



Stoke Heath Behaviour Policy

Reviewed Autumn 2022
Summer 2023

Review Autumn 2024

Chair of Governors

Headteacher

Stoke Heath Behaviour Policy

Vision

We believe that good relationships between students and staff is the most important factor in good behaviour management and we expect staff to prioritise creating and maintaining these relationships with all the children in their care. Good relationships enable problems to be resolved using some of the principles of restorative justice which all staff have received training on. We use consistent rules, sanctions, and rewards in line with the school values and therefore expect these values to be evident in every part of the school.

Our behaviour policy aims to empower staff to be able to effectively manage low and mid-level behaviour problems themselves, whilst having the support of senior leaders, who will assist with the de-escalation of any high-level behaviours that may arise.

Personal support plans (PSPs)

For some children, individual approaches may be needed in addition to those outlined in this policy, but the principles set out below should be adhered to as much as possible.

Proactive solutions should be sought to help children change their behaviour and reduce opportunities for incidents to occur e.g., work with FT on friendships, work with play leaders on how to play with other children, alternative provisions at breaks or lunches, using TAs for individual support within class.

Some children have Pupil Support Plans in place to support them with both their classroom behaviours and their behaviours during free times. Any child may have a Pupil Support Plan written, at any point, if deemed necessary by a school professional. A Personal Support Plan will always be considered in the event of an external suspension.

A PSP should be seen as a personal behaviour policy for that child and overrides the processes detailed in this policy and will be written by the school in conjunction with parents and the student.

All children on part-time timetables will have a PSP.

Values

Values:

WE ARE STOKE HEATH

- We are learners – we want to achieve.
- We are inclusive – we treat everyone equally.
- We are honest – we tell the truth.
- We are respectful – we think about everyone's feelings, safety and rights.

Our Values are at the heart of our school expectations and will be referred to when communicating with children, E.g. "What is happening? Is your behaviour showing our Stoke Heath Values – We Are Respectful?" Our Values are clear to see and are displayed throughout the school, in classrooms, shared spaces and offices.

Our staff will demonstrate and be advocates for our school values in their everyday demeanor, exemplifying our values in everything that they do. Staff will praise our values and reward children, ensuring they understand what the praise is a result of.

All staff have been trained on emotional coaching and should be using this strategy in their interactions with children. This will be supported by explicit teaching of emotions/feelings throughout the year both planned and reactionary.

Rewards

Our rewards are based on the Stoke Heath Values and should therefore be referred to when being used.

From Year 1, our rewards are integrated into a house system to encourage a sense of teamwork and identity. We have four houses (Godiva, Belgrade, Sky Blue and Ricoh). Children are put in a house when they join the school that they then stay in for the rest of their time with us. Siblings are put in the same house as each other.

EYFS to use individual systems within each class depending on needs. E.g., marble jar, stickers, prize box, whole class reward, individual point system. Towards the end of reception, teachers start introducing the concept of houses and individual points.

House points

House points can be given by any member of staff in electronic form using the Carrot Rewards website. The website lists the values and the adult giving the house point, notifying the child which value they are demonstrating.

House points can be given and recorded in multiples E.g., you don't have to just give one.

On Friday, the weekly totals are revealed in the "Star of the Week" assembly, with the running totals for each house announced and the weekly amounts for each house being calculated, this way each house has a fresh chance each week for success.

Individually, each child receives a certificate when they reach certain milestones throughout their time at Stoke Heath.

Note: House points cannot be lost for any reason

My Stickers

www.mystickers.co.uk is used to create individual rewards for each student in school. It works alongside Carrot Rewards, when a house point is given to a child on Carrot Rewards, it immediately appears in their My Stickers account and the children can then access their My Stickers account to start spending their house points on rewards, both for their My Stickers avatar and rewards that teachers have created in school.

Each child has their own unique login and has been given these to login both at home and at school.

Class rewards systems

Teachers may choose to set up their own reward systems in addition to the whole-school house point system, although there is no expectation to do so. If teachers do decide they want a class system too, it needs to be linked with the house points rather than separate to it. E.g., As well as the weekly whole school collection, staff may choose to keep an individual running total of how many house points each child or their class has received with prizes/recognition for earning a specific number of house points. In KS1 the children should be rewarded weekly.

EYFS

Young children benefit from a warm and empathetic but rule-based environment which have positive relationships as the driver. There is evidence that clear discipline and behaviour policies that prioritise talking through conflicts characterises effective behaviour management in early years settings.

The primary method of ensuring good behaviour should be through the emphasis of the positive so staff should not just "distract" children from interfering with other children or just tell them to stop.

All staff are expected to use individual and whole class rewards and praise (see below)

It is important that children's behaviour is addressed consistently and systematically across EYFS, so all classes are expected to follow this policy and include the following in their classrooms.

EYFS Praise/rewards

Proximal praise

EYFS stickers linked with SH Values

- We are learners: good listening or joining in
- We are inclusive: good friend.
- We are respectful: kind hands, kind feet, kind words.
- We are honest: being truthful.

Kindness tree – children who do something kind have it written on a leaf and stuck on the tree. Try to fill the tree each week and take leaves home on Friday.

NB/R: Whole class reward using visual prompt e.g., sticker chart/marble jar etc. Short term rewards for filling jar/chart e.g., time on trim trail. Progressive across NB/R so they have to earn more marbles/stickers over a longer amount of time for bigger rewards.

Awards

We have a variety of awards that are given in assemblies over the course of a year. In the case of Star of the Week, Super Learner and Governor's award, parents are informed in advance and invited to attend the assembly to watch their child receive the award. All awards have a house point value to tie them in with the house point system.

Name of award	When	Details
Star of the week	Weekly (Friday assemblies)	1 or 2 children a week so that every child receives it in a year. Linked with values with an explanation as to why they are displaying the attributes of that value. Worth 5 house points
Super learner	Termly	1 child Linked with values with an explanation as to why they are displaying the attributes of that value. Worth 10 house points
Reading	Half termly	Based on weekly average of how many times a child reads at home each week Bronze = 3 times a week. Worth 5 house points Silver = 4 times a week. Worth 7 house points Gold = 5+times a week. Worth 10 house points
Handwriting	When needed	Any child who earns a pen license Worth 10 house points
Maths	Termly	1+ child per class. Linked with self-improvement. Worth 5 house points
Attendance	Termly	Set up by Families' team in the second half of each term. Class based reward
Creativity	Termly	1+ child per class. Art or D&T Someone who has shown curiosity, exploration, creativity, self-expression & self-reflection in their learning journey of a piece of work. Worth 10 house points
Sport	Termly	Recognition of participation in events Recognition of teams Effort/performance within PE lessons Worth 10 house points

Additional rewards and acknowledgement

Other rewards and acknowledgement are given frequently by all staff in school, these could include Stickers, Praise Post Cards, Golden Tickets, Prize boxes and more. Our staff pride themselves in being creative when it comes to rewarding our children.

