- provide a good role model
- praise good behaviour and work
- support children with their homework
- adhere to Visitor Behaviour Policy guidelines

Positive behaviour is encouraged through:

- Praise by all staff and parents both verbal or written ;
- Encouragement to continue good work/behaviour;
- Celebrating good behaviour/attitude through display;
- Giving children responsibility either within class or as a "Special Person" for the day;
- Whole-school recognition in Achievement Assembly and on the Achievement Board;
- Certificates, awarded in Achievement Assembly for sustained effort to improve behaviour or consistently good behaviour and attitude;
- Team points/class points/table points/stickers/certificates/ ticket box/ marble jar are also used;
- Showing work to Headship/Leadership team and receiving stickers/certificates and a treat from the well done box;
- Whole school assemblies to discuss how children and staff can earn Beads for Respect, Kindness and Co-operation;
- Positive feedback to classes through the School Council;
- Golden Time;
- Verbal and written feedback to parents/communication with home, e.g.'Post-Card', text or certificate may be sent home to mark the child's achievement;
- The Highfield Five (see appendix);
- Regular opportunities for Social and Emotional Aspects of Learning (SEAL);
- 'Circle Time' activities where appropriate behaviour is explored and discussed;
- Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets, flow diagrams);
- Individual mentoring from the Learning mentors;
- Projects with the Behaviour Support Service, eg, within a class, group or

individually;

- Dealing with incidents individually and providing children with opportunities to have a fresh start wherever possible

EYFS/KS1 Dealing with unacceptable behaviour:

The following are considered to be examples of unacceptable behaviour. At Highfield there are three levels of seriousness:

Level 1	Level 2	Level 3
Ignoring the Highfield Golden Rules	Level 1 behaviours become persistent	
Running inside school		
Calling out/talking at inappropriate times/using unkind words	Swearing	Serious verbal aggression towards adults
Touching/poking/pulling others		
Creating/involving themselves in arguments		
Not responding to adult direction	Endangering personal safety eg: climbing over toilet doors	
Dishonesty	Refusing to complete tasks	
Hiding other people's possessions	Kicking furniture, deliberately damaging property of school or others	
Stealing	Stealing	
Physical aggression towards other children	Fighting - hurting other children Purposeful physical aggression towards other children	Biting
Verbal aggression towards other children	Racial comments	Racial aggression (verbal or physical) Serious verbal aggression/threats towards other children
	Bullying	Bullying (continuous)
		Physical aggression towards an adult
		Other forms of serious anti-social behaviour
Spitting		Spitting at someone

Children should not be left unsupervised at any time.

A list of behaviours and consequences are displayed in all classrooms in a colourful table

EYFS/KS1 Consequences of unacceptable behaviour:

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Reminder of the class/playground rules • Child removed from situation • Child may miss out on activity • Child to stay with adult at playtime • Child sent to parallel class • Lose part of Golden Time • Put on appropriate level of behaviour chart • Be spoken to in a firm way and given an explanation • Adults on duty/LSA inform class teacher • Parents may be informed verbally • Playtime Time Out strategy Year 2. 	<ul style="list-style-type: none"> • Incident recorded on an incident log Inclusion Leader/Phase Leader to have a copy see appendix 4. • Parents informed and a parent/carer meeting log kept appendix 4. • May be spoken to about the consequences by a senior member of staff • Y1/2 child may be sent to Inclusion Leader • If incidents continue another meeting set up to include Class Teacher/ Inclusion Leader /Learning Mentor • Decisions may be made to monitor behaviour in school and at home daily through behaviour abc log appendix 5 with targets set. Inclusion Leader/Learning Mentor may monitor with CT • Racial incidents recorded in Racial Incident Book - HT Room • Class teacher may need to inform Headship team about behaviours • Playtime Time Out strategy Year 2 	<ul style="list-style-type: none"> • Staff member to inform Inclusion Leader/Headship team • Parents informed on day of behaviour • Full details of behaviour recorded by adults involved and copy to Headship team • Class teacher monitors behaviour on daily basis • Daily behaviour log or an ABC log started appendix 5 • Outside agencies may be contacted; (SENCO involvement). Educational Psychology Service, Behaviour Support Service and a Positive Behaviour Plan and Risk Assessment to be completed appendix 6 • Personalised behaviour flow diagram made (if needed) • Consequence for biting will result in parents being called and an internal exclusion for the remainder of the school day. • Fixed term exclusion (this can include lunchtime

	<ul style="list-style-type: none"> Pupils may be allocated a Key adult (Inclusion Leader, learning mentor, phase leader, Senco) 	exclusions) and a Pastoral Support Plan to be started appendix 7
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Children should not be left unsupervised at any time.

