Meadgate Primary School

Behaviour Policy

"Unlocking Learning Together"

Ratified by the Governing Body: Spring 2025
Review Date: Spring 2026

Behaviour Policy

Aims

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school therefore provides an environment in which pupils are encouraged to be ready for learning, to be safe at school and to respect others and their property via:

- Developing strong self-esteem
- Recognising, sharing and celebrating their own achievements and those of others
- Being confident to talk to an adult about any concerns
- Showing self-discipline and self-control
- Taking ownership and accountability for their behaviour
- Being independent
- Co-operating in learning
- Being honest

The whole school works together to create a positive atmosphere, a sense of community and shared values.

Throughout this policy 'we' refers to the whole school of teaching and non-teaching staff, volunteers and governors, as well as children and their parents and carers. It is essential that parents and carers take responsibility for the behaviour of their child both inside and outside of the school. We will seek to develop positive relationships with families so that we can work in partnership to maintain the high standards of behaviour expected in school. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school's high behaviour expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported to an adult.

Class teachers

It is responsibility of the class teachers to ensure that the school's high behaviour expectations are maintained in their classrooms and that their pupils behave in a responsible manner during lesson time. The class teachers in our school treat each child fairly, consistently and with respect and understanding, striving to ensure that all children work to the best of their ability.

The class teacher reports to parents/carers about the progress of each child in their class in line with the whole school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child. External support from agencies may be involved to support the family and school in managing the behaviour. Parents/Carers will also be informed where behaviour is improving and positive steps have been made.

A Therapeutic Approach

At Meadgate Primary School, we use a therapeutic approach to manage behaviour.

A therapeutic approach is defined as ***an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.***

We classify behaviour into 3 types: Pro-social, Anti-social difficult, and Anti-social dangerous.

Pro-social behaviour is defined as:
Behaviour that is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Anti-social *difficult* behaviour is defined as:
Behaviour that violates the rights of another person. Behaviour that is anti-social, but not dangerous.

Anti-social *dangerous* behaviour is defined as:
Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Behaviour that causes harm or injury to an individual, the community or to the environment.

The following are examples of the types of *pro-social* behaviours that we see in school and how adults may respond:

Behaviour	***Typical Response***
Walking in the corridor	*"Thank you for walking in the corridor"*
Holding a door open for someone	*"Thank you, allow me to return the favour!"*
Using please and thankyou	*"You're welcome"*
Walking a child to first aid	*"Thank you for helping your friend, it's good to know that we're being looked after when we're poorly "*
Helping a child who is lost	*"Well done for helping your friend, it helps to know where you're going"*
Helping a peer to understand work	*"Thank you for helping your friend - it helps everyone when we help each other"*
Inviting another child to play in a game	*"Well done for helping your friend, I'm sure they'll enjoy being involved"*
Using good morning and good afternoon	*"Good morning" or "good afternoon" back*
Helping an adult carry equipment through the school	*"Thank you for helping - you've made my job much easier!"*
Supporting a peer when they are upset	*"Well done for helping your friend, I'm sure they will feel better for it"*

We may choose to recognise pro-social behaviour in some of the following ways;

- Positive end of day chats with parents and carers
- Phone calls home
- Awarding stickers, certificates, house points and other classroom based incentives
- Golden Classmate
- Golden Air

All of these strategies may be used at the discretion of the staff at Meadgate but the most POWERFUL strategy is children understanding their own behaviour. Staff are trained to help children to understand their pro-social, anti-social difficult and anti-social dangerous behaviours and will have conversations with children as and when these occur.

In spite of these rewards, we encourage children at Meadgate to also be intrinsically motivated and increase their own independence as they progress through the school.

A Therapeutic View

Negative experiences create negative feelings. Negative feelings create negative behaviour.
Positive experiences create positive feelings. Positive feelings create positive behaviour.

This view can be clearly represented via the use of a Therapeutic Tree (roots and fruits), which can be found in appendix 7. If required, Roots and Fruits can be completed by adults in school to try and unpick whether there are anti-social experiences that are leading to anti-social feelings resulting in anti-social behaviours.

The following are examples of the Anti-social behaviours that may be seen in a school and how adults may respond:

Where anti-social behaviours occur staff will promote the behaviour they need to see and then seek to discover an explanation and solution for the behaviour. For clarity on the terms 'de-escalation script', 'protective and educational consequences' and 'restorative de-brief', please see below the table.