House Captains/

Each house has a House Captain (Y6) and Deputy (Y5) chosen by staff. Their responsibilities include:

- Reporting on HPs and motivating houses in assembly
- Help out at whole school events such as parents' eve, sports day etc.
- Show guests around and help with induction events.
- Organise and help with House prizes.
- Other tasks as directed by staff.

Consequences and sanctions

The tables below detail our staged approach to behaviour management for behaviour.

These tables are for staff reference only and the language of stages should NOT be used with children.

The main way to communicate with the behaviour team, Families Team or SLT should be the behaviour email. If you need support, want a child to have a preventative conversation or a child is dysregulated, please ensure you email, and someone will attend.

behaviour@stokeheath.coventry.sch.uk

Year 1-6

The table below shows a structured approach to enable our student's classroom behaviours to be monitored and recorded as accurately as possible.

Stage	1: Low Level Behaviour - Warnings	
Likely examples	Talking Not following instructions Not working (including not completing homework)	Moving around the classroom/space Distracting others Making noises Minor community incidence e.g., litter
Consequences	<ol style="list-style-type: none"> 1. Addressed by the staff it affects. 2. 2 or 3 low level techniques may be used to address the behaviour. E.g., saying the child's name, state reality, moving next to the child (see appendix of Liz Mynott techniques) 3. If this doesn't work, broken record naming the behaviour you want to see up to 3 times alongside the rationale e.g., Be quiet please you are stopping the other children learning. This can happen publicly or privately. 4. If a child does not stop the behaviour, then a choice is offered with the positive choice being the second option to finish with a positive e.g. You can either continue talking and come back at break to catch up on lost learning, or you can stop and join in the lesson and get some good learning done. If possible, this should happen privately, this won't be possible in some circumstances e.g. A child shouts out or refuses to follow instructions. 5. Restorative conversation between teacher or Teaching Assistant and child either during consequence or after (if child has made the wrong choice) 6. Children will be given 2 warnings for unwanted behaviours, through the techniques above. <p><i>*For serious behaviour incidents the warning system can be bypassed. If there is threatening behaviour or anyone in the classroom feels unsafe the child can be removed immediately. Use your professional judgement, PSP and knowledge of the child and your discretion about what the right thing to do for the class and the child is.</i></p>	
Recording on CPOMS	Stage 1 for <i>behaviour</i> during <i>lesson. Consequence.</i> Stage 1 does not need to be recorded on CPOMS unless there are concerning or persistent behaviours. E.g. XX has had multiple warnings each day this week for X,Y & Z but this has not escalated to lost learning time. <i>* Only if the child has had multiple Stage 1 behaviours, please use Professional Judgement.</i> Recorded by CT or TA	
Communication with parents	Teacher to have a conversation with parent if child has received several Stage 1s within a short space of time or is frequently getting close.	

Stage	2: Mid-level Behaviour – Lost Break/Lunch/After School Minutes	
Likely examples	3 rd Warning Repeated low-level behaviour Meanness to other children (including online) Unintentional one-off discriminatory comments/behaviour	Likely examples
Consequences	<ol style="list-style-type: none"> 1. Exhaust all Stage 1 steps. 2. The third warning results in a consequence of lost break/lunch/after school minutes (using the 3-, 5- or 10-minute timers at the teacher’s discretion, this can be extended by repeating/pausing the timer if the child is not reflecting). 3. A behaviour email can be sent at this point to ask for the child to have a conversation with SH/SLT as a preventative measure to avoid further escalation. 4. SBL, FT or SLT to sit (or crouch to their level) with a student and attempt to refocus in class, to avoid lost learning or escalation. 5. If step 4 does not resolve the situation, take the child out of class, and have a restorative conversation about the incident. 6. The aim is to always take the child back into class and work alongside them to refocus them and enable transition back to work. 7. Restorative conversation with the CT and/or TA (facilitated by FT, SLT, Phase leaders or another adult if needed) at an appropriate time after resettling has occurred. If using phase leaders, then ensure you are not disturbing teaching time. <p><i>*For serious behaviour incidents the warning system can be bypassed. If there is threatening behaviour or anyone in the classroom feels unsafe the child can be removed immediately. Use your professional judgement, PSP and knowledge of the child and your discretion about what the right thing to do for the class and the child is.</i></p>	
Recording on CPOMS	Stage 2 – Lost minutes during break/Lunch/After School to reflect or catch up on lost learning after all warnings were given, for <i>behaviour during lesson</i> . (optional addition) XX called for support to help refocus. <i>Outcome e.g., settled well and did not have to be spoken to again. Consequence (which timer). Informed parents at the end of the day.</i> <i>* This shows the minimum necessary, you may need/want to add more detail about the incident</i> Recorded by CT. Action to be added by FT, SLT, SBL or Adult that supported.	
Communication with parents	Teacher to tell parents on the same day, either face-to-face at home time or by phone. <i>* Professional judgement to be used</i>	

Stage	3: Silent Reflection		
Likely examples	Repeated mid-level behaviour Unintentionally hurting staff		
Consequences	<ol style="list-style-type: none"> 1. Exhaust all Stage 2 steps. 2. Email behaviour to support, further disruption after 2 warnings and lost learning/ reflection time at break/lunch or the end of the day will result in the child being removed into the silent reflection room. 3. The child will then stay in the SRR for a period decided by the class teacher, times can vary from the timers up to until the end of the day. 4. In the silent reflection room, the child is expected to sit in silence and reflect over their choices in the classroom. 5. The SLT member in the silent reflection room will hold a restorative conversation to discuss the incident when they feel the child is ready to talk. 6. <p><i>*For serious behaviour incidents the warning system can be bypassed. If there is threatening behaviour or anyone in the classroom feels unsafe the child can be removed immediately. Use your professional judgement, PSP and knowledge of the child and your discretion about what the right thing to do for the class and the child is.</i></p>		
Recording on CPOMS	Stage 3 for <i>behaviour</i> during <i>lesson</i> . <i>XX</i> called for support. <i>Outcome</i> . <i>Consequence</i> . <i>Parent</i> informed by <i>XXX</i> E.g., <i>Stage 3, XX spent time in the silent reflection room after they were given all 3 warnings. They were asked to reflect during break with a timer and behaviours continued. XXX came to support and took them to the Silent Reflection room.</i> <i>* This shows the minimum necessary, you may need/want to add more detail about the incident</i> Recorded by CT. Action to be added by FT, SLT, SBL or Adult that supported.		
Communication with parents	After Silent Reflection, negative behaviour letter is sent home and parents informed at the end of the day that their child has spent time out of class, face to face, if possible, via phone call if not. Removal from the classroom twice in one week will result in a letter home and a meeting with parents, SH and Phase Leader. Removal from the classroom five times in a half term will result in a letter home and a meeting with parents, SH and CT.		