A list of behaviours and consequences are displayed in all classrooms in a colourful table

Dealing with unacceptable behaviour in Key Stage 2:

The following are considered to be examples of unacceptable behaviour.

At Highfield there are three levels of seriousness:

Level 1	Level 2	Level 3
Ignoring the Highfield Golden Rules		
Pushing in		
Interrupting teacher		
Spoiling other's game		
Avoiding/wasting time		
	Eating in class	
Inappropriate noise		
Running inside school		
	Being argumentative	
	Spitting on the ground	Spitting at someone
Teasing, name calling		Bullying (continuous) Intimidation, tormenting
Distracting other children	Frequent distraction	Continuous disruption
Cheekiness	Rudeness	Verbal abuse
Using swear words to self	Swearing at pupils and rude gestures	Swearing at staff
Play fighting	Fighting/aggressive play	Vicious or persistent fighting
Lying	Persistent lying	Blatant dishonesty
Lack of co-operation	Refusal to follow instructions	Dangerous refusal to follow instructions
		Sexual harassment/ Sexually abusive comments
	Disrespect towards visitors	

	Graffiti	Vandalism
	Kicking, hitting, punching etc Unwanted physical contact	Violent physical attack Biting
	Retaliation	Serious physical retaliation
	Leaving class without permission	Leaving school without permission
	Throwing, kicking equipment/furniture	Throwing, kicking equipment/furniture at adults/children
		Racial, social, cultural or religious abuse
		Stealing
		Physical attacks on staff
Verbal aggression towards other children	Racial comments	Racial aggression (verbal or physical) Serious verbal aggression/threats towards other children

A list of behaviours and consequences are displayed in all classrooms in a colourful table

Consequences of unacceptable behaviour in Key Stage 2:

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Reminder of the Highfield Golden Rules or Behaviour Policy Verbal apology Finishing work at break time/ home if behaviour has led to work not being completed Positive re-direction, highlighting the good examples of others Be spoken to about the consequences of their behaviour by a member of staff 	<ul style="list-style-type: none"> Incident recorded Written apology Exclusion from school activities/trips Be spoken to about the consequences by a senior member of staff Parents contacted and an urgent meeting held with child in attendance (at the discretion of Inclusion Leader/Phase Leader) Regular home-school communication Cooling off period away from the class (by 	<ul style="list-style-type: none"> Be spoken to by HT/DHT/AHT and parents together Positive Behaviour Management Plan and Risk Assessment started appendix 6 and time scale set up Regular monitoring of behaviour by teacher, learning mentors and a daily Behaviour log or an ABC log started appendix 5 - reported to HT/DHT/AHT Outside agencies may be contacted; (SENCO involvement).

<ul style="list-style-type: none"> • Parents informed verbally • Re-positioning within the group/classroom • Strike out on behaviour sheet • Lose part of Golden Time 	<p>arrangement with another teacher)</p> <ul style="list-style-type: none"> • Regular monitoring of pupil's work or behaviour • Sent to "Time Out" • Report card given to child 	<p>Educational Psychology Service, Behaviour Support Service and a Positive Behaviour Plan and Risk Assessment to be completed appendix 6.</p> <ul style="list-style-type: none"> • Personalised behaviour flow diagram made (if needed) • Fixed term exclusion (this can include lunchtime exclusions) and a Pastoral Support Plan started appendix 7
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Children should not be left unsupervised at any time.

A list of behaviours and consequences are displayed in all classrooms in a colourful table

- It is not always easy to categorise behaviours within the specific context of the three levels, therefore this table is intended as a guide.
- We recognise that every child is different and therefore our policy is implemented flexibly in order to meet individual needs; this may include choosing to employ strategic acceptance of some low-level inappropriate behaviour and the application of different strategies, as outlined in a Positive Behaviour Management Plan/Pastoral Support Plan see appendix.
- For children in the Foundation Stage, the policy will be applied with due consideration for the child's age and stage of development.
- Persistent incidents of behaviour within the lower level categories will trigger higher level consequences.
- The Headteaship Team/Senior Leadership Team/Inclusion Leader will be informed of Level 3 incidents and will have weekly meeting with Learning Mentor's to monitor behaviour.

