



Beckers Green Primary School

# Behaviour Management Policy

September 2021

Review Date: September 2023

## **AIM**

“Positive behaviour in schools is key to academic achievement, and inseparable from safeguarding, the well-being of pupils/staff and all other aspects of learning.”

From: “Keeping pupils and staff safe – managing behaviour in schools, including use of physical contact and restrictive/non-restrictive physical intervention to manage difficult and harmful behaviour.” Guidance for Schools Summer 2021 Essex County Council.

Inappropriate behaviour is a sign of unmet need, stress and lack of knowledge. The school understands that the solution lies in understanding what the behaviour tells us about the child and their need. (All behaviour is communication.)

This policy aims to ensure a whole school consistent approach when promoting healthy emotional wellbeing and positive behaviour. This is an approach which is owned by the whole school community, including staff, pupils, parents and the school governors.

## **POLICY MISSION STATEMENT**

Our school will be a caring, democratic society where each person is regarded as a contributor to the good of the whole. In all disciplinary actions it is essential that the children understand that it is their **behaviour** that is not acceptable, not them as people. As a school we shall always consider what is in the best interests of the child.

## **INTRODUCTION**

**Section 1** organisation of the school day.

**Section 2** defines the various levels of supervision required at different times during the day and indicates when each category of staff is directly responsible for the children.

**Section 3** outlines the agreed procedures for the management of behaviour to which all staff subscribe. This includes the school’s definition of difficult and harmful behaviour, how we respond to such behaviour, including the use of consequences and how we support children to reflect, repair and restore after any incidents. This section also outlines the school’s policy on physical contact, restrictive Physical Intervention and exclusion.

## **Appendices**

## **Section 1**

### **Organisation of the school day –**

PHASE	MORNING	AFTERNOON	BREAKS
Foundation	9:00-12:00	13:15-15:10	10:25-10:45 12:00-13:15
Key Stage One	9:00-12:10	13:15-15:10	10:25-10:45 12:10-13:15
Key Stage Two	9:00-12:15	13:15-15:15	10:45-11:00 12:15-13:15

### **Arrivals and Departures**

Children arrive at school between 08:45 and 09:00. Those who go home for dinner arrive back at school between 13:05 and 13:15 unless they need to be back earlier in order to attend a lunchtime club. The school day for Foundation and Key Stage One ends at 15:10 and parents/carers collect their children from the classroom door. Should a child be going home with another parent or after school provider verbal or written clarification must be given by parent/carer. The school day for Key Stage Two ends at 15:15 and pupils may join their parents on the playground or in the case of year 5 & 6 walk home by themselves if written permission has been received from parents. If a sibling is picking up a child from years 3 or 4 then they must be over 16 and permission in writing must be given from parents/carers. Parents/Carers need to fill in a permission slip for pupils attending after school clubs.

### **Registration**

Children are registered at the beginning of each morning and afternoon and the register is returned to the office after each registration.

### **Signing In and Out**

Children arriving after 9 am at school report their presence to the school office before going to class. Office staff should maintain a record of who arrives late and why so that if necessary, problems can be followed up.

Children who are collected during the school day to attend dental appointments etc are required to sign out. This maintains an up-to-the-minute record of all children who are on site at any one time. Staff also need to inform the Office if they are absent from the school at any point during the school day.

Visitors to the school are also required to sign in and out and to wear an 'Authorised Visitors' badge.

### **Children Off Site**

Staff should refer to the Educational Visits Policy and complete all relevant documentation.

Permission is obtained from parents at the beginning of each academic year for teachers to take children off site at any times to participate in local field studies. In this case 'local' is defined as 'within the immediate vicinity of the school'.

Separate permission slips are obtained prior to any outing which does not comply with the 'local' criteria or which requires the use of transport.

The school recognises the importance of proper supervision and operates within County guidelines. One of the adults with any off-site class must either be a teacher or an authorised adult and one member of the school staff must be first aid trained. All parent or volunteer helpers need to have been approved by the head teacher or hold a full DBS check.

