



Thameside Primary School: Relationships & Behaviour Policy

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

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Policy reviewed by:	Sophie Greenaway & Behaviour Working Party
Key Changes:	This is a new version of our previous Behaviour Policy based on: a model relationships policy from Essex County Council, research of the Behaviour Working Party and a model Behaviour Policy from The Key.

This policy should be read in conjunction with:	<ul style="list-style-type: none"> Child protection and safeguarding policy Anti-Bullying and Anti-Racism Policy Suspension & Permanent Exclusion Policy Touch Policy Child-on-Child Abuse & Managing Allegations Policy Mobile phone agreement (for Y5&6) E safety policy ICT Pupil Parent Agreement Representing school at sporting events Mental Health & Wellbeing Policy
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Thameside Primary School's statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Suspension & Permanent Exclusion Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

School Ethos

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 Reading approach to understanding behaviour and supporting emotional wellbeing known as Therapeutic Thinking.

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. The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

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 children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.



Key terminology

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school’s policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. Dangerous behaviour includes:

- *Actions or words designed to provoke a dangerous reaction in other children e.g. swearing about their family members*
- *Throwing of furnishings e.g. chairs, tables*
- *Climbing on furnishings and fencing*
- *Physical fighting (Please note that play fighting - other than using scrap on scrap at lunchtimes - is not permitted because, even without intention, it can easily escalate to injury or harm.)*
- *Use of equipment for self-harm*
- *Refusing to listen to adults or follow instructions on a school trip, especially near a road or water*

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context e.g. ‘Daniel, continually shouting out is difficult within a group teaching activity’.

Externalising: When a person’s natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Internalising: When a person’s natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model. 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	the logical response to a pro-social, anti-social or dangerous behaviour to restore and repair what has happened either educational (e.g. teaching a child about why their actions/words are wrong) or protective (e.g. alternative working space, adult supported play, increased adult ratios)



'Inappropriate' or 'anti-social' behaviour can be	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills and this should be explored
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 putting in the correct educational and/or protective consequences to ensure that everyone's needs are met in the dynamic e.g. those of the child but also those of their classmates
Practice and policy effectiveness is measured by	pupil and staff 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 children and young people 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 children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitude and habits – showing the school's values is an expectation of all staff and this is reflected in our appraisal processes. When on the school site or supporting an off-site visit or sporting event, we also expect parents and carers to model the same expected behaviours, attitude and habits as our pupils.

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 to remember 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 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 for assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

Staff are also expected to follow the guidelines, routines and expectations for specificities, such as signalling the end of breaktimes or how pupils sit in whole school assemblies, as outlined in the Thameside staff handbook. This is to ensure that there is a consistent whole school approach to behaviour. Key behaviour expectations are shared with children who join the school mid academic year by way of a special induction video made by current pupils.

Pupils are expected to:

- Show respect to members of staff and each other
- Make it possible for all pupils to learn in class
- Move quietly around the school



- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences as fair when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

These key expectations will be reflected in class charter displays in every classroom.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Off-site behaviour

Consequences may be applied where a pupil has behaved in an anti-social way off-site when representing the school. This applies when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has behaved in an anti-social way off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil e.g. harmful online behaviours (see below)
- Could adversely affect the reputation of the school

Online behaviour (on or off school site)

The school can issue consequences to pupils who behave anti-socially online when:

- It poses a threat or causes harm to another pupil
- It breaks the any aspect of the school's ICT Parent Pupil Agreement
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis



The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school - in collaboration with the local authority designated officer (LADO), where relevant - will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to our Safeguarding & Child Protection Policy and our Child-on-Child Abuse & Managing Allegations Policy for more information.

Responding to prosocial behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard (or the individual targets for behaviour that they have been set), staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal personal and constructive recognition by adults and peers in the classroom and around the school site
- Informing parents/carers of their child's achievements verbally or through a Values Postcard or text message
- Class or key stage assemblies.
- Certificates and badges (e.g. for Accelerated Reader) presented in assemblies.
- A position of responsibility e.g. prefect, school council, peer mentor, librarian, sports leader or being entrusted with a particular decision or project
- Proud clouds in EYFS, Star of the Week in Rainbow Room
- Work and positive attitudes are celebrated on twitter and/or photocopied and sent home for parents
- Values ambassador status (2 pupils selected per class per academic year) and termly reward activities
- The trust given to children showing pro-social behaviour e.g. the freedom to play with peers on the playground
- Whole-class or year group rewards, such as a popular activity
- For some children, this may involve working towards individual rewards which are flexible and adapted and revised according to circumstances

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. 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 fully developed 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 (this is known as co-regulation). We know that this is the best way to respond to pupil's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction' i.e. a dysregulated child must be calm before they can accept and respond appropriately to consequences for their words or actions. Staff need to act to deescalate dangerous behaviours as quickly as possible and are aware that their relationships with all pupils are key to keeping everyone in the dynamic safe.