To support the three level structure the school also offers:

Red Cards are displayed in each classroom/hall/dining area/office/welfare room etc to summon emergency help. This card reads *please come to*. The nearest adult will respond by going to the area required. **Orange** cards are sent to the medical room in a medical emergency.

Individual Cards are given to some children so that the adult will release them to The Thinking Room when they feel the need. In this way children can be responsible for their own behaviour management - the child shows their card before they lose control so that they can have an opportunity to calm down in a safe environment.

The Red Box - This gives every child the opportunity to speak to an adult in private. The child leaves their name and classes on a post it inside the box. The box will be checked daily by the Learning Mentors. Many classes now also have their own Red Box system.

The School Learning Mentors - The school has two Learning Mentors. The Learning Mentors work with children individually, or in a group, removing the child's barriers to learning. The support is targeted to meet the needs of individual pupils and bespoke programmes are offered.

Inclusion Leader - The school has an Inclusion Leader who can offer support and advice regarding managing behaviour.

Bullying

Bullying is considered to be extremely serious and is treated with zero tolerance. All staff who become aware of an allegation of bullying must refer to the school's Anti-Bullying Policy. This includes bullying related to gender/sexual orientation.

Racism

In addition to the sanctions contained within this policy, all incidents of racism must be reported to the Headteacher who will inform the appropriate authority as stipulated by the London Borough of Enfield. For further information the school's Single Equality Policy should be referred to.

Radicalisation/Extremism

Behaviours that cause concern and with possible links to radicalisation and extremism will be referred to Duty at Children's Services as with all other child protection concerns.

SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Where children are having difficulties accessing the curriculum due to behavioural difficulties, they are identified by the class teachers and the Inclusion Leader, SENCO and Learning Mentors are notified. They may be placed on the Behaviour Needs Register or the Special Educational Needs register. If their need is identified as SEN School Support then a Child Support Plan (CSP) is completed. This is completed by the class teacher with all parties involved including the parents/carers, child and possibly other staff members and/or professionals from outside agencies.

In some cases, the school may seek advice from outside agencies such as the Educational Psychologist, Primary Behaviour Support Service or CAMHS.

All support regarding pupils with special educational needs and pupils with safeguarding concerns is undertaken in accordance with the legal obligations under the Equality Act 2010.

Exceptional Circumstances

Highfield Primary School recognises that behaviour is a form of communication and some pupils can display exceptional needs with regard to their behaviour.

Pupils with SEMH needs may find it difficult to manage within the confines of the behaviour policy expectations and will need extra support to manage their behaviour choices appropriately. These pupils will usually be identified following the analysis of an individual ABC Chart. The pupil will then be discussed with the class teacher, learning mentors, Inclusion Leader, Senco and Phase Leader. A Risk Assessment/Positive Behaviour Management Plan will then be written and a key worker identified (usually a learning mentor). In addition other strategies will be named on the pupil's Positive Behaviour Management Plan which may include one to one support in the Thinking Room, key worker support, use of a special box, small group work, attending Dali class and attending lunchtime clubs and provision.

Our school SENCo, Cathy Togher has attended the Youth Mental Health First Aid Training, funded by the Government (September 2019). Staff will be trained in supporting children's **well-being** during twilight sessions. She will also support and guide staff with addressing the well-being needs of all pupils in our care at Highfield.

Approach trained staff are Cathy Togher- SENDCo, Bobbie Brennan- Learning Support Assistant and Christine Cameron- Learning Support Assistant. They can be consulted for advice regarding the safe handling of pupils whose behaviour may escalate.

A referral/s may be made to Primary Behaviour Support Service, CAMHS or the Educational Psychology Service.

In addition other strategies,

In the event of **extreme behaviour** where:

- the child puts others' safety at risk,
- the child puts his or her own safety at risk,
- school property is seriously or repeatedly damaged,
- there is persistent breach of the Behaviour Policy,

there may be no option but to impose a **Fixed Term** or **Permanent Exclusion**.

Any child considered to be at risk of exclusion will be subject to a **Pastoral Support Plan** formulated by a multidisciplinary team and parents, to try to minimise that risk.

Implementation of the Policy

- Families to be alerted to new revised Behaviour Policy, copies will be displayed in the entrance hall and put on the school website.
- All new families are alerted to the policy and requested to sign a Home - School Agreement
- All new staff and trainees to receive training in the policy's implementation
- Revised policy presented to staff, pupils, parents and governors
- Policy discussed by School Council and individual classes and opportunity provided for comment
- Highfield Golden Rules, Vision and Values and Children's Charter displayed prominently around the school.
- Vision and Values are displayed clearly in classrooms
- Levelled behaviour and sanctions displayed in all classrooms

Monitoring

This policy will be monitored regularly by the Leadership Team and updated as necessary to meet the changing needs of the school. It will be reviewed at least annually as part of the school's cycle of monitoring and through regular classroom observations.