### **Use of Outdoor Space**

**The Playground:** Children are expected to show due care and respect for other users and their property. At lunchtime the playground is zoned with different activities and each zone is monitored by an adult.

**The Copse:** Children are expected to adhere to the rules and expectations laid out by adults when using the Copse in a cross-curricular manner and any necessary risk assessment should be made and submitted to the EVC. Part of the Outdoor Learning Curriculum focuses on health and safety in the copse area.

**School Field & Trim Trail:** The school field and trim trail is used during lunchtimes when the grass is dry. There is adult supervision on all trim trails during use and age-appropriate equipment has been designated. All children are aware of the rules surrounding using the trim trail and appropriate clothing that needs to be worn. This includes footwear and jewellery. When used as a sports field children are supervised at all times and instructed on the appropriate use of equipment.

**Pond Area/nature garden:** This is used under Teacher or Learning Support Assistant supervision only for cross-curricular purposes. The gate is kept padlocked

at all times when the area is not in use. This also houses the outdoor writing bubble room.

*Please consult risk assessments for further information on using the Copse and Pond Area safely.*

**Car Park:** This area is strictly out of bounds. All gates are locked during the day preventing access into the car park. Access through the hall is strictly forbidden to any child. No adult is to use the fire exits in the hall except the site manager.

### **Use of the Hall**

**Physical Education (PE):** The hall is used for PE on a daily basis and classes are timetabled in to ensure all pupils receive a minimum of two hours PE per week. The children are instructed on the proper use and handling of equipment in order to eliminate injury to themselves or others.

**Assemblies and Productions:** The hall is used regularly for whole school or phase group gatherings. The children are instructed to walk in and out of the hall to avoid injury to themselves or others.

**Lunchtimes:** The senior supervisors are responsible for calling the children into lunch in an orderly manner. The children are called in class order, the youngest children going into the hall for lunch at 12:00pm. KS1 staff remain in the hall until 12:15pm. Adults are in the hall at all times to support the children.

### **Use of the 'Rainbow Room' 'Sensory Room' and the 'Hive'**

**Rainbow Room:** The Rainbow Room is used on a daily basis for one-to-one, paired or small group interventions. Two booths are for SEN support, one for EAL and the other for Speech and Language.

**Hive:** During the morning the Hive is free to be used if children require some space. They must be accompanied by an adult. It is also used for music lessons and NELI interventions.

**Sensory Room:** This is to be used as and when required. Adults must be present when children are using the room. Training will be carried out to ensure the room and equipment are used safely.

**Wellbeing Workshop:** The Wellbeing Workshop is used by our pastoral support manager to provide a safe space for children to communicate freely. Mrs Dunne is based here Monday to Friday.

## **Clubs**

We offer a wide range of clubs to all ages. These take place before school, at lunchtime and after school. Permission slips are sought for all after school clubs and a register is kept for each club. Outside providers are DBS checked and the school club co-ordinator is responsible for liaising with them. Expectations of behaviour are laid out by each club leader.

## **Section 2**

### **Supervision**

This section seeks to address the supervision of children during non-contact time.

**Definition of roles:** The school day begins at 09:00 and ends at 15:10 for KS1 and foundation and 15:15 for KS2. However, children begin arriving at 8:45am. Teaching staff are therefore required to be present from 08:45 until 15:35 to ensure pupil safety at all times. In general Learning Support Assistants are expected to be in school by 8:45am, however these may depend on individual contracts.