Behaviours	Adult Response
Running in the corridor	*"Walking in the corridor, thank you"*
Saying unkind words to children	*"NAME kind words, thankyou"* *Educational consequence around being unkind.* *Consider seating plan in class if appropriate.*
Inappropriate use of school equipment.	*Remind/demonstrate how the equipment should be used.* *Limit/remove use of school equipment (protective consequence)* *Conversation around what may result from inappropriate use – people getting hurt/equipment breaking etc. (educational consequence)*
Refusing to work	*Remind child that any unfinished work will need to be completed - this may be during their free time (however NOT the whole of their break/lunch as every child will need a significant break, even more so if they are emotionally heightened)* ***It is essential that an adult also looks to support the child in any way to ensure unmet needs are catered for e.g. are they refusing due to fear of failure because they don't understand what to do?***
Deliberately not following clear instructions e.g. pushing to the front of a line knowingly	*Model to the child where you would like them to be/what you would like them to do and why. In the case of the line, ask them to join the back as they pushed in.* *Speak to the child why it is important that we follow rules in school to keep everyone safe.* *Repeated defiance and not following of rules may require the restorative conversation to be had with a member of the senior leadership team.*
Being unkind on the playground. This may involve unkind words or small incidences of physical contact/rough play.	*Model to the child how to play safely/be kind.* *Limit use of the playground during that play session if required, e.g. only allowed to play in one specific area/limit who they can play with during that play session e.g. they cannot play with the child they have been unkind to for the rest of play to give them some space (protective consequences)* *Conversation around the feelings of others/how they should treat others (educational consequence)*
Screaming and shouting	*Use of de-escalation script*
Fighting	*Use of de-escalation script, use of steering, guiding, escorting away if required.* *Restorative debrief with member of the senior leadership team.*

De-Escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and....

The above script can also be shortened to the two highlighted lines if a child appears very overwhelmed.

De-escalation body language

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height

Following the above, if there is a need for further action then this would take the form of consequences.

Consequences

These can be defined as:

- Logical, explainable responses to a pro-social or anti-social behaviour
- Logical or natural outcomes of something occurring earlier

Consequences are different to punishments as they seek to help the child understand rather than forcing them to comply. They have far greater long-term benefits to the child and everybody in the dynamic. Logical responses to pro-social behaviour increases the value of that behaviour, leading to the likelihood of this being repeated in all contexts. Logical responses to anti-social behaviour help children learn and develop pro-social behaviour enabling behaviour change.

We separate consequences into two types:

***Protective consequences*:**
Removal of a freedom to manage harm.
e.g. increased staff ratio, limited access to outside space, change of seating arrangements in class, limited access to equipment, escorted in social situations (see appendix 10), differentiated teaching space, differentiated resources.

***Educational consequences*:**
The learning, rehearsing, or teaching so the freedom can be returned.
e.g., completing tasks, rehearsing and practicing behaviour expectations, assisting with repairs, educational opportunities to increase understanding, researching implications of behaviour and restorative conversations.

Protective consequences

Protective consequences are necessary measures to manage the risk of harm that results from difficult or dangerous behaviours. Protective consequences limit freedoms.

For a consequence to be valid, there should be a clear reason for our response. Perhaps we should be able to say, 'Obviously, this needs to happen...' Using the word 'obviously' can be helpful in deciding an appropriate consequence for an action.

For example if we were to say, 'You hit your friend with a hockey stick so obviously you will miss swimming', it is clear that the consequence is not logical for the behaviour observed. However, if we were to say, 'You hit your friend with a hockey stick so obviously you cannot play hockey for the rest of today's lunch break and need to go and put the hockey stick away' this is a logical consequence to the behaviour observed.

Educational consequences

Educational consequences are important to progress the child to a point where we can return any freedoms limited by the use of protective consequences. Educational consequences return freedoms.

Conversations and exploration of feelings can form an essential part of educating children on how to return to displaying pro-social behaviour. The form of conversation in this context can also be referred to as 'Restorative debrief '.

Objectives of a Restorative Debrief

- To focus on harm that has been done
- To identify how the harm can be repaired
- To look at experiences, feelings and needs of everybody involved
- To plan to ensure conflict is less likely to happen in the future

A restorative debrief can vary in length hugely, depending on the severity of the behaviour displayed. It may just require a 2 minute talk with a member of staff at the start of break or lunch time or during a lesson, or can require the conversation to be held with a member of the senior leadership team if the behaviour is deemed more serious.

More serious incidents of anti-social difficult or anti-social dangerous behaviours

When there is a need for a serious consequence, these times will be fully investigated by a member of the senior leadership team and will result in one of the following:

-Phone call home
-Meeting or conversation with parent/carer
-Internal exclusion
-Fixed term suspension
-Permanent exclusion (consistent breaches of the behaviour policy/one-off significant events)

Important documents that will be referred to; https://www.gov.uk/government/publications/behaviour-in-schools--2
https://www.gov.uk/government/publications/school-exclusion
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/353921/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff.pdf

External Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Executive Headteacher or the Head of School has the power to suspend or exclude a child from school. They may suspend a child for one or more fixed periods for up to forty five days in any one year. In extreme and exceptional circumstances they may exclude a child permanently. It is also possible for them to convert a suspension to a permanent exclusion if the circumstances warrant this.

If a child is suspended their parents/carers are informed immediately, giving reasons for the suspension. The Executive Headteacher or Head of School informs the Local Governing Body about any permanent exclusions and about any suspensions beyond five days in any one term. A Local Governing Body cannot either suspend a child or extend the suspension period made by the Executive Headteacher or Head of School.