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 or freedoms, and they also focus on the need to take responsibility for finding a constructive way forward for all concerned. For a minor incident of anti-social behaviour, for example, this might mean a sincere apology followed by an act of kindness. Such approaches encourage the pupils of our school 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 to you?**

(Additional questions: *What happened to you? What did they say to you? How did they say it? Were they shouting?*)

- **What were you feeling or thinking at the time?**

- **Who has been affected?**

(Could re-phrase according to age and need: *Who got hurt? Who became upset? Who was angry?*)

- **What can we do to make things right?**

(Additional questions: *What should happen next? Would you like some help?*)

These questions will be asked in retrospect - after those involved are regulated - which may be soon after the incident, later the same day or next day, depending on the age and needs of the child(ren) concerned.

It is important that all children involved in an anti-social or dangerous behaviour incident are asked these questions and listen to each other's responses.

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 (natural reparation) is used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school, the staff work with 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 should always have a clear link to the incident and help the child or young person 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
- alternative arrangements for access to outside space
- positive play at lunchtimes
- adult supported playtime
- pupils to be escorted in social situations
- differentiated teaching space
- appropriate use of suspension (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return)
- Planning and dynamic assessment of potential risks
- Explicit teaching of self-regulation techniques (co-regulation may be required at first)

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

- ensuring the child or young person completes the task they have disrupted (this is likely to be at playtime or for up to 15 minutes of lunchtime)
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours through collaborative play and social stories
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships

Examples of unwanted behaviours and consequences

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively low impact (classroom or off-site)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing • Moving from designated space • Sensory seeking behaviour (e.g. spitting) 	<ul style="list-style-type: none"> • Verbal Interventions– e.g. <i>I know you can behave better than this. I'd really like to see that. How can I help you turn this around so you are proud of yourself?</i> • Reflection support during breaktime or lunchtime (up to 15 minutes) with trusted adult <i>This time could be spent completing work or to talking through unwanted behaviours and reminding child of the school's expectations. If off-site, then child could be removed from allocated activity to speak to an adult or complete their task.</i> • Scripted response <i>I can see there's something wrong (acknowledge their right to their feelings). I can see something has upset you. How can I help you? I'm here to help and listen. Tell me what happened 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> • Send to headteacher / member of the Senior Leadership Team (SLT) <i>Children who swear should be sent to the headteacher (or member of SLT in their absence) who will address this behaviour with the child and contact their parents/carers. Staff should address whole class when children swear and remind everyone about appropriate and inappropriate language. Staff should never ignore swearing unless it is on a child's behaviour plan to do so.</i>



<p>Relatively low impact (playground)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Disrespectful comments / unkind remarks • Swearing • Pushing • Playing in a non-designated space e.g. inside, on the quad or behind the stage • Mis-use of play equipment causing damage • Sensory seeking behaviour (e.g. spitting) 	<p>Statement of reality: <i>"Charlie, you're not letting anyone else use the ball."</i> Never ask why they are doing it. It is confrontational and you don't actually need to know why they are doing it – they just need to stop.</p> <p>Positive phrasing: ___(name) ___ thank you. <i>"Charlie share the ball thank you."</i></p> <p>Statement of limited choice: <i>"Charlie you can give the ball to me or put it down over there. Ball to me or over there. Charlie you can give the ball to me or put it down over there."</i></p> <p>Praise a choice when it's made e.g. thank you, you gave the ball to me.</p> <p>Protective consequences:</p> <ul style="list-style-type: none"> • Stand next to adult for age appropriate time on the playground (e.g. FS might be 3-5 minutes, KS1 5 minutes and KS2 5-10 minutes) and have conversation with adult focusing on impact of their behaviour on others • Play items removed for safety <p>Restorative justice e.g. clean an area or repair damage (decided by member of SLT)</p> <p>Also:</p> <ul style="list-style-type: none"> • Children swearing on the playground should be sent to a member of SLT • Being close and whispering a firm reminder • Name/pause technique • Praise of other children • Reminder about behaviour and value they are not following e.g. 'Can I just remind you that one of our values is' 'The class charter says....' • A quiet word • Quiet unobtrusive 'What should you be doing?' or 'Are you ok?' • Direct children to the Peer Mediators who can support with minor disputes.
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To ensure all children are able to learn and feel safe, all relatively low impact unwanted/unhelpful/antisocial behaviours should be acted on immediately and appropriately by staff. If chosen consequences do not have the desired response, staff should send the child(ren) to a member of SLT or request for a member of SLT to come to the classroom to support. If off-site, the member of staff should consider contacting the school to speak to a member of SLT for further advice.