#### **Definition of Duties:**

- **8:45-9:00-** Senior management will be on duty either outside the school grounds or on the playground during this time to ensure the safe arrival of our pupils into class.
- **10:30-11:00-**The Deputy Head teacher is responsible for organising a rota for playground duties. At 10:45 and 11:00 the bell is taken from the staffroom and rung in the playground. When indoor play is needed due to weather conditions there is a rota of LSA's to ensure all classes are covered.
- **12:00-13:15-** From 12:00 Foundation staff remain in the hall to supervise the younger pupils eating their lunch. Year 1 children are sent to the hall at 12.10pm with their teachers. The rest of KS1 go out to lunch at 12.15pm. The Deputy Head Teacher is responsible for organising a rota for lunch duties in the hall. The Senior Mid-Day Supervisors alongside the Deputy Head are

responsible for playground, field and indoor play timetables, making adjustments when staff are absent to ensure our pupils are supervised correctly during non-contact time. Teachers need to be prompt so that afternoon lessons can start by 13:15.

- **15:10-15:25**-where pupils are collected by taxi or after school providers the office staff supervise the children ensuring that they leave the premises with the correct adult in a sensible orderly manner.

### **Section 3**

#### **Behaviour Management Policy**

##### **A Whole School Approach**

Beckers Green Primary School seeks to be a secure, caring and supportive environment where children can both learn and play happily and successfully.

It is understood by Governors and all Staff that for the stated aims to be realised, there needs to be a whole school commitment to both the principles and practices outlined in this document.

It is appreciated that the most powerful tool we have to promote the adopted approach is the way we model it ourselves. Children learn by the example we set at least as much as by the methods and strategies we adopt to put the policy into practice. This relates not only to the interaction between members of staff, but also to the interaction between staff and children.

##### **Aims**

Through its systems of behaviour management, the school aims to:

- Develop pupils' self-regulation

- Enable pupils' to be on task with their learning
- Enhance pupils' self esteem
- Encourage ownership of behaviour and accountability
- Encourage individuals to recognise and respect the rights of others
- Promote honesty, fairness and politeness
- Enable rational conflict resolution
- Enable children to use tools and language independently to regulate their emotions.

### **Our School Code**

The school code is displayed throughout the school on our bees. Our school is a positive environment, where we care, challenge and grow together. "Be challenged, be inspired, be you."

- ❖ Be resilient
- ❖ Be respectful

### **Classroom Expectations**

Classroom expectations are negotiated each year between pupils and teachers. These indicate the rights and responsibilities felt to be important by each class and provide a framework for behaviour management.

Classroom expectations cover key areas such as:

- The way we treat each other
- The way we care for classroom property
- The way we learn and get assistance for learning
- How we solve interpersonal problems in and out of class
- How we move in, around and out of class
- How we can feel and be safe
- How we communicate with each other
- How we can work together collaboratively

For both school and classroom expectations to be effective, it is important that clear routines have been established, that expectations are seen by all to be appropriate and sensible and that consequences to not complying are fair, logical and applied without malice or uncontrolled anger.

### **Rights and Responsibilities**

In school, the children have the right to:

- learn through fun, stimulating and interesting lessons
- be challenged
- be listened to
- be treated with respect
- participate in decisions
- feel safe and secure
- be praised and rewarded
- space and time to regulate their emotions

In school, the children are responsible for:

- being kind, not to hurt another by what they do or what they say
- being polite
- respecting adults and other children
- their own belongings
- engaging fully in their learning

Respect is best learned by observing the model displayed by staff. Staff actively show respect for the pupils by:

- Commenting on the behaviour without criticising the child.
- Being aware of negative body language e.g. pointing, aggressive posture, invading 'body space'
- Never holding grudges and being prepared to give pupils a fresh start
- Using positive language to support behaviour management
- Supporting children to regulate their emotions
- Ensuring their own emotions are regulated before engaging with a child

When correct behaviour modelling is in place, it is possible to teach and enforce appropriate behaviour with credibility. Teachers may also use their knowledge of "Zones of Regulation" to support their behaviour management. This programme helps children to recognise the 'colour' that reflects their current emotion and develops a personalised 'toolbox' of strategies to help them move to a more positive colour if necessary.