The Governing Body has a discipline committee which is made up of between three and five members. The committee considers any permanent exclusion appeals on behalf of the governors. When an appeal panel meets to consider a permanent exclusion, they consider the circumstances in which the child was permanently excluded, consider any representation by parents/carers and consider whether the child should be reinstated. If the governors' appeal panel decides that a child should be reinstated, the Executive Headteacher must comply with this ruling. The school follows the September 2017 Exclusion guidance from the DfE.

Role of parents/carers

We believe that the role of parents is vital in supporting and reinforcing the school's positive behaviour policy. We ask that parents in the first instance speak to their child's class teacher if they have any concerns regarding their child's behaviour or if they believe their child is being affected by the behaviour of another child. Should the matter not be resolved to the child's or parent's satisfaction then we ask parents to make arrangements to further discuss their concerns with a member of the senior leadership team.

This behaviour policy is the plan for the vast majority of children within Meadgate Primary School. However there may be at times some exceptions where individuals require an additional behaviour plan. This may be a result of the main policy approach not fully identifying and improving the root cause of their anti-social behaviour.

This additional plan could involve exploring some of the following questions which may be driving the behaviours seen:

- Does the child have a special educational need or disability (SEND)?
- Could there be a medical cause?
- Has the child experienced any trauma or adverse childhood experiences?
- Are any specific environments/lessons/sensory experiences influencing behaviour?
- Does the child's behaviour seem to be 'subconscious' (unable to moderate or self-regulate) or 'conscious' (unwilling to moderate or self-regulate)

These questions can be explored further using one or more of the resources shared in the appendices of this document.

Monitoring and Review

The senior leadership team along with staff monitor the effectiveness of the policy on an annual basis. They will report to the governing body on the effectiveness of the policy and if necessary make recommendations for further improvements.

The Role of the Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of monitoring and reviewing their effectiveness. The governors will support the senior leadership team in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

This policy is reviewed annually. However, it may be reviewed earlier if changes have been made in the interim.

Appendices

The following resources may be used in exceptional cases where a pupil's behaviour needs and support cannot be met via the main school's behaviour policy alone or to support the use of the main behaviour school policy.

1. **5-Point Adult Response Plan Example**
2. **STAR Analysis Chart**

(Separate to *Essex Steps* resources)

***Essex Steps* Resources:**

3. **Flowchart of Behaviour Intervention**
4. **Early Prognosis Grid**
5. **Risk Assessment Calculator**
6. **Conscious behaviour checklist**
7. **Subconscious behaviour checklist**
8. **Anxiety Mapping**
9. **Risk Reduction mini plan**
10. **Roots and Fruits Analysis**
11. **Statement on the use of Physical Interventions**
12. **Supporting, Guiding and Escorting examples**

1. 5-Point Adult Response Plan Example (separate to *Essex Steps* resources)