This policy should be read in conjunction with other relevant school policies.

October 2019

Appendices

1. The Highfield Five
2. Time Out procedure
3. Behaviour monitoring sheets
4. Incident log/parent meeting log
5. ABC Chart
6. Positive Behaviour Management Plan and Risk Assessment
7. Pastoral Support Plan

All appendices, including standard letters, are in the staff drive, behaviour folder.

Appendix 1

THE HIGHFIELD FIVE

In order to give all of our children a set of strategies to use when they feel that they are being bullied or racism occurs or they are being mistreated by another child/adult, we have introduced the "*Highfield Five*." It is summed up as below. Normally this is demonstrated on the fingers and thumb of a hand.

It is displayed in all classrooms and around the school.

1. Talk Friendly - *Please don't do that, I don't like it*
2. Talk Firmly - *Don't do that (assertively) I don't like it*
3. Ignore
4. Walk away
5. Report to an adult

Appendix 2

TIME OUT PROCEDURES

It is our aim to ensure that we work closely with families to promote positive behaviour to enable all pupils to feel a sense of achievement and pride.

Early Years Foundation Stage (EYFS)

Visual reward chart of starting on the sunshine and moving up onto the rainbow (positives) or down to the sad cloud (level 1) or rain cloud (level 2). Clear expectations are shared with the children and they are reminded of them. Children are given a reminder and then a warning followed by Time Out to reflect (Level 2) either in class or in parallel class. Level 1 and 2 behaviours are monitored on a weekly checklist by the AHT for EYFS, where parents/carers are contacted in some instances to support with restoring positive behaviour.

Key Stage 1 (KS1)

Visual reward chart of starting on the sunshine and moving up onto the rainbow (positives) or down to the cloud (level 1), rain cloud (level 2) or thunder cloud (level 3-Time out). Time out to reflect is either given in class or in parallel class. Clear expectations are shared with the children and they are reminded of them. All levelled behaviours are monitored by the AHT for KS1, where parents/carers are contacted in some instances to support with restoring positive behaviour.

Key Stage 2 (KS2)

- Time Out - child will miss playtime or lunchtime in designated room supervised by an adult
- Child may receive Time Out from any member of staff - following the unacceptable levels of behaviour
- The adult will complete a Time Out letter

The Time Out letter needs to be photocopied - one is sent home via child (in some cases the letter will be sent by post) and one letter is taken to Time Out via the child and put in the Time Out file by the adult supervising

If incident occurs in the afternoon the Time Out will be carried out the following morning during playtime the same procedures take place with Time Out letter as above

- All letters returned by parents/carers need to be kept in the Time Out File
- If child is in Time Out more than three times a half a term, Learning Mentors will monitor file and inform the class teacher who then sends a letter home inviting parent/carer to discuss concerns. A Phase leader/Leader of Learning **may** be present to support class teacher during meeting

- If unacceptable behaviour continues, a letter is sent to parents/carers to meet with class teacher, staff from SLT and a Learning Mentor
- Parents/carers will be asked to meet with Headship team if child is not showing any improvement or parent/carer is not co-operating

PROCEDURES FOR TIME OUT LETTERS/SLIPS - KS2

Time Out Slip

- If a child has been given a "Time Out" - fill in slip then send to class with child (or take to class teacher yourself) letter needs to be photocopied
- Child will take letter to member of staff on duty in Time Out zone - staff will put in file
- Child to take slip home - will send appropriate ones by post if needed
- Await reply slip from parent/carer - keep in file
- Learning Mentors to monitor pupils who have had 3 Time Outs in a half a term - then inform class teacher for the next step

Letter from Class Teacher/Inclusion Leader

- Send or post letter to parent/carer to arrange a meeting to discuss concerns. Phase leaders to support teacher if needed
- All evidence of Time Out slips/letters from file should be made available for the meeting
- Meeting needs to be logged and parent/carer needs to sign

Letter from Learning Mentor

- Child will be closely monitored and strategies devised. They may have a report card with clear targets set and agreed and signed by all parties
- Outside agencies may become involved