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively higher impact (classroom or playground)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Bullying • Harmful verbal aggression towards adults or other children • Persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching • Any discriminatory behaviour: e.g racism, homophobia, sexism • Causing significant, deliberate damage to school property 	<ul style="list-style-type: none"> • SLT notified without delay and situation dealt with away from classroom/playground • Restorative approach followed (see 4 questions above) and logical consequence set • Incident form completed for discriminatory incidents. • Incident recorded on CPOMS. • Parents notified by telephone or in writing by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from pupil(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face.



<ul style="list-style-type: none"> • Stealing • Inciting other children to anti-social behaviour 	<ul style="list-style-type: none"> • If response leads to Fixed-term suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term suspension. • Following investigation, an action plan for bullying may also be implemented
<p>Relatively higher impact (off-site)</p> <p><u>All of the examples listed above including:</u></p> <ul style="list-style-type: none"> • Refusal to listen to adults or follow instructions • Causing significant, deliberate damage to property or local area 	<ul style="list-style-type: none"> • SLT notified by phone call and situation dealt with away from the group by lead teacher following advice from SLT (if not a member on the trip) • Restorative approach followed (see 4 questions above) and logical consequence set e.g. staying with lead teacher for rest of trip and not joining in with the activities <p>On return to school:</p> <ul style="list-style-type: none"> • Incident form completed for discriminatory incidents. • Incident recorded on CPOMS. • Parents notified by telephone or in writing by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from pupil(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. • If response leads to Fixed-term suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term suspension. • Following investigation, an action plan for bullying may also be implemented <p>Subsequent trips:</p> <ul style="list-style-type: none"> • To ensure known risks are reduced, any child showing these behaviours will need additional adult support (1:1) on at least their next trip. The child’s parent or carer will be invited to attend. Any further trips can then be risk assessed depending on the child’s behaviours both on and off-site. If a child cannot follow adult instructions at school, the risk to their safety off-site is high without adult support.

The safety of the children is paramount in all situations.

To keep unwanted, unhelpful or anti-social behaviours from escalating to dangerous, staff are aware that then a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions.

Staff aim to distract pupils and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window or somewhere else in the playground. Staff know that humour will only work if they have a very good relationship with the child. Staff are not to use sarcasm or humiliate the child.

Dangerous behaviour	Possible Consequences
<p>High impact (classroom, playground or off-site)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> * Possession of harmful substances or weapon * Extreme violence/physical abuse towards another child or towards an adult e.g. punching/throwing at to cause harm or pushing child into busy road * Very serious challenge to authority – persistent and dangerous 	<p>In this instance, other actions are automatically by-passed. Situation is dealt with by HT/DHT/AHTs immediately. These staff members are all Team Teach trained in de-escalation and safe pupil restraint. They will act appropriately with everyone’s safety being paramount.</p> <ul style="list-style-type: none"> • Behaviour of this nature is likely to result in a suspension or exclusion to ensure the safety of all concerned. See the Suspension & Permanent Exclusion Policy for more information. • Behaviour of this nature on a trip could lead to the school requesting that the parent/carers collect the child from the venue or, if they are unable to, a member of SLT (with another staff member) will attend. • Behaviour of this nature on a trip could also result in the child not being able to attend any further trips with the school, especially residential visits.



Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and pupil, 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 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 young person) 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 children. It identifies what is likely to cause stress to them, using all the information known about them. 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 the appendix.

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 learning behaviours in the classroom.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. It is always the aim that only Thameside staff who are Team Teach trained use physical intervention techniques with children.

[Team Teach](#) is an accredited organisation that trains staff in schools to carry out respectful, accessible and practical positive handling and de-escalation techniques.



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.

Where physical intervention is needed, this is recorded in the bound and numbered book and reported immediately to the head teacher.

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. Staff should use their discretion about whether the item is returned to the child or to their parent/carer at the end of the day. If the item needs collecting by a parent/carer, staff should ensure that the parent/carer 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.