5 Step Adult Response Strategy Plan **Pupil: _____ Year Group: ____** **Scripts Communicated Messages**

COMMUNICATING BEHAVIOURS Level 1	COMMUNICATING BEHAVIOURS Level 2	COMMUNICATING BEHAVIOURS Level 3	COMMUNICATING BEHAVIOURS Level 4	COMMUNICATING BEHAVIOURS Level 5
Behaviours we like to see ☺ Sat at own workstation or space in class (5 to 10 minutes) Working with a peer(s) Happy Comfortable Engaging with support staff Maintaining positive engagement with staff To go out on to the playground with peers Increased self-esteem *How is the child feeling?* *I'm feeling safe.* *Non-challenged.* *Anxiety is reduced.* *A sense of belonging.* *I feel valued.* *I feel happy and content.*	*'Bubbly' behaviours / early signs:* *Change in actions – spinning etc.* *Talks less* *Appears to be slightly withdrawn* *Moves from one thing to another – focus comes and goes frequently* *Reduced eye contact* *Say 'no' to adult directed tasks.* *How is the child feeling?* *I don't want connection with peers or adults right now.* *I'm feeling uncomfortable.* *I have been thinking about something I do not like/upsets me.* *Misunderstood* *Anxious* *On edge* *Unsettled* *Unable to concentrate.* *Room is too loud/overstimulating.* *I'm bored.* *I've been in one place for too long and need to move.*	*Low-level disruptive behaviours:* *Dashing around – spinning increases* *Try to get a reaction.* *Loss of focus completely.* *Appears completely withdrawn.* *Thoughts are negative.* *Rocking.* *Will sometimes throw something in a careless way.* *May move under the table and curl up on the floor* *Ability to listen decreases.* *Misunderstands language and behaviours more than usual.* *Furrowing of brow.* *Shouting at adults, 'You don't understand!'* *How is the child feeling?* *I'm feeling overwhelmed.* *I'm bored and I don't know what you want me to do.* *I don't understand* *You don't understand me.* *I feel different to everyone else.* *I feel uncomfortable where I am, and I want to move to another area.*	*Mid-level behaviours:* *Shouting very loudly – 'Stop/go away!'* *Impulsively hurting someone with a thrown/pushed item.* *Shouting at staff that they need space and to go away and not come near* *Changes in facial expression that remain every time he shouts – furrowed brow/baring teeth.* *Throwing items in close proximity to their body* *Flight response is triggered - Running to places in school that are not agreed 'safe' places and where they cannot be seen.* *How is the child feeling?* *All too much* *Very overwhelmed.* *I need to escape this feeling.* *I don't understand.* *I don't want connection with my peers.* *I don't want close connection with adults.* *I need space.* *I can't cope being here.* *You don't understand me.*	*Highest level and dangerous behaviours:* *Shuts down completely to any 'reasoning' and will scream over staff if they speak to them* *Random very high-pitched screaming (uses this vocalisation when too dysregulated to use words).* *If confined to a small area, they will become physically aggressive.* *Turning over furniture regardless of whether it makes contact with others' bodies or not* *Seeking to climb to higher levels – such as climbing the fire escape stairs/exterior gates,* *Seeking more extreme actions to provoke a strong reaction from others – such as setting off the school fire alarm* *Will become verbally challenging and argumentative – disagreeing with everything an adult says* *Runs away.* *How is the child feeling?* *Out of control.* *Confused* *Anxious* *Scared* *Totally overwhelmed.*
		I don't want connection with my peers. *I don't want close connection with adults and need some space.*		*I don't know how to get out myself out of this.* *I don't want to do what you have asked of me.* *I am too upset and anxious to speak.* *I don't know how to change this to make it better so need to run from the situation.*
Adult Responses *How we celebrate good/expected behaviour:* *Relax pressure.* *Adults smiling* *Short tasks* *Repetition (reword the task, expectations, instructions)* *Careful consideration around questioning.* *Time to be given to process and make a choice.* *Regular movement breaks.* *Reward activities following short tasks.*	***Adult Responses*** *Preventative strategies:* *Reassurance* *Encourage movement.* *Distraction* *Adult to explain their movements.* *Move away from any activities they may feel are 'high pressure' and onto low pressure activities that are familiar to them so they can begin to regulate. This may include activities such as looking at books of interest/sand tray/craft activities.* *Offer choices so they start to feel in control of the situation once more.* *'I'm here to help you.'* *'I'm going to stand up and move to ...'* *'I wonder if ...'*	**Adult Responses** *Early intervention strategies:* *Lots of reassurance.* *Adults to reinforce feeling of safety.* *Distraction.* *Offer activities that require movement.* *Try to reduce sensory stimuli.* *Allow a safe amount of space and wait.* *Look distracted so they don't feel under scrutiny and pressure.* *Move away from any activities they may feel are 'high pressure' and onto low pressure activities that are familiar to them so they can begin to regulate. This may include activities such as looking at books of interest/sand tray/craft activities.* *De-escalation script*	**Adult Responses** *Mid-level strategies and responses:* *No talking to them at this stage as this overwhelms.* *Adult to stay nearby but give them space and time to regulate.* *Give space and wait.* *When dysregulation lowers slightly, attempt to distract.* *Relaxed and 'open' body stance (e.g. not standing over them with crossed arms)* *De-escalation script*	**Adult Responses** *Serious incident strategies and responses:* *Best not to engage.* *Need to be 'creative' in descaling the situation.* *Give them time and space and wait.* *Offer choices of where adult stands – e.g. shall I stand by that tree or that one?* *When dysregulation lowers slightly, attempt to distract.* *Phone parent if required.* *De-escalation script – reduced version.*