Letter from HT/DHT/AHT

- Parent/carer invited in for a meeting to discuss concerns - next steps may lead to a fixed term exclusion - all documents needed

All staff involved with the child's concerns must be responsible in documenting all incidents - this is vital for outside support work and for parent/carer to see

Behaviour Monitoring Sheet - Year 6

Week Beginning:																
Name	Mon			Tue			Wed			Thu			Fri			Total

Level 1

- 1 strike at Level 1 - Warning
- 2 strikes at Level 1 - Time Out in class
- 3 strikes at Level 1 - Time Out in parallel class
(if work not completed, child to stay in at play/lunch to complete)

Level 2

Level 2 1 strike at Level 2 - Time Out to be given by TTR or Phase leader, a copy to be kept for class file and for the Thinking Room. Time out sheet to go home

Level 3

1 Strike at Level 3 - Phase leader or TTR to contact parents

MEETING WITH PARENT/CARER

DATE:

CHILD'S NAME _____

CLASS _____

KEY POINTS:

AGREED:

SIGNED:

..... (PARENT/CARER)
..... (STAFF)

Appendix 5

Highfield Primary School

Name of pupil being assessed:			
Single behaviour being analysed:			
Date commenced:		Sheet No:	
Date, time, place, staff members involved	Antecedent [context ..what was happening before the event]	Behaviour [behaviour observed]	Consequence [what happened immediately afterwards]

Follow on ABC chart for Behaviour Analysis

Pupil :

Sheet no.

Date, time, place, staff members involved	Antecedent [context...what was happening before the event]	Behaviour [behaviour observed]	Consequence [what happened immediately afterwards]

Summary of Analysis

Pupil			
Behaviour being observed			
Period of observation [minimum of 2 weeks]	From:	To:	total days <input type="checkbox"/>
Any sensory difficulties	Already known	Observed during this time	
Most common setting/trigger/person/activity			
Possible function[s] of behaviour [e.g sensory response/need, avoidance, need time out, attention etc]			
Successful strategies used to avoid/minimise this behaviour	Strategies tried that were not effective		
Any changes to Behaviour Support Plan needed?			
Parents informed? Yes/No	By whom?	Comment	
Any follow up needed?			

Individual Behaviour Log

Date and time	Incident - please note who dealt with/saw incident	Response/consequence/next step	Communication to parent/carer

Appendix 6.

**POSITIVE BEHAVIOUR MANAGEMENT PLAN and Risk ASSESSMENT
(RAMP)**

**For Pupils who Present a Risk of Harmful Behaviour
(Adapted March 2016 by Highfield Primary School)**

This document has been formulated by Enfield Primary Behaviour Support Service 2012 with acknowledgements to:
Hertfordshire LA document 'Risk Assessment and Management Plan for Children and Adults who Present a Risk of Harmful Behaviour'
Guidance on the Use of Restrictive Physical Intervention for Pupils with Severe Behavioural Difficulties Sept 2003 Ref.no. LEA/026/2003
Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and for Autistic Spectrum Disorders LEA/0242/2002

The development, implementation and review of this document is the responsibility of the school.
Risk is defined as 'uncertain prediction about future behaviour with a chance that the future outcome of the behaviour will be harmful or negative' (Kemshall, 1996).
Any harmful event that has occurred once thus becomes a predictable event and worthy of future risk assessment.

The RAMP will be most effective if this remains a 'living' document, which is updated and adjusted in line with a developing assessment, knowledge and understanding of the pupil's needs and responses.

Setting / School:

Name of Child:

Name of parent/carers:

Name of RAMP contributors:

DATE:

Dates Adjusted / Updated

Step One: RISK ASSESSMENT

Identification of risk	
<p>What is the nature of the foreseeable risk and who is affected by the risk?</p> <p><i>Base this answer on known events and real experience</i></p>	
<p>Is the risk potential or actual? i.e. Actual = what behaviour has already occurred Potential = what element of risk is being anticipated</p>	

Assessment of risk	
In which situations is the risk most likely to occur?	
How frequently is the risk likely to occur?	
Who is likely to be harmed?	
What type of harm is likely to be caused?	