### **Reinforcement of pro-social behaviour**

All children are made aware of the school and class expectations. These are re-affirmed/agreed at the beginning of each academic year. The school code is displayed in classrooms and the school hall.

Reinforcement of pro-social behaviour may include:

- Hive points
- Verbal praise

- Stickers
- Certificates from teachers and Headteacher
- Additional play time
- Postcards home/messages on School ping to parents

### **Difficult and harmful behaviour**

As a school we consider behaviour as a form of communication and challenging behaviour can be separated into two types: *difficult and harmful behaviour*.

**Difficult behaviour**, in the school context, is behaviour that is beyond the typical range for the school. It generally:

- Interferes with the pupil's own and /or other pupils' learning
- Disrupts the day to day functioning of the school, making it a less safe and orderly environment
- Is less likely to be responsive to the usual range of interventions identified within this policy.
- It could also include withdrawn behaviour, including the refusal to respond or engage

**Harmful behaviour**, in the school context, encompasses behaviour that is generally:

- Physically aggressive towards adults or other pupils
- Verbally abusive (and may include racist/homophobic/sexist abuse/sexualised language)
- Destructive, including destruction of property and the environment
- Self-harming
- Striking another pupil or adult with an object

### **Responding to difficult behaviour**

Positive relationships are a protective factor in helping pupils become resilient, therefore developing good relationships with all pupils is vital to managing behaviour and supporting emotional wellbeing. The appropriate response depends upon the type of behaviour being exhibited and the needs of an individual pupil. As well as repairing the relationship it will also have an educational focus; the goal being to support the pupil back to the learning task and to engage in more pro-social behaviour.

All responses to difficult behaviour will be consistent (for the child), respectful, calm and logical. Consequences will have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur. It is important to remember that some behaviour, which may be deemed "difficult", may be characteristic of a particular need and prevalent in pupils who have experienced

trauma or with learning disabilities, including ADHD or autistic spectrum disorders. It will be necessary to adopt a proactive approach to supporting pupils with these behaviours and to raise awareness of the behaviour within school and explain why it is happening.

### **Consequences during break and lunch time**

Consequences may include:

- Verbal reminder of pro-social behaviours
- Short time on the Time Out Bench to reflect on behaviour and discuss incident with supervising adult. Restorative discussions, including emotion coaching strategies to be held if appropriate.
- Child sent to Headteacher, Deputy Head or Pastoral Support manager for discussion and behaviour logged on CPOMS if deemed necessary. Class teachers should be informed of any incidents that are logged to enable further restorative work if required.

### **Responding to harmful behaviour**

When faced with potential dangerous behaviour a script may prove useful in de-escalating it. The pupil should be spoken to calmly, assertively and respectfully at all times. Simple de-escalation phrases that will be used include:

1. (Use the pupil's name) I can see there's something wrong
2. I'm here to help
3. Talk and I'll listen
4. Come with me and we can.....

During this time the pupil should be given physical space and time to recover and respond to requests. Where de-escalation has not been possible, or difficult or harmful behaviour continues, they will be guided/supported from the classroom to a place of safety, with the assistance of another member of staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially harmful situation. Staff should always stay with the pupil, but at a safe distance. Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking a child into a corner. Where a pupil has an agreed behaviour Individual Support Plan, it should outline the approach to supporting them and staff should follow the plan at all times. If the pupil is behaving dangerously, staff must ensure that any action they take is clearly reasonable, proportionate and necessary in the circumstances.

### **The use of consequences**

The school view consequences as protective or educational.

**Protective consequences:** required to protect the rights of others

1. Increased staff ratio
2. Change of timetable
3. Arrangements for access to outside space
4. Escorts in social situations
5. Differentiated teaching space
6. Appropriate use of exclusion

Following any harmful or potentially harmful incident, an individual support plan will be reviewed or created to inform planning and future practice. The school will also put into place an educational consequence to encourage long term behavioural change.