2. STAR Analysis Chart

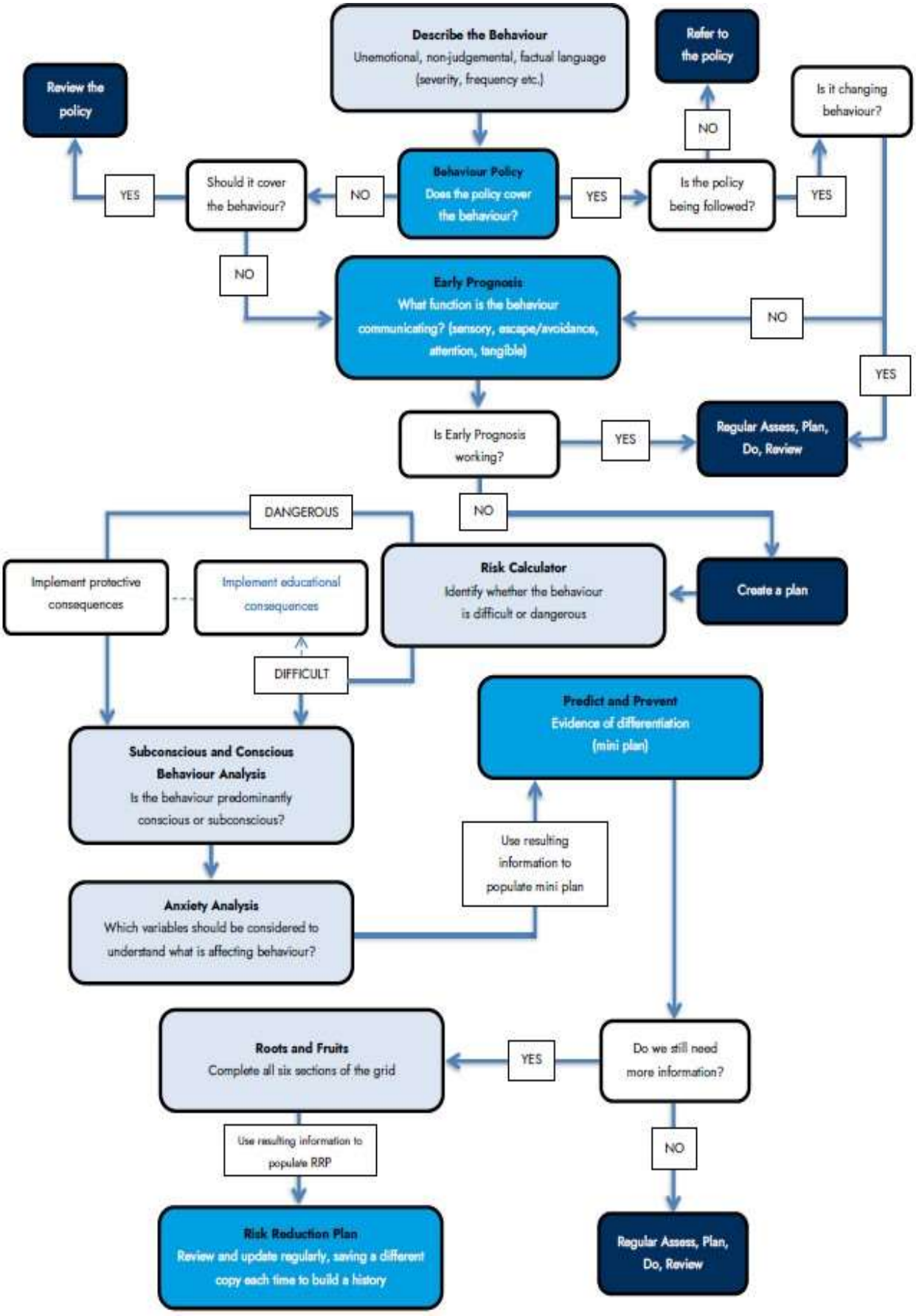
STAR Analysis

Day:	Date:	Time:	Location:
Pupil(s) Involved:		Completed By:	

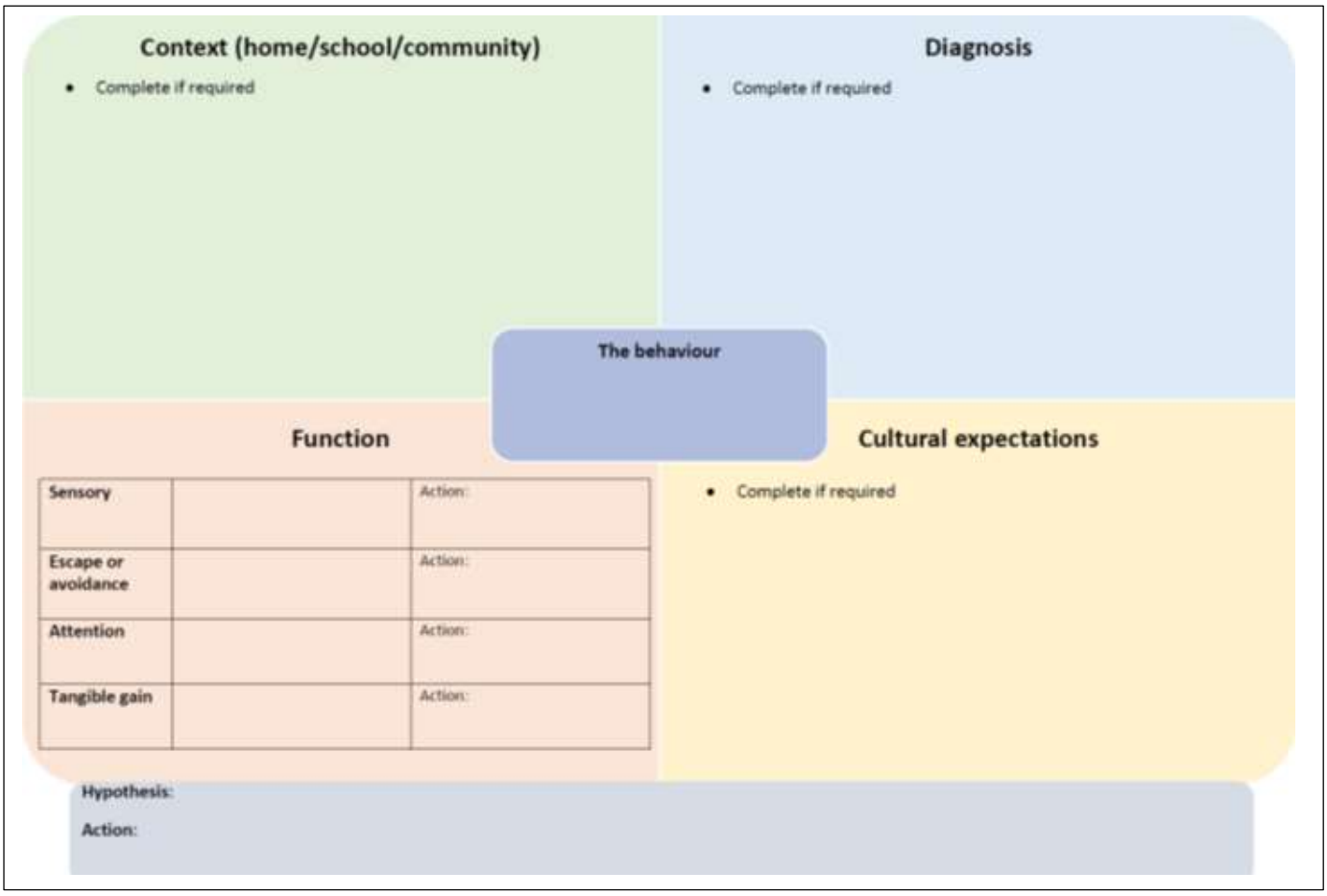
What Happened At The Time?
Setting: (Include info such as: Where, No. of people around, noise, sensory issues etc.)
Trigger: (There may be a number of possibilities – try seeing the situation from the child's POV –be objective)
Action: (Be objective again, describe what happened. How were others around affected?)
Result: (What did you do? What were the consequences for the child?)
What could we do differently to promote positive behaviour in future? (Was your response effective? Would you do the same again or try something different?)

