

Grange Primary School



Behaviour and Relationships Policy

Updated: Autumn 2024

To be reviewed: Autumn 2025

**(Including support for children with social,
emotional and mental health needs)**

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School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP):

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at Grange these values run through all the school policies and practice.

School Ethos

It is a core 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. This Relationships and 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 and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our pupils and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with pupils (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some pupils, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for our pupils, while recognising some pupils have specific needs. The following expectations cover all times of the school day and where pupils are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support pupils where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g. disruption to learning, unkind or inconsiderate actions) will require some level of intervention. Remembering that every interaction is an intervention, it is important that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We

use positive recognition, as appropriate, to ensure the pupils know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up including assemblies
- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive management of behaviour?

At Grange we follow the 'Good to be green' system to encourage excellent learning behaviours. It also gives children the chance to 'stop and think' before a warning or consequence is given. This system is displayed clearly in each class and is followed consistently throughout the school. It gives children the chance to take responsibility for their behaviour and learning throughout the day.

At Grange we use a house system and house points as a reward. Pupils are allocated a house group when they join the school and will work towards achieving house points for their house. House points can be awarded for a range of everyday activities and tasks at Grange, both in and out of the classroom (e.g. working hard, being polite, helping the middays to tidy up at the end of lunch). House points are announced in the weekly newsletter and children work towards winning a reward day for their house at the end of each term.

Throughout the year, children also work towards earning merit badges. Each week, children can earn up to 5 points towards their merit badge for attendance, behaviour, uniform, homework and reading. Once a child has earned 45 points, they are awarded a merit badge in celebration assemblies and then start towards earning points for their next badge.

Each week in celebration assemblies, children have the opportunity to be awarded a Head Teacher's certificate (for showing our core values of determination, co-operation and imagination) star reader and maths star awards. These are also celebrated in the weekly newsletter. There are attendance challenges that are celebrated and displayed in the school to promote positive attendance. Every week a child from each class will receive a postcard from their teacher in the post home to celebrate their achievements.

Alongside achievements in school, we are also keen to celebrate children's successes outside of school. These are shared in the weekly newsletter.

Through these approaches, children are keen to demonstrate their excellent behaviour, attitude to learning and achievements.

Viewing behaviour as a learning process

At Grange we accept and understand behaviour as a learning process. We understand that pupils will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the pupils so they can learn from their mistakes and improve for next time. It is our role, as adults, to help guide children and

young people to make helpful and positive choices when they can by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our pupils' behaviour and maintain our relationships with them.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. Such approaches encourage the pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, pupils have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry - this can be in the form of verbal, written, picture, or an action. Where possible, a logical consequence is used and discussed with the pupil.

At Grange the staff work with the pupils to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using logical consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space

- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the pupil upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the pupil to behave differently next time though better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the pupil assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours
- providing the pupil with an opportunity to ‘put things right’ through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

The table below shows some examples of possible protective and educational consequences we may use at Grange.

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively low impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity 	<p>Verbal Interventions– e.g.</p> <ul style="list-style-type: none"> • <i>I know you can behave better than this. I’d really like to see that.</i> • Reflection support during breaktime or lunchtime with trusted adult. • <i>I can see there’s something wrong (acknowledge their right to their feelings)</i> • <i>I’m here to help and listen. Tell me what happened</i> • <i>Talk and I’ll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i> <p>Consequences</p> <ul style="list-style-type: none"> • Through our ‘Good to be Green’ system, children will be given a ‘Stop and think’ card to give them a chance to think about the impact of their behaviour. If the behaviour continues, it may lead to a ‘Warning’ card or a ‘Consequence’ card, which would then move the behaviour into higher impact behaviour. • Session out
<p>Relatively higher impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Disrespectful comments • Swearing • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant, deliberate damage to school property • Physical violence towards others • Leaving the classroom /lesson without permission • Consistent low impact behaviours • Complete refusal to follow instructions 	<p>Depending on the severity of the incident, the response will be proportionate to the incident and the child’s response.</p> <ul style="list-style-type: none"> • SLT notified. • Opportunity for reflection. • Restorative approach followed. • Incident form completed or incident recorded on CPOMS. • Parents notified by telephone by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from pupil. • Internal exclusion or changes to timetable. Parents/carers to be informed of decision via phone or face to face. 3 internal exclusions within a 10-school day period will result in a fixed-term suspension. • If response leads to fixed-term suspension, parents/carers also notified in writing. Return to school meeting to be held after fixed-term suspension.