Stage	4: High Level – Internal Isolation		
Likely examples	Repeated mid-level behaviour Repeated/intentional discriminatory comments/behaviour Intentionally hurting staff	Refusal to engage. Vandalism Theft Significant event in the community	Fighting/intentionally hurting other children. Bullying (including online) Defiance/rudeness to staff Absconding from lessons
Consequences	Sent to SLT (HT, DH, AHT) Internal isolation of at least half a day. Child to complete age/ability appropriate work from pre-prepared work packs. Restorative conversation facilitated by SLT at an appropriate time after or during exclusion. Letter sent home and parent meeting with SH and CT.		
Recording on CPOMS	Stage 4 for <i>behaviour</i> during <i>lesson</i> . <i>SLT</i> involved. <i>Outcome</i> . <i>Consequence</i> . <i>Parent</i> informed by <i>XXX</i> <i>Stage 4 for repeated stage 2s (4 this week). Restorative conversation between Teacher and pupil. Apology letter written and given. JS informed Mum by telephone and letter sent home with child.</i> <i>* This shows the minimum necessary, you may need/want to add more detail about the incident</i> Recorded by SLT – tag CT		
Communication with parents	SLT to tell parents on the same day, either face-to-face at home time or by phone with a letter to reinforce the facts of the incident (see appendix). Invite parents in to discuss behaviours.		

Stage	5: Suspension
Likely examples	Repeated high-level behaviour Extreme violence to another pupil Bringing weapons into school with intent to cause harm. Possession of drugs or alcohol (including Vapes) Seriously Intentionally hurting staff
Consequences	Sent to SLT (HT, DH, AHT) External suspension of at least half a day Child to complete age/ability appropriate work from pre-prepared work packs at home Reintegration meeting with SLT, child and parent Restorative conversation facilitated by SLT during/after reintegration
Recording on CPOMS	Suspended from date to date. Details of reason. Attach suspension letter. Additional log after reintegration: Comment on reintegration meeting and restorative conversation. E.g. Suspended for 1 day: 4/7/20. XX was in a fight with YY during English on 3/7/20. XX and YY had been trading insults (unable to determine who started it) when XX said "That's it" and launched himself at YY. He forcefully and repeatedly punched YY in the face and on the body. Fight broken up by member of staff who had to hold XX off YY, class had to be evacuated. YY had a split lip and bruised eye. XX was brought to DC where he took a long time to calm down. Incident investigated and multiple witnesses corroborated the events. XX could give no explanation for why he had reacted in this way but admitted what he had done was unprovoked. Parents called and mum came to collect XX. Seemed to understand the seriousness of the situation and promised they would talk to the child further at home. Reintegration meeting: 5/7/20 XX was quiet but remorseful. Agreed that he would keep away from YY both in class and on the playground for the next week. Understood that YY doesn't feel safe. Will stay in at break to write letter of apology. If he feels himself becoming angry like that again will come and find a member of SLT or the FT- Recorded by SLT – tag CT
Communication with parents	SLT to call parents into school for a meeting to explain the suspension ASAP after the event and give them a copy of the exclusion letter. Parents bring child back in for a meeting after the suspension for a reintegration to reset standards and have restorative conversation. CT or SLT to communicate with parents regularly after return to keep them informed and relay success as well as any problems.

**The above stages are applicable to all children from Year 1 up to Year 6 unless the child involved has a Personal Support Plan or an Educational Health Care Plan, please refer to these for further guidance in supporting these children with behaviour.*

Break, Lunch, and free time

If there has been an incident at playtime or lunchtime that you have not been made aware of by the adult that dealt with it, email behaviour to ask if it has already been dealt with. If not, ask behaviour team to come and unpick events to minimise learning disruption.

Consequences for break/lunch behaviour should be at these times and not taken from lesson time in most cases.

behaviour@stokeheath.coventry.sch.uk

Stage	1: Low level behaviour – warnings	
Likely examples	Shouting at each other Bickering Minor community incidence e.g., litter Rudeness or bad manners Breaking rules of games Not following instructions of Play Partners, Sports staff, or Adults on duty	Running in corridors Silliness in the toilets Pushing in lines Throwing equipment Unintentionally hurting other children
Consequences	<ol style="list-style-type: none"> Spoken to by Play Partners, Sports Staff, or adults on duty. Children may be asked to choose a different activity for a while. Stand with an adult to control their feelings again. May be given warnings if appropriate. 	
Recording on CPOMS	<p><i>Use professional judgement, only if it is a repeat offender.</i> E.g., XX has been involved in several arguments this week where they have raised their voice and stormed off, I have spoken with XX to investigate if everything is ok. CT informed and will continue to monitor.</p> <p>Recorded by PP, SS or adult on duty</p>	
Communication with parents	Teacher to have a conversation with parent if child has received several Stage 1s within a short space of time or is frequently getting close.	