Were parents informed? Yes / No

3. Flowchart of Behaviour Intervention



4. Early Prognosis grid



Context (home/school/community)

- Complete if required

Diagnosis

- Complete if required

The behaviour

Function

Sensory		Action:
Escape or avoidance		Action:
Attention		Action:
Tangible gain		Action:

Cultural expectations

- Complete if required

Hypothesis:

Action:

Early prognosis provides a fairly swift check on potential reasons behind the described behaviour and is the next level of a graduated response when a child's needs are not being met by policy. Consider each of the components below within the context of the described behaviour – speak to the child, other members of staff, other professionals and parents/carers who may have information to add.

Context (home/school/community)

All behaviour occurs within a context.
A behaviour might be acceptable in one context but unacceptable in another.
Sometimes, it may be as simple as the child not having a positive relationship with a particular adult.

- What do we know about the pupil's current experiences?
- Where is the behaviour happening?
- Is there anything in the home situation of the pupil which may be impacting on their behaviour? Has something recently changed?
- Are there particular children, staff or family members involved?
- Is there an 'obvious' trigger with an obvious solution?

Diagnosis

Some behaviours are associated with a particular diagnosis.
There may be proven strategies to meet the need of such a behaviour.
The environment or context may need to change rather than the behaviour.

- Does the pupil have a known diagnosis?
- Is the pupil undergoing investigation for a particular diagnosis?
- Does the pupil have 'traits' of a known medical or health condition which may give insight into their behaviour?

What is the described behaviour?
An unemotional, non-judgemental, accurate description, including the severity and frequency.
What do you see? What do you hear?

Function

All behaviour has a function.
Function is what the behaviour is communicating.
A behaviour may have more than one function.

- **Sensory** – meeting a known or unknown need (occurs in different situations; with or without interaction or engagement from others; provide input to one or more of the senses?)
- **Escape or avoidance** (occurs due to perceived demand or threat, or when asked to do something?)
- **Attention** (leads to attention through verbal or social interactions; proximity; positive affirmation or negative interaction?)
- **Tangible gain** (enables access to a person, situation or item they prefer?)

Cultural expectations

Every person believes in a set of cultural 'norms' – that which they have been brought up to believe.
Every culture has a set of 'norms' many of which may be unwritten.
School cultural expectations may need to be explicitly taught.

- Is there anything in the family or community culture of the child that should be considered?
- Take into account expectations and priorities within the family or community relating to behaviour, sexuality, gender and social roles, financial priorities, educational achievement, religious doctrine and/or political affiliations.
- Are there unspoken school or staff cultural expectations which should be explored?

Hypothesis: What is this snapshot telling you? What is your professional opinion?

Action: What will you put into place to meet this pupil's needs?

5. Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

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

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g., hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g., disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.

2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

6. Conscious Behaviour Checklist

Question	Response
What is the desired outcome of this behaviour? (Perceived gains)	
What is the motivation to behave antisocially? (Why do they believe antisocial behaviour will be successful)	
Why is there no motivation to behave pro-socially? (Why do they believe prosocial behaviour will be successful)	
What are the expected consequences? (Why does the child choose the behaviour, when they are aware of the consequence?)	