The Headteacher does have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- 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.
- tobacco and cigarette papers
- fireworks
- pornographic images

Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school order. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by the headteacher or a member of staff who has been authorised to do so by the headteacher.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or



- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher (who is also the designated safeguarding lead), a deputy designated safeguarding lead or pastoral member of staff (such as the Emotional Literacy Support Assistant - ELSA) who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Coats
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child



Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Child Protection & Safeguarding Policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Recording Behaviour Incidents

We have a clear process and system in place to record all concerning behaviour incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

All teaching staff are required to record and report incidents of concern via CPOMS (an online safeguarding software programme for schools). All other staff can opt to have a CPOMS login or else they report to their class teacher, phase leader or a member of the SLT who will both record the incident for them and complete any outstanding actions required.

For low impact unwanted/unhelpful/anti-social behaviours, class teachers use CPOMS to report incidents, consequences, outcomes and intended or already actioned communications with parents.

The Senior Leadership Team do the same for any low, high or dangerous behaviour incidents that they deal with.

The school's Designated Safeguarding Leads (DSLs) have oversight over all of the incidents of concern that are entered onto CPOMS on a daily basis. They communicate any concerns or patterns in behaviour with external professionals accordingly.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some pupils will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people 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 Reading, multi-agency partnership support is offered to young people and families following Early Help referrals. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, 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 children and young people to return to a place of regulation, within their '[Window of Tolerance](#)', as only then will they be in a place to learn, connect and thrive.

Please see our Mental Health & Wellbeing Policy for more information on how we support SEMH needs, including support from the Emotional Literacy Support Assistant – ESLA, our SEND team and our Family Hub.

Responding to anti-social behaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).



When incidents of anti-social behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of anti-social behaviour will be made on a case-by-case basis.

When dealing with anti-social behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of anti-social behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of anti-social behaviour includes:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones, calm rooms or small gardens) where pupils can regulate their emotions during a moment of sensory overload
- *Making sure that children are regulated before consequences are discussed*
- *Prior information for staff about the children and for the children about events are going to take place*
- *Reminding children about safer and acceptable ways to self-regulate*
- *Tailored curriculum to reduce cognitive overload*

Adapting consequences for pupils with SEND

When considering a logical consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to put in a serious consequence, such as suspension, for the behaviour.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Assistant Head of Inclusion or special educational needs & disability co-ordinators (SENDCOs) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Therapeutic Behaviour Plans:

There is a clear distinction between children who behave in an untypical or unforeseeable anti-social way once (requiring a reminder or single consequence) and children who frequently demonstrate anti-social behaviour and have a negative impact on the feelings of others. The aim of a Therapeutic Behaviour Plan is to support these children to get to a place where they have increased internal control and the need for additional external control is reduced. Following an initial analysis, the Therapeutic Behaviour Plan identifies different antisocial behaviours shown by a child and the corresponding strategies staff should use to respond.

The procedure to writing a Therapeutic Behaviour Plan typically involves:

1. Anxiety Analysis
2. Conscious and Subconscious Checklists
3. Therapeutic Tree
4. Therapeutic Plan Risk Calculator
5. Collaborative writing of the Therapeutic Behaviour Plan (involving the pupil, family, Class teacher and member of SLT)

If a child has a Therapeutic Behaviour Plan, it should be followed by all staff members, especially those working closely with the child. It makes clear the words, actions and consequences that will apply to risky and/or dangerous behaviours that a specific child may be presenting with e.g. climbing or running away. Staff unfamiliar with a child's plan should request help from someone who knows it.

See the appendix for examples of some of the tools we use to better understand and support behaviour at Thameside.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

➤ [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

➤ [Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

➤ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils



- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Behaviour Working Party & Sophie Greenaway April 2023



RELATIONSHIPS & BEHAVIOUR POLICY: APPENDIX

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

The following appendices contain some key tools we can use to help us to understand and support behaviour:

Appendix 1: STAR Analysis

Appendix 2: Therapeutic Tree

Appendix 3: Therapeutic Plan Risk Calculator

Appendix 4: Anxiety Analysis

Appendix 5: De-escalating Behaviour Strategies

Appendix 6: Trauma-sensitive connection

Appendix 7: Key Questions for the Risk Assessment

School staff also have access to the complete 'Therapeutic Thinking Analysis & Planning Toolkit' to help us to better support Behaviour and Mental Health at Thameside.



Appendix 1: STAR Analysis