Stage	2: Mid-level behaviour - Timers	
Likely examples	Repeated low-level behaviour Refusal to speak to adult. Meanness to other children (including online) Unintentional one-off discriminatory comments/behaviour Not lining up	Answering back Swearing Rough play Play fighting. Pushing and shoving Stealing equipment or items from others.
Consequences	<p>Exhaust all Stage 1 steps.</p> <ol style="list-style-type: none"> Child or children involved to be taken to Strategic Behaviour Lead or Families Team Room for Restorative Conversation or investigation into incident. 3-, 5- or 10-minute timer to be used to encourage reflection, depending on severity of incident. Should the incident require further investigation, or the severity requires it the request the support of SLT. If it has not been possible to regulate and refocus the child back onto the playground, then additional time to reflect. E.g., finish the rest of the free time in the FT room or the office of the supporting SLT member. Depending on the circumstances it may require the child or children to choose a different activity for a period. 	
Recording on CPOMS	<p>Stage 2 for <i>behaviour</i> during (name of free time, E.g., Break/Lunch/Before School/ Additional Break). <i>XX</i> called for support. <i>Outcome. Consequence. Parent</i> informed by <i>XXX</i> E.g., Stage 2 for pushing and shoving on several occasions PP asked each time to stop but it became clear that this was intentional and was aimed at the same child each time. SBL called to support and investigated. – Recorded by PP. Action added by SBL - <i>XX</i> reflected with a 10-minute timer and discussed why they were pushing and shoving, <i>XX</i> felt it was just playing but could understand why <i>YY</i> did not like it. SBL or CT to inform Mum at home time.</p> <p><i>* This shows the minimum necessary, you may need/want to add more detail about the incident</i></p> <p>Recorded by PP, SS, SBL, FT or adult that supported. Action to be added by FT, SLT, SBL or Adult that supported.</p>	
Communication with parents	Adult that supported to inform Class Teacher and either SBL, FT or Teacher to tell parents on the same day, either face-to-face at home time or by phone.	

Stage	3: Silent Reflection – Loss of Break and/or Lunch		
Likely examples	Repeated mid-level behaviour Swearing aimed at others. Unintentionally hurting staff	Refusal to engage Minor vandalism	Repeated play fighting Defiance/rudeness to staff
Consequences	Exclusion from break/lunchtimes on subsequent days. Time to be spent with a member of SLT (number of days to be decided by SLT). Restorative conversation facilitated by SLT at an appropriate time. Depending on the circumstances it may require the child or children to choose a different activity for a period. Support plan considered if behaviours shown frequently.		
Recording on CPOMS	Stage 3 for <i>behaviour</i> during <i>session</i> . <i>SLT involved</i> . <i>Outcome</i> . <i>Consequence</i> . <i>Parent</i> informed by <i>XXX</i> E.g., Stage 3 for fighting with XX at lunchtime. DC called for support. Spent the rest of lunchtime in DC office. Will miss break and lunch tomorrow to reflect. Restorative conversation between Pupil and XX. Mum came in for a meeting after school, was very supportive. <i>* This shows the minimum necessary, you may need/want to add more detail about the incident</i> Recorded by SLT – tag CT		
Communication with parents	SLT to tell parents on the same day, either face-to-face at home time or by phone with a letter to reinforce the facts of the incident (see appendix).		

Stage	4: High Level – Internal Isolation – Over Break and/or Lunch		
Likely examples	Repeated stage 3 behaviours Repeated/intentional discriminatory comments/behaviour	Serious Vandalism Theft Bullying (including online)	Swearing at staff Fighting/Intentionally hurting staff/other children.
Consequences	Sent to SLT (HT, DH, AHT) Internal isolation for at least half a day. Child to complete age/ability appropriate work from pre-prepared work packs. Restorative conversation facilitated by SLT at an appropriate time after or during exclusion. Letter sent home and parent meeting with SH and CT.		
Recording on CPOMS	Stage 4 for <i>behaviour</i> during <i>breaktime</i> . <i>SLT involved</i> . <i>Outcome</i> . <i>Consequence</i> . <i>Parent</i> informed by <i>XXX</i> Stage 4 for repeated stage 2s (4 this week). Restorative conversation between Teacher and pupil. Apology letter written and given. JS informed Mum by telephone and letter sent home with child. <i>* This shows the minimum necessary, you may need/want to add more detail about the incident</i> Recorded by SLT – tag CT		
Communication with parents	SLT to tell parents on the same day, either face-to-face at home time or by phone with a letter to reinforce the facts of the incident (see appendix). Invite parents in to discuss behaviours.		

Stage	5: Suspension
Likely examples	Repeated high-level behaviour Extreme violence to another pupil

	<p>Bringing weapons into school with intent to cause harm. Possession of drugs or alcohol (including Vapes) Intentionally hurting staff</p>
Consequences	<p>Sent to SLT (HT, DH, AHT) External suspension of at least half a day Child to complete age/ability appropriate work from pre-prepared work packs at home. Reintegration meeting with SLT, child and parent Restorative conversation facilitated by SLT during/after reintegration</p>
Recording on CPOMS	<p>Suspended from date to date. Details of reason. Attach suspension letter. Additional log after reintegration: Comment on reintegration meeting and restorative conversation. E.g. Suspended for 1 day: 4/7/20. XX was in a fight with YY during Lunchtime on 3/7/20. XX and YY had been trading insults (unable to determine who started it) when XX said "That's it" and launched himself at YY. He forcefully and repeatedly punched YY in the face and on the body. Fight broken up by member of staff who had to hold XX off YY, class had to be evacuated. YY had a split lip and bruised eye. XX was brought to DC where he took a long time to calm down. Incident investigated and multiple witnesses corroborated the events. XX could give no explanation for why he had reacted in this way but admitted what he had done was unprovoked. Parents called and mum came to collect XX. Seemed to understand the seriousness of the situation and promised they would talk to the child further at home.</p> <p>Reintegration meeting: 5/7/20 XX was quiet but remorseful. Agreed that he would keep away from YY both in class and on the playground for the next week. Understood that YY doesn't feel safe. Will stay in at break to write letter of apology. If he feels himself becoming angry like that again will come and find a member of SLT or the FT-</p> <p>Recorded by SLT – tag CT</p>
Communication with parents	<p>SLT to call parents into school for a meeting to explain the suspension ASAP after the event and give them a copy of the exclusion letter. Parents bring child back in for a meeting after the suspension for a reintegration to reset standards and have restorative conversation. CT or SLT to communicate with parents regularly after return to keep them informed and relay success as well as any problems.</p>

**The above stages are applicable to all children from Year 1 up to Year 6 unless the child involved has a Personal Support Plan or an Educational Health Care Plan, please refer to individual documents for further guidance in supporting these children with behaviour.*

EYFS Sanctions

Stage	1: Low level behaviour - warnings	
Likely examples	Talking when they shouldn't be. Not following instructions Not joining in with learning	Distracting others Making silly noises
Consequences	<ol style="list-style-type: none"> 1. Addressed by the staff it affects. 2. Broken record naming the behaviour you want to see up to 3 times e.g., Be quiet please. This can happen publicly or privately. 3. Warnings system can be used if appropriate for the child. 3. If a child does not stop behaviour, then progress to stage 2. Use praise e.g., Thank you xxx for sitting nicely or class reward system to motivate 	
Recording on CPOMS	Not necessary for stage 1	
Communication with parents	Not necessary for stage 1	