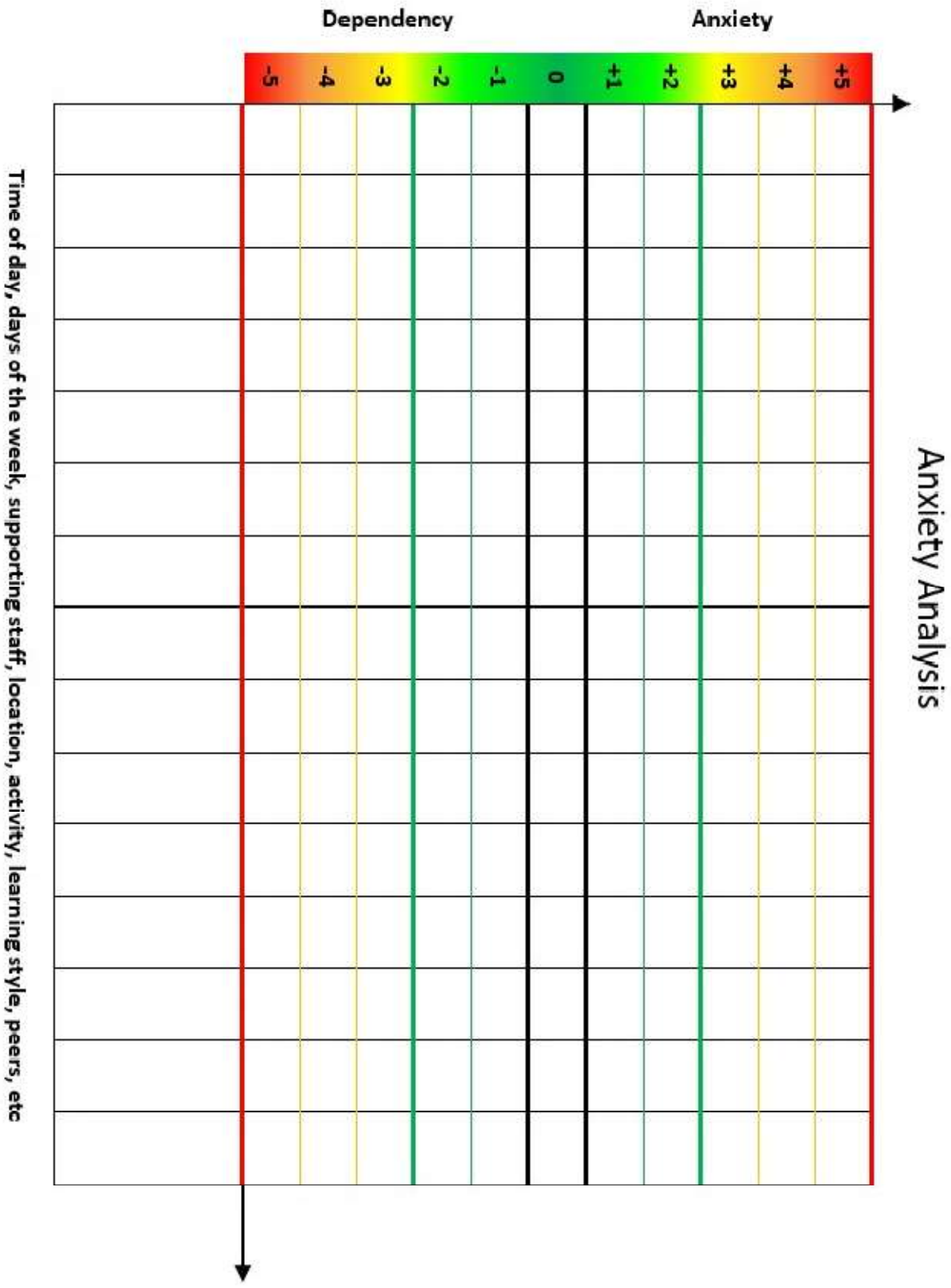
How can I impact on the child's beliefs or values?	

7. Subconscious Behaviour Checklist

Question	Response
Is the behaviour medical?	
Is the behaviour habitual?	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc.)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc.)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc.)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc.)	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc.)	

What is over stimulating or overwhelming them?	

8. Anxiety Mapping



9. Risk Reduction Mini Plan

Name	DOB	Date	Review Date
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		
Pro social / positive behaviour	Strategies to respond		
Anxiety / DIFFICULT behaviours	Strategies to respond		
Crisis / DANGEROUS behaviours	Strategies to respond		
Post incident recovery and debrief measures			

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

Signature of Parent I Carer..... Date .....

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

10. Roots and Fruits Analysis

Therapeutic Tree (Roots and fruits)

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

Anti-social / negative feelings

DEFAULT

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences

11. Statement on the use of Physical Interventions

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

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc.)
- in an emergency to avert danger to the pupil or pupils

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 characteristics and history
- the location where the contact takes place (it should not take place in private without others present).

Within Meadgate Primary School, this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort, reward or guidance.

How Do We Use Touch?

Hugging

At Meadgate Primary School, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limits the ability of the child to turn themselves into you.
Hugging can be used either standing or seated.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may in crisis or distress ask that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children.

It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a student is likely to be at risk from harm, if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.
We also have within our behaviour policy, a section on physical intervention in line with Essex Steps training.