Step two: Consideration of Pupil's Needs

Describe any known needs which may give rise to learning or social barriers to success e.g. SEN, EAL, Disabilities or medicated conditions, etc.	
Describe any identifiable triggers or external factors	

<p>which may adversely impact upon pupil behaviour</p>	
--	--

Step three: Risk Management Plan

<p>PROACTIVE INTERVENTIONS to reduce risk</p>	
<p><i>Any adjustments, arrangements that can be put in place or logistic actions which can be taken to minimise risks occurring? Eg – ABC Trigger chart, advice from outside agencies.</i></p>	
<p>WHAT?</p>	<p>WHO?</p>

<p>EARLY INTERVENTIONS to manage risk</p>	
<p><i>What responses, strategies, behaviour management options could be employed to support de-escalation and provide preventative actions to avoid escalated risk Eg – Key Adult to check in with first thing in the morning and up to 5x daily.</i></p>	
<p>WHAT?</p>	<p>WHO?</p>

<p>RESPONSIVE INTERVENTIONS to respond to adverse outcomes</p>	
<p><i>What can be done when incidents have escalated to deal with the risks safely, and what needs to be done when incidents are occurring or have occurred</i></p>	

[Outline where the use of reasonable physical intervention /Approach Training- 'Support and Isolation' will become necessary and how this will be most safely achieved. Include planning for post-physical intervention actions] Eg – consult Approach trained staff, remainder of class removed to another location.

WHAT?	WHO?

Identify any arising staff training/ support needs:

WHAT? & WHO?	ACTIONS/ BY WHO?	DATE COMPLETED

The Risk Assessment Management Plan will need to share with the following:

WHO?	ACTION / BY WHO?	DATE COMPLETED

Risk Assessment Management Plan agreed by:

NAME & ROLE	SIGNATURE

--	--

Review date: <i>NB The RAMP should also be a 'living' document updated on an ongoing basis.</i>	
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Appendix 7 - PASTORAL SUPPORT PLAN		Name:	Date of Birth:	Year Group:					
Date of Meeting:		Present:							
Date of first review:									
What has happened that has contributed to risk of exclusion									
Scale indicating how close or far from permanent exclusion you would rate this pupil currently									
High Risk									
Low Risk									
0	1	2	3	4	5	6	7	8	
What pupil's strengths are			Pupil's behaviour is better when			Pupil's negative influences/triggers			
• • •			• • •			• • •			
Pupil View					Parent View				

Target (stated in terms of positive expectation)	Outline of support arrangements/supportive strategies • • •
0 1 2 3 4 5 6 7 8 9 10	
Indicate where the pupils is now (circle the rating score □) Briefly describe current behaviour	
Indicate a realistic step of improvement (box the rating score →)	
Monitoring arrangements (How?/By whom?)	

TARGETS No. of (supplementary sheet)

0-10 Scale Indicator

0= the worst it could be

10 = the best it could be

Brief description of target behaviour (What will they do differently?/Who will notice?)												
Target (stated in terms of positive expectation)	Outline of support arrangements/supportive strategies											
<table style="width: 100%; text-align: center; border: none;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> Indicate where the pupils is now (circle the rating score <input type="checkbox"/>)	0	1	2	3	4	5	6	7	8	9	10	<ul style="list-style-type: none"> • • •
0	1	2	3	4	5	6	7	8	9	10		
Briefly describe current behaviour												
Indicate a realistic step of improvement (box the rating score \rightarrow)	Monitoring arrangements (How?/By whom?)											
Brief description of target behaviour (What will they do differently?/Who will notice?)												

PSP ACTION PLANNING	Pupil:	Date:
ACTION	BY WHOM	
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

TARGETS No. of (supplementary sheet)

0-10 Scale Indicator

0= the worst it could be

10 = the best it could be

•	•	•
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Target (stated in terms of positive expectation)	Outline of support arrangements/supportive strategies
0 1 2 3 4 5 6 7 8 9 10	• • •
Indicate where the pupils is now (circle the rating score <input type="checkbox"/>) Briefly describe current behaviour	
Indicate a realistic step of improvement (box the rating score →) Brief description of target behaviour (What will they do differently?/Who will notice?)	Monitoring arrangements (How?/By whom?)

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Target (stated in terms of positive expectation)	Outline of support arrangements/supportive strategies <ul style="list-style-type: none"> • • • 											
<table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 10%;">0</td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> <td style="width: 10%;">5</td> <td style="width: 10%;">6</td> <td style="width: 10%;">7</td> <td style="width: 10%;">8</td> <td style="width: 10%;">9</td> <td style="width: 10%;">10</td> </tr> </table> <p>Indicate where the pupils is now (circle the rating score <input type="text"/>)</p> <p>Briefly describe current behaviour</p>		0	1	2	3	4	5	6	7	8	9	10
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