Stage	2: Mid-level behaviour – timer	
Likely examples	Repeated low-level behaviour Insistent defiance Meanness to other children – snatching, name-calling Unintentionally hurting staff (reactionary rather than deliberate) Minor community incidence e.g., breaking toys/not looking after equipment. Shouting at adults (anger/defiance not excitement)	Hurting other children in an age-appropriate manner (to be determined by staff) Persistent/defiant answering back Unintentional one-off inappropriate language Theft Absconding from lessons Play-fighting
Consequences	<ol style="list-style-type: none"> 1. Addressed by the staff it affects. 2. Broken record naming the behaviour you want to see up to 3 times e.g. Be quiet please. This can happen publicly or privately. 3. If a child does not stop behaviour, then progress to emotional coaching e.g. I can see you're angry, I'd like you to have some thinking time. This can be at a fixed place, where the child is or moved next to staff. Ideally 2-4 mins depending on age with RC immediately afterwards, however there may be times where you have to wait for input to finish before the RC can take place. 4. If appropriate use of timer for reflection (EYFS has 30 second and 1 minute timers as well as 3,5, and 10 minute timers – to be used as appropriate). 5. Restorative conversation between teacher and child after thinking time including emotional coaching techniques – refer to this as "Talk time" 	
Recording on CPOMS	<p><i>Only if got to step 3</i></p> <p>Stage 2 for <i>behaviour</i> during <i>lesson</i>. <i>Outcome</i>. <i>Consequence</i>. <i>Parent</i> informed by <i>XXX</i></p> <p>E.g., Stage 2 for refusing to take part in learning. Thinking time then Restorative conversation between child and teacher. Child able to identify emotions and why they needed to join. Parents not told as first time this has happened.</p> <p>Or</p> <p>Stage 2 for hitting XX outside. Thinking time then Restorative conversation between the 2 children mediated by class teacher. Child apologized. Dad informed at home time.</p> <p><i>* This shows the minimum necessary, you may need/want to add more detail about the incident</i></p> <p>Recorded by the adult who dealt with the incident within the class</p>	
Communication with parents	Teacher to make professional decision about whether to tell parents or not. This depends on what they got the stage for and whether it is a one off or a regular occurrence. Teacher to tell parents on the same day, either face-to-face at home time or by phone.	

Stage	3: Reflection
Likely examples	Frequent mid-level behaviour Intentionally hurting staff or children Bullying
Consequences	<ol style="list-style-type: none"> 1. Call for Behaviour Team to support. 2. BT to take child out of class and have a conversation about the incident including emotional coaching – refer to this as “Talk time,” This could include a reflective walk. 3. Child may spend some time out of class with SLT to reflect or re-regulate. 4. Take child back into class and facilitate apology/RC between child and adult/child. 5. BT to work alongside child to model desired behaviours and enable transition back to work
Recording on CPOMS	<p>Stage 3 for <i>behaviour</i> during <i>lesson</i>. <i>XX</i> called for support. <i>Outcome</i>. <i>Consequence</i>. <i>Parent</i> informed by <i>XXX</i></p> <p>E.g., Stage 3 for persistently not working during learning time. DB called for support and then returned to class and joined in. Restorative conversation between child and teacher mediated by DB. Child understood consequences and apologized. Mum informed at home time.</p> <p>Or</p> <p>Stage 3 for biting CT. AJ called for support. Child spent some time out of class Restorative conversation between child and teacher mediated by AJ. Child apologized. Dad informed by telephone.</p> <p><i>* This shows the minimum necessary, you may need/want to add more detail about the incident</i></p> <p>Recorded by the adult who dealt with the incident within the class</p>
Communication with parents	CT to tell parents on the same day, either face-to-face at home time or by phone

Stage	4: High Level
Likely examples	Repeated high-level behaviour Extreme violence to another pupil Bringing weapons into school with intent to cause harm. Repeatedly intentionally hurting staff
Consequences	<p>Internal isolation for time agreed by SLT and CT.</p> <p>Child to complete age/ability appropriate work from pre-prepared work packs.</p> <p>Restorative conversation facilitated by SLT at an appropriate time. Refer to this as ‘Talk Time.’</p> <p>Letter sent home and parent meeting with SH and CT.</p>
Recording on CPOMS	<p>Stage 4 for <i>behaviour</i> during <i>lesson</i>. <i>SLT</i> involved. <i>Outcome</i>. <i>Consequence</i>. <i>Parent</i> informed by <i>XXX</i></p> <p>E.g., Stage 4 for fighting with XX at lunchtime. DC called for support. Spent the afternoon in CT office. Restorative conversation between Pupil and XX. Mum came in for a meeting after school, was very supportive.</p> <p>Or</p> <p>Stage 4 for repeated stage 3s (4 this week). Sent to JS during phonics for rest of phonics. Restorative conversation between Teacher and pupil mediated by JS. CT informed Mum by telephone.</p> <p><i>* This shows the minimum necessary, you may need/want to add more detail about the incident</i></p> <p>Recorded by SLT – tag CT</p>
Communication with parents	SLT or CT to tell parents on the same day, either face-to-face at home time or by phone (CT and SLT to decide who to speak to parents)

In extremely rare circumstances, repeat St 4 may result in a suspension.

Removal from classroom

We have created a child-centered approach to keeping all children safe if this happens.

A staff member will – Go to the child.

Get down to the child's level.

Speak in a quiet and calm tone.

Use emotional coaching strategies.

Ask them to leave the room so we can talk about what's happened.

Leave and wait out of sight for up to 2 Minutes.

If this doesn't work, the same staff member will repeat this process but explain that further refusal may result in internal isolation.

If they continue to refuse, use a change of face. Inform that the class will be evacuated if refusal continues, and the child will have an internal isolation.

If there is still refusal, evacuate the class to the hall, playground, or another classroom. This is now an automatic internal isolation and if the incident continues to escalate it could result in suspension.

Safer handling can be used as a last resort if the child is a danger to themselves or others. If they are not a danger and just refusing to move, then safer handling will not be used.

Safer Handling

Our staff are trained in Safer Solutions Handling, which will be refreshed as needed. This is a range of techniques that provide a safe way to handle children who are displaying unsafe behaviour to themselves or others and who do not stop when asked. If they need to be used, there needs to be a minimum of 2 staff involved, but ideally 3 so the third person can act as support and a coach throughout the process.

These techniques are NOT to be used to move a child who is refusing to move or who drops to the ground when you try to move them. If the child is in no danger, they should be left where they are whilst being supported by staff.