For children who consistently display lower level behaviour and potentially occasional higher impact behaviour, a 5-step plan will be created (see Appendix 4) personalised to the child and the child will be put on a classroom monitoring plan (see Appendix 5). Classroom adults will monitor behaviour throughout the day and record on the plan. This enables us to determine patterns in behaviour to be able to put in support. This will be monitored with the child on a daily basis and formally at the end of each week. The child will have an opportunity to give their thoughts.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. Incidents are recorded on CPOMS either directly or a paper incident form is uploaded. SLT are alerted to all incidents and ensure that they are followed up on. An example of a behaviour incident form is in Appendix 1

How we support pupils with additional Social, Emotional and Mental Health needs

At Grange, we acknowledge that some pupils will, at times, have additional needs. We recognise that pupils may experience a range of social, emotional and mental health needs which present themselves in many ways. These may include pupils displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the pupil's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of pupils with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these pupils, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help pupils to return to a place of regulation, as only then will the pupils be in a place to learn, connect and thrive.

Ways to Support Understanding

At Grange we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

The following appendices contain ways to help us to understand the behaviour:

Appendix 2: STAR analysis

The STAR analysis (setting, trigger, action, result) is completed with the child after an incident has occurred to help them and the staff understand what led to the incident. It then looks into what could be done differently to prevent this behaviour in the future.

Appendix 3: A tool for understanding and reframing behaviour

This is used by staff to understand behaviour and the barriers children may face. It is a 4-step approach, starting with describing why a behaviour may have occurred and why now. Then reframing the behaviour, which looks at the root cause. Next is reflecting on the behaviour to gain an understanding and finally responding by looking at what to do, finding the barriers and removing them. This will be used to inform personalised pupil 5-step plans (appendix 4).

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a pupil's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all pupils feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a pupil is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with pupils in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our pupils
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a pupil (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all pupils across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all pupils
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short-term difficult a pupil may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and pupils, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or pupil) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable pupils. It identifies what is likely to cause stress to them, using all the information known about the pupil. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in appendix 5.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'** It can be found here

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document. This includes reporting to ECC via MySafety.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

‘The general power to discipline’ and the ‘Power to search without consent’; from the ‘Behaviour and discipline in Schools - Advice for headteachers and school staff’ (January 2016)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Further Guidance

1. [Keeping Children Safe \(DfE, 2021\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2016\)](#)
5. [Exclusion from maintained schools, academies and PRUs in England \(DfE, 2017\)](#)
6. [Searching, screening and confiscation \(DfE, 2018\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Appendices

Appendix 1: Behaviour Incident Form (BIF)

Incident Report Sheet

Completed by: Signed:	Date: Time:
Location / Session:	
Full name of all children involved and class:	Adults involved: (Initials)
Nature of incident (Please write about exactly what you witnessed or were told, continue on the back if necessary)	

Appendix 2: STAR Analysis

What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (What happened?)	
Result (What happens next?)	

Appendix 3- A tool for understanding and reframing behaviour to inform personalised 5-step pupil plans

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: “He’s just lazy” or “She just wants to get attention” to something more helpful. Examples of reframing-	Reflections How is this behaviour understandable? What’s getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them
<p>Be the stress detective - why and why now?</p> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> • Is there an adult response plan? • Is the plan helpful, shared, used and understood? • Is there a personalised stress/distress management plan? <p>Consider the environment Is there adequate differentiation for learning and sensory needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>Avoidant: in ‘fight/flight’ survival mode</p> <p>Defiant: in ‘fight/flight’ survival mode, coping with threat</p> <p>Aggressive (controlling): Now in ‘fight’ survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging ‘flight/hypoarousal and or freeze’ response being used to cope with the situation</p> <p>Rude: self-protective: “I need you to know how I feel so I’m going to make you feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour Is the child projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy? How have earlier experiences shaped the child’s preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child’s strengths Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers Role playing and social stories, mentors, clear roles in any group activity, reduce competition, increase play and fun.</p>

Blank template

A tool for understanding and reframing behaviour to inform personalised 5-step pupil plans

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful Examples of reframing	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them

Appendix 4: Personalised 5-step plan

5 Step Adult Response Strategy Plan

Pupil: _____

Class: _____

COMMUNICATING BEHAVIOURS Level 1	COMMUNICATING BEHAVIOURS Level 2	COMMUNICATING BEHAVIOURS Level 3	COMMUNICATING BEHAVIOURS Level 4	COMMUNICATING BEHAVIOURS Level 5
Adult Responses	Adult Responses	Adult Responses	Adult Responses	Adult Responses
			<u>ADULTS TO COMPLETE STAR ANALYSIS</u>	<u>ADULTS TO COMPLETE STAR ANALYSIS</u>

Appendix 5: Classroom monitoring form

Child's name: _____ Date: _____

	8:40 – 9:20 <small>(Registration, assembly, EMW)</small>	9:20 – 10:15 <small>(Writing)</small>	10:15 – 10:45 <small>(Reading)</small>	Playtime	11:00 – 12:00 <small>(Maths)</small>	12:00 – 12:15 <small>(Handwriting)</small>	Lunchtime	1:15 – 1:30 <small>(Spelling)</small>	1:30 – 2:45 <small>(Curriculum)</small>	2:45 – 3:10 <small>(Class story)</small>
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Teacher's comment

Child's comment

SLT's comment

Appendix 6: Risk Assessment

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the CYP in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable CYP (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified CYP or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.