**Educational consequence:** required to motivate and support the pupil to behave differently next time

- Ensure the pupil completes the task they have disrupted if appropriate
- Rehearse/model situations through intentional teaching of pro-social behaviour
- Ensure the pupil assists with repairs where they have caused damage if appropriate
- Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours
- Provide the pupil with an opportunity to put things right through a process of reflecting, repairing and restoring relationships

### **Reflect, repair and restore**

During any incident the pupil's behaviour may be influenced by anger, frustration or disappointment. It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently. Once it is considered the pupil is ready for the restorative process, this can take place and should involve all relevant persons. The purpose is to re-visit the experience with the pupil when they are calm, relaxed and receptive to being reflective about the incident.

The discussion may include topics such as:

1. Explore what happened
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how we can repair the relationship
5. Summarise what has been learnt so there can be different responses next time.

## **Use of physical contact**

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- to comfort a pupil in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a pupil;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the pupil or others;

The guidance produced by the Department for Education (July 2013) - Use of Reasonable Force = states that:

*“Schools **should not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.”*

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil’s age and level of understanding;
- the pupil’s individual needs and history;
- the location where the contact takes place (ideally it should not take place in private without others present).

## **When might you use physical contact?**

Schools may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance. It should be acknowledged that some children will not want to be touched. This should be respected.

## **Use of reasonable force and restrictive physical intervention (restraint)**

The Equality and Human Rights commission (EHRC) “Human Rights Framework for Restraint” 2019 sets out key principles within the Human Rights Act in relation to restraint in order to “protect and respect the safety and dignity of people being restrained as well as those around them, including staff.”

Keeping Children Safe in Education (Dfe 2021) states:

*“When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their public sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and*

*agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.”*

The guidance produced by the Department for Education (July 2013) “Use of Reasonable Force” is helpful and the following section is directly from this guidance.

#### **What is reasonable force?**

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm\* through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.  
*\*This must not involve gripping as it could result in harm to the child. Staff will need training if this is a regular occurrence*
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils, redirecting a pupil's path, or active physical contact such as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.\*

*\*Staff should receive training specific to the identified needs of their school which will significantly reduce the likelihood of this happening*

#### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from harming themselves or

others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.  
*Reasonable force should only be used to avoid harm to the child or other and where all other strategies have been considered or attempted*
- *Where children show dangerous or harmful behaviour, identified through a risk assessment, then restrictive physical intervention may be considered as a strategy to manage harm. The necessity to use this should reduce over time. If incidents do not decrease, it is not a successful strategy and risk management plan reviews need to take place regularly (at least termly).*

In short, staff should only intervene physically to restrain or contain a child:

- Where there is a clear danger to the child or others (including adults);
- Where all other interventions have failed or are not feasible;
- With the clear intention of removing the child from danger; and
- With the minimum force required to ensure the child's safety

**Key messages**

The vast majority of child or young person misbehaviour can be managed without any use of restraint. All behaviour should be seen as communication.

All members of staff have a duty of care towards children in their care. Therefore, if a child is likely to be at risk of harm in an emergency situation, action must be taken

and this could include a physical intervention.

### **Communication to parents / carers**

Where it has been deemed necessary to use an intervention, the detail of this should be accurately recorded and the incident communicated to parents (*see appendices*). Parents should be informed of the incident initially by phone and it should then be followed up in writing. Where it is necessary to exclude a pupil for the incident, there is separate guidance on exclusion and supporting model paperwork for schools to use to ensure they meet statutory requirements relating to this.

### **Fixed Term Exclusion**

At any time the Head Teacher may decide that the nature of the offence is such that an isolated extreme offence will result in fixed term exclusion.

### **Permanent Exclusion**

A permanent exclusion will only be used in very exceptional circumstances. All permanent exclusions are referred to the Governing Body for approval and parents have the right to appeal.