If the strategy is being used to move a child, they should be moved to the closest safe space – this might be a sensory room, office, or empty classroom. Once in a safe space, the child needs to be monitored until they are regulated. This may happen in or out of the room, ideally with 2 staff available able to see the child to ensure their safety. There may be occasions where an adult needs to stop a child leaving a room to keep themselves or others safe. This needs to be done sensitively and safely.

The techniques include ways of holding, walking with and moving children safely, ensuring that children cannot harm themselves or others through safe structured support. It is important that staff are routinely dressed appropriately to enable them to use these strategies safely if required. There are 7 holds: hip support, wrist, double wrist, cupped fist, straight arm immobilisation, seated de-escalation, calm control. These techniques are now displayed in suitable locations around school should they ever be required. See appendix.

The child involved will be spoken to throughout the incident to explain what is happening and the importance of keeping everybody safe using a preprepared script (See appendix). Once the child is regulated the staff members involved will hold a restorative conversation to explain the events and start to rebuild the relationship, if the child is still not ready for a restorative conversation with the staff involved then another member of staff will start this process with the aim of rebuilding the relationship with the adult(s) involved. Part of the restorative conversation with the child may result in a consequence for the behaviour which caused the strategy to be used – this depends on the situation and is to be decided by SLT.

In the event of Safer Handling being required, the child, staff and children that witness the incident will be offered support or be debriefed to understand what has happened and why this has happened to ensure the safety of all involved. If other children witness any incident involving a safer handling technique, then a member of staff will speak with the children that witness the incident to explain what has occurred.

The staff involved in the safer handling of children will also be supported, please see staff support below.

Any incident where safer handling has been used will need additional write up on CPOMS – see appendix for proforma. Ensure the Safer Solutions category has been selected.

Children who we anticipate that we might need to use this strategy with will have PSP and parents and children will be made aware of the strategy during discussions around their PSP. It may also be that a child's PSP explicitly says not to use this strategy, so it is important adults dealing with the child know what their PSP says. However, there may be occasions where the strategy is needed which hasn't been anticipated. A PSP would need to be discussed as part of the debrief.

Safer Handling will be used as a last resort and for as short a time as possible.

Staff support

Should an incident occur, staff members will be debriefed by a senior staff member. A member of SLT will contact staff members involved to arrange a supervision session at the earliest opportunity after the incident. During the debrief, staff will reflect over; the events leading up to the situation to evaluate if anything could have been done differently to support the child prior to dysregulation, the actual moment of dysregulation to consider if the best course of action were taken at the time and a general analysis over the whole event. The debrief will also explore the possibility of a personal support plan to best support the behaviours of the child involved and consider any new risks that may have become evident considering the situation. It is essential that the wellbeing of the staff members involved is maintained. Our staff work hard to provide a safe and suitable working space for our children to learn and their personal wellbeing needs to be supported to ensure they can continue to do their jobs to the best of their abilities.

Children absconding from site.

If a child gets to the front of school, the person with them will alert SLT and a second person will go out. Staff will try to use techniques to get the child back into school (See removal from classroom techniques)

If the child leaves the school premises:

- Phone the police
- Phone the parent

A member of staff to watch the child if possible but not to chase (dynamic RA to be applied at this point)

If possible, calmly tell the child that you are there to keep them safe, you are not going to chase them etc.

Sensory Rooms and safe spaces

We have created sensory rooms that are accessible for children of all ages at all times of the day. These are to be used as and when deemed necessary. Sensory rooms are available to help children regulate their emotions, feel safe and soothe in moments of distress.

Other safe spaces are available in or around each classroom to help children that may need that short break to self-regulate. We have egg chairs and sensory tents strategically placed around the school to assist.

Every room has egg timers which can be used to help with this e.g., a child who is dysregulated may be asked to go to a safe space with a timer and return when it's finished.

The Families Team Nest is a space that is used for soft starts for children that may require an altered start and is a comfortable space for time to talk for both children and adults.

Restorative conversations

All staff have received training on the principles of restorative justice. At all stages of misbehavior, it is important that a restorative conversation happens to resolve the event and identify how things will change in the future. Depending on the severity of the behaviour and who was involved, it may be appropriate to have an additional adult to facilitate the conversation. As such, any member of staff may be asked to assist in this process.

Staff who are conducting/facilitating a restorative conversation should use the questions below as a guide. These questions are on display in every classroom and office to assist staff during these conversations.

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How did you feel at the time?
- How do you feel now about what's happened?
- Who's been affected by what happened, and how?
- What needs to happen to make things right?

Good practice for restorative conversations:

- Make sure the children are calm enough to respond to questioning – this could take a long time. This is because, as humans, our brains are 'wired' to focus on our flight/fight response when we experience intense negative emotions like anger, embarrassment, fear ... and it takes time for our brain to realise that we aren't under threat and to calm down. When we have calmed down, we can access our 'thinking' brain and respond fully to the line of restorative enquiry.
- If the incident involves more than one child, bring the children together to respond, in turn and equally, to the restorative line of enquiry.
- Avoid asking why. This allows a more neutral start to the conversation. If we ask 'why?' we might invite a defensive response and can communicate that we have already made a judgement.
- Avoid accusations - allow children to tell you what happened rather than you telling them what happened.
- Remain neutral and fair – this is especially important when dealing with multiple children or a child who is often in trouble.

Monitoring and response

Senior leaders will monitor behaviour incidents using CPOMS which is why it is vital every incident is recorded. Children who are repeatedly receiving Stages (at any level) can then be identified and actions put in place. This may be a conversation between SLT and the child, a conversation with parents, a letter home, the child being given a behaviour chart, referral to SENCO or any other action which would aim to reduce the behaviour that is occurring.

Statutory information

Child on Child Abuse

Stoke Heath Primary School will always take any reports or allegations seriously and ensure that children are supported and kept safe. Any allegations or disclosures will be reported immediately to the Designated Safeguarding Lead as these reports are safeguarding concerns. Stoke Heath Primary School will respond to an allegation or disclosure following the school safeguarding procedures. (Please see the Child Protection and Safeguarding Policy for further details).

The facts are recorded as the child presents them on CPOMS. Reports will be considered carefully on a case-by-case basis. Any investigation carried out by the school will also be recorded on CPOMS. Nevertheless, should further investigation be needed, or imminent action is needed to safeguard a child or children, then a referral to other agencies e.g., the Police or Social Care will be necessary. (See Keeping Children Safe in Education 2018, Part 5)

If an allegation of child-on-child abuse is made, victims and alleged perpetrators will be supported by the Families' Team or outside agencies if appropriate.