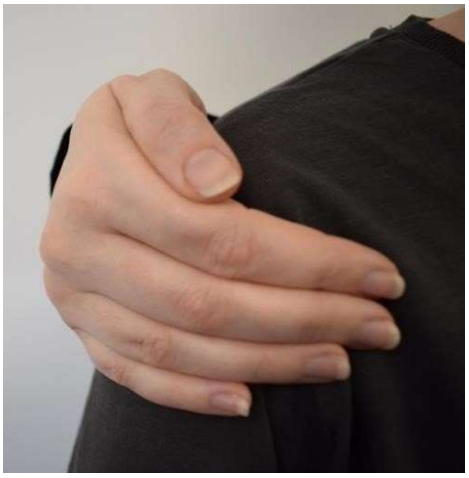
If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

12. Supporting, Guiding and Escorting

At Meadgate Primary School it is infrequent that physical interventions will need to be used. A supportive 'school hug' may be used more frequently. Guiding or escorting may be used to help transition a pupil away from danger to themselves or others.

The following images and bullet points clearly show the possible hand and body positions that an adult may form to help support, guide or escort a pupil whilst in/on school premises.

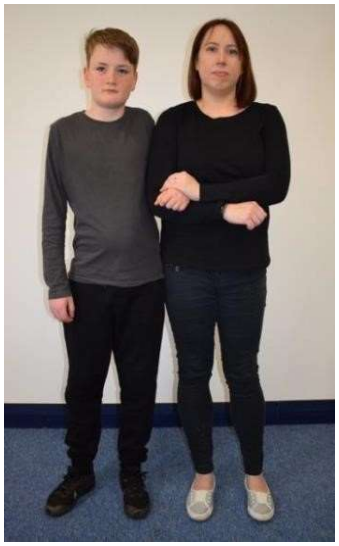
Closed mitten



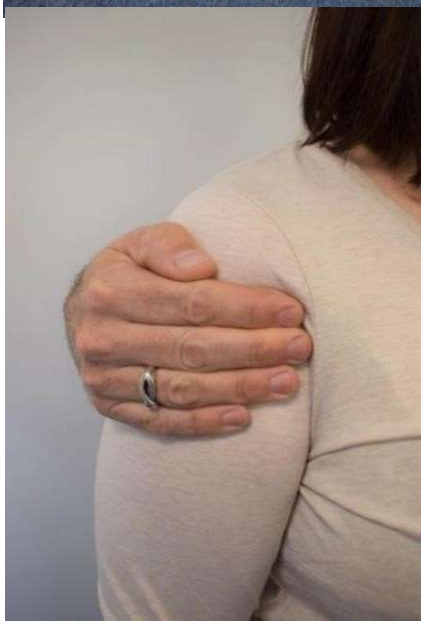
Closed mitten (used to draw a student close)

Fingers and thumb together. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Offering an arm (to support, guide or escort)



- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security **Supportive ‘school hug’ (to support, guide or escort)**

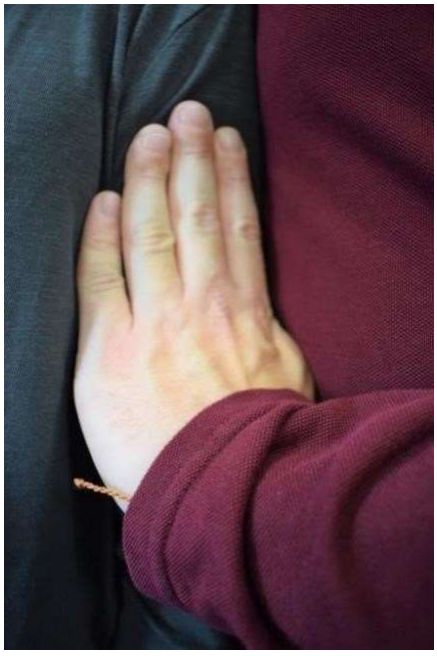


To communicate comfort or reward with a ‘school hug’:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention

- Use 'de-escalation script' if needed

Supportive arm (to support, guide and escort)



Supportive Arm (continued) and paired supportive arm

- Hip in
- Head away
- Sideways stance
- Arm is offered

- Student accepts the invite • Draw elbow in for extra security **Open mitten**

- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten guide (to protect or turn)

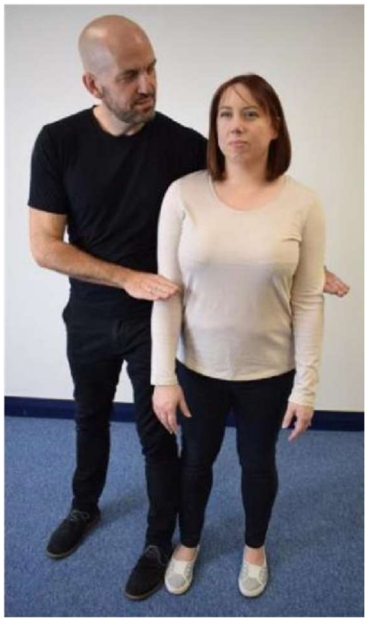
- Palm parallel to the floor

- Staff positioned behind with extended arm to protect
- Communicate intention, consider de-escalation script

Open mitten guide (to communicate) Open mitten guide paired

- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort (to support, guide and escort)



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.