*Full details regarding the legal implications of exclusions are available from the school office*

**Appendix A – template for recording incidents**



**Record of incident requiring physical intervention**

<b>Pupil Name:</b>	
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<b>Location of Incident:</b>	
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<b>D.O.B:</b>	
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<b>Date and time of Incident:</b>	
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<b>Reporting Member of Staff:</b>	
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<b>Justification for physical intervention:</b> <i>(tick all that apply)</i>		<b>Predicted harm prevented by physical intervention:</b> <i>(e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 pupils etc.)</i>
To prevent harm to self	<input type="checkbox"/>	
To prevent harm to other children	<input type="checkbox"/>	
To prevent harm to adults	<input type="checkbox"/>	
To prevent damage to property	<input type="checkbox"/>	
To prevent loss of learning (see plan)	<input type="checkbox"/>	

<b>Incident Form / Book Completed</b>	Y/N
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<b>Name(s) of any staff witness:</b>	<b>Name(s) of any pupil witness:</b>

<b>Medical Treatment / Injuries</b>	Y/N
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<b>Damage to Property</b>	Y/N
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<b>Unresolved harm / details of damage to property (costs and details of harm to property and people including medical intervention:</b>

<b>Triggers:</b>
<b>Additional factors:</b>

<b>Management:</b>	<b>Comments:</b>
How was the incident resolved?	

What were the consequences? Protective and Educational	
Has student reparation / de-brief taken place?	Y/N
Has a staff de-brief taken place?	Y/N
Has the Risk Management Plan been reviewed or updated?	Y/N
Was there Police involvement?	Y/N
Has there been Internal Exclusion / FTEX / PEX?	Y/N

**Primary de-escalation techniques used  
(please state order in which they were used)**

Verbal advice and support	Offering services of other staff
Calm talking	Informing of consequences
Distraction	Taking non threatening body position
Reassurance	De-escalation script
Humour	Clear instruction / warning
Negotiation	Withdrawal from activity
Offering choices and options	Diversion

Number	Description of how technique was employed
1	
2	
3	
4	
5	

**Restraint techniques including sequence of techniques, time and staff involved:**

Time	Technique	Shape	Staff name

**Duration of restraint:**

**Duration of whole incident:**

<b>Is there any physical mark or harm caused by the use of the physical intervention?</b>	Y/N	Details:
<b>Has the pupil indicated that this was caused by the use of the physical intervention?</b>	Y/N	Actions: • •
<b>Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)</b>	Y/N	Details:

Incident reporting and monitoring	
Incident reported to: Head Teacher by:	
Parents / Carer informed by:	@
Student wellbeing verified by:	@
Staff wellbeing verified by:	@
Incident form completed by:	@

Verification of account of incident:		
Staff name	Staff signature	Date

<b>Reporting staff name:</b>	<b>Signature:</b>
<b>Headteacher:</b>	<b>Signature:</b>
<b>Written confirmation to parent sent:</b>	

## Appendix B – letter to inform parents of an incident

Dear *(parent / carer)*

Further to our earlier telephone conversation, I am writing to confirm our discussion about the incident in school today. As discussed, it was deemed necessary to use a physical intervention with *(pupil)*. You will be aware that such an intervention is used in our school only as a last resort, where other interventions and de-escalation techniques have not been effective in reducing the harmful behaviour. As shared with you, it was felt by staff involved that, on this occasion, it was absolutely a necessary and appropriate response to *(pupil's)* behaviour at the time in order to keep them and everyone else safe.

As I explained, the detail of this incident is available in school and forms part of *(pupil's)* records. If you would like to discuss this matter further, please feel free to contact me and I would be happy to meet with you.

*Or..*

It is important that we continue to work together, going forward. I would like to invite you to a meeting to *write / review* a risk management plan for *(pupil)* and I can share more detail about the recent incident with you

Yours sincerely

### Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion	Conscious	Seriousness	Probability	Severity Risk
	Evidenced	Sub-conscious	Of Harm/a	Of Harm/B	Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage

Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page*

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**