Youth Produced Sexual Imagery (Sexting)

'Sexting' refers to any sharing of youth-produced sexual imagery between children.

This includes:

- A person under the age of 18 creating and sharing sexual imagery of themselves with a child under the age of 18.
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a child under the age of 18 or an adult.
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

Stoke Heath Primary School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. (See also: Online Safety Policy and Acceptable Use Policy). Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay. Once reported to the DSL, the DSL will decide on the appropriate course of action.

This could include.

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Referrals to the police and/or MASH.
- Sanctions in accordance with behaviour policy.
- Support for young people involved to prevent reoccurrence.

Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral.

- Adult involvement.
- Coercion or blackmail.
- Children under the age of 13.
- Extreme, or violent content.
- Immediate risk of harm.

Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies. We will work with parents as necessary if their child is involved in 'sexting'.

Searching, Screening and Confiscation

Where necessary, searching, screening and confiscation will be used to safeguard a child or children in Stoke Heath Primary School. The Headteacher or staff authorised by the Headteacher have statutory powers to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images
- Any article that might be used to commit an offence or
- Cause personal injury.
- An item banned by school.

School staff can seize any prohibited item found as a result of a search. Stoke Heath Primary School can also seize any item they consider harmful or detrimental to school discipline. Staff can also search pupils with their consent for any item.

If a pupil refuses to co-operate, as with any type of behaviour non-compliance, Stoke Heath Primary School will implement the sanctions as mentioned in this policy.

Stoke Heath Primary School are not required to inform parents before a search takes place or seek their consent. Similarly, there is no legal requirement to make or keep a record of a search.

Complaints about a screening or searching will be dealt with through the school complaints procedures.

Stoke Heath Primary School adheres to 'Searching, Screening and Confiscation: Advice for Schools (May 2018).

Anti-Bullying

Stoke Heath Primary aims to create a positive school culture for children's learning and development. The school is committed to preventing and tackling bullying.

Preventing Bullying

Ethos:

The school promotes a positive culture and ethos where rules and expectations are clearly spelled out about how pupils should interact with one another. These clear, inclusive values are understood and lived by all members of the school community.

Respect for individual differences has a high profile and is firmly embedded in the school rules.

Teaching & Learning:

The PSHE curriculum gives children opportunities to learn about diversity and children will be taught a variety of strategies to protect themselves from bullying.

The curriculum helps children to know what bullying is, why it is unacceptable and develop empathy and understand the effect that bullying can have on others. It also helps children take responsibility for trying to prevent bullying. Staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach about diversity and the effects of bullying.

Relationships:

The relationships that children have with adults as well as one another promotes an antibullying ethos.

Children who are being bullied or see others being bullied are encouraged to talk about the bullying and to seek the help of a teacher, or member of support staff (e.g., Learning Mentor, Lunchtime Supervisor, Play Partner) who will listen to them.

Definition of Bullying

Bullying is when someone picks on or intimidates an individual systematically and frequently. It could be physical or verbal and could include taking possessions or making threats.

Bullying is not having the occasional, or 'one off' falling out, quarrel or fight with others.

Bullying is not acceptable at Stoke Heath and will not be tolerated.

The Causes of Bullying

The school recognises the need to protect children who may be members of minority groups or who have social or other difficulties. Bullying can be a manifestation of racism or other discrimination and as such the procedures and policies that apply to bullying also apply to discriminatory behaviour.

The Signs of Bullying

A child may indicate by signs or altered behaviour that s/he is being bullied. It is important that staff try to find out what is causing the symptoms by talking to the child and contacting parents if necessary.

Children may:

- be frightened to walk to and from school.
- be unwilling to come to school.
- produce work of inferior quality and quantity
- have their belongings lost or damaged
- become withdrawn or develop speech problems.
- be tearful without obvious reason.
- stop eating or eat compulsively.
- attempt or threaten suicide.
- cry at night, have nightmares or start bed wetting.
- have unexplained bruises or marks.
- begin stealing.
- refuse to talk about their apparent unhappiness / give improbable excuses.

Dealing with Incidents of Bullying

Any incident of bullying will be investigated and dealt with by the Learning Mentors in association with the Senior Leadership Team

On-going monitoring of the situation will be carried out as required. When appropriate parents will be informed.

The school records the investigation of bullying incidents carefully. We monitor the focus of the bullying, manifestations and who is involved and record this on CPOMS.

The school records the number of bullying incidents regarding perpetrators and victims using CPOMS. Each year we analyse data from our investigations, monitoring and records for trends and patterns. This information is then used to plan the next steps. It is also shared with Governors each year in the Headteacher Report.

Action taken is firm and decisive and is shared with the child/children so they can see that the bullying issue has been addressed.

External services to support the child engaging in bullying behaviour and/or the child who has experienced the bullying may be sought if there is a child protection concern, or to tackle any underlying issues.

If an incidence of bullying includes assault, violence, theft, hate crime or repeated harassment or intimidation eg name calling, threats, abusive phone calls, text messages or emails and school believes that an offence has been committed, then assistance or a report to the Police may be sought.

When bullying occurs outside school premises and is reported to school staff, it will be investigated and acted upon.

If the misbehaviors outside of school premises could be criminal or poses a threat to a member of the public, the Head Teacher will inform the Police. (Please see 'Preventing and tackling bullying' Advice – July 2017 for further details.)

The Responsibility of Staff

Staff are responsible for:

- Handling incidents with sensitivity
- Promoting good discipline and acceptable behaviour based on respect
- Watching for signs of bullying in children (see above)
- Taking seriously any reports of bullying

Scripts to address and refocus behaviour.

Script for dealing with low level behaviours such as disruption to learning.

Stage 1

1st instance of low-level inappropriate behaviour (warning number 1)

- a) **Remove any audience (where possible)** This means adults should lower themselves down to the child's level or perhaps move them to side in class in a quiet and unobtrusive way. Setting an additional talk partner activity is one example of how to facilitate this. Everyone remains in the classroom and the aim is to disrupt learning as little as possible.
- b) **State the reality of what is happening.** This needs to be precise and factual, for example "You are interrupting when I am talking". This is delivered in a calm and factual manner, without any further detail, embellishment, or negative body language.
- c) **State what is needed, the behaviour you expect to see** This is delivered using command language, calmly and factual, using clearly understood, precise language - "I expect you to sit on your bottom and have your lips closed and think about what I am saying."
- d) **Then ask the child "What did I say / what do I want?"** The child needs to orally repeat the command to check that they have understood, Clarify if necessary and repeat.
- e) **Using a positive tone and positive body language, restore the relationship** "Fantastic, I can't wait to see you doing that", the language provides a reward and positive reinforcement
- f) Teacher to find the first opportunity to reward the change in behaviour. There is no need to reference previous lapses, this is a positive reinforcement.

The inappropriate behaviour has not changed (warning number 2)

This occurs when the initial intervention has not altered the child's immediate behaviour.

This is now a choice situation:

"You now have a choice. You can choose to continue to (negative choice) e.g., to keep talking at the same time as me, and that is stopping learning happening so you are making the choice to miss some of your break/lunch/after school time, or you can make a positive choice and continue learning in the classroom - what is your choice going to be?"

If the child chooses to continue with behaviour and there is a third incident, move to stage 2.

Stage 2: the inappropriate behaviour continues

The child has made the choice to miss some of their free time.

Teacher should decide on an appropriate timer. During this time the child should sit still and quietly, reflecting on why they are missing their free time and what they can do to stop this happening again.

When the child has completed their time, teacher will approach child with a neutral face, coming down to their level.

"Your XX minutes is now finished."

State the reality, the behaviour that caused them to have a time out.

State the behaviour you expected.

Ask the child "What did I say so/ what do I want?"

The child needs to orally repeat the command to check that they have understood, clarify if necessary and repeat.

Using a positive tone and positive body language restore the relationship "Fantastic, I can't wait to see you doing that", the language providing a reward and positive reinforcement.

Stage 3: the inappropriate behaviour continues after they have been told they are to miss break/lunch/after school minutes

The child has made the choice to be removed from the classroom.

Send behaviour email to request BT support, stating the need for Silent Reflection Room.

As soon as possible, communicate the behaviours displayed and how long the child should spend there with the BT.

When the child moves to the Silent Reflection Room, the BT support say, "Sit here thank you". Factual conversation only, no negative comments, expressions, tone of voice or looks are needed.

They should sit away from the other children and do nothing.

When the child has completed their time the member of staff supporting in the SRR will say "Your XX minutes is now finished and it's time to go back to your classroom". They then visually manage that transfer.

Class teacher to look out the re-entry, and then approach the child with a neutral face, coming down to their level and

- i) state the reality, the behaviour that caused them to have a time out,
- ii) state the behaviour you expected
- iii) ask the child "What did I say so/ what do I want?"
- iv) The child needs to orally repeat the command to check that they have understood, Clarify if necessary and repeat.
- v) Using a positive tone and positive body language restore the relationship "Fantastic, I can't wait to see you doing that", the language providing a reward and positive reinforcement

Safer Handling Script

Approaching the incident: Every possible way to encourage the child to self-regulate should be exhausted prior to any consideration of the use of Safer Handling.

- Ask the child what has happened?
- Ask if they know how they are feeling
- Inform the child that you do not feel that their actions are safe
- Inform the child that you are going to hold them to keep them (or others) safe and to help them regulate. Eg. I am going to hold you now because your actions are putting you and others in danger and we need to keep you safe.

During the incident:

- Reiterate that you are only holding them to keep them and others safe
- Inform them that you are holding them to help them regulate (child friendly synonyms may be used)
- Reassure them that you will release them from the hold when they are showing that they have started to regulate but you may need to hold them again if you feel that the safety of the child, staff or other pupils is in danger.
- Encourage regulation techniques such as; breathing counting or shutting their eyes.

When Regulated:

- Debrief the incident.
- Reassure the child that they were always safe.
- Explain that the technique used was not what you wanted to do and explain that you needed to ensure the safety of the child or others.
- Ask the child how they are feeling now, how they felt whilst being held.
- Finally ask the child what occurred to make them feel and act the way that they did?
- Explore coping strategies for their feelings and actions.

Writing up on CPOMS:

- When a Safer Handling technique has been used CPOMS should be recorded as soon as possible and on the same day as the incident.
- Incident should be recorded by the staff member that witnessed the incident from the start.
- The member of staff that opted to use the Safer Handling technique should add an action to this CPOMS record.
- If the member of staff that witnessed the behaviour is the same member of staff that opted to use Safer Handling then they should record the whole incident, an example is given below.

XX became visually very angry, XX was red in the face and shouting abuse at children and staff. XX picked up a weighted object and threw it in the direction of other pupils, this would have caused injury had it hit another pupil. I tried to help XX regulate asking what had happened, how they were feeling and if they could think of a better way to deal with how they were feeling but I received no reply and further abuse was shouted towards me. I asked YY to support as XX had threw another object as we approached XX clenched their fists and started to swing their arms towards us. To keep ourselves and the other children safe we asked ZZ to vacate the classroom. XX was still very angry, shouting threats and had fists clenched. I signaled to YY that we should use the cupped fist technique from our Safer Handling training. This technique worked well as we managed to successfully apply the technique, we explained to XX that they were safe and that we were only holding them to keep them safe and help them regulate. We then moved to the seated de-escalation technique, at first XX tried to spit towards our direction but after about a minute XX started to regulate, becoming more upset than angry. We continued to reassure XX that they were safe and they started to talk to us about the incident we then decided to release XX from the hold but sat close next to them as we started to discuss what had happened. XX did not become angry again. SLT informed. (Explain what had happened from their point of view, consequences and next steps. Eg. Who is informing parents, were parents called in, did SLT take over)

Safer Handling Techniques

There are 7 holds: hip support, wrist, double wrist, cupped fist, straight arm immobilisation, seated de-escalation, calm control.

Hip Support: One arm on the back of the child, hip to hip with the other arm guiding direction.



Wrist: Hold the child's wrist with hand furthest from the child and the other hand resting on their back to guide them.



Double Wrist: 2 members of staff. Each holding one of the child's wrists with their other hands rested on the child's back to guide them.



Cupped Fist: 2 members of staff. Place your arm between the child's body and their arm cupping the child's fist with both hands.



Straight Arm Immobilisation: 2 members of staff. Straighten the child's arm across your body at a 45 degree angle. Rest your hand on their forearm. **ESSENTIAL:** do not apply pressure on the straight arm.



Seated De-escalation: 2 members of staff. Whilst performing the cupped fist, sit with the child ensuring you are hip to hip and able to rest your lower leg over the child's should they attempt to kick.



Calm Control: Whilst in the seated de-escalation rest the child's hand on their own leg and place your hand on top of theirs to encourage regulation, comfort and pressure should the child be in need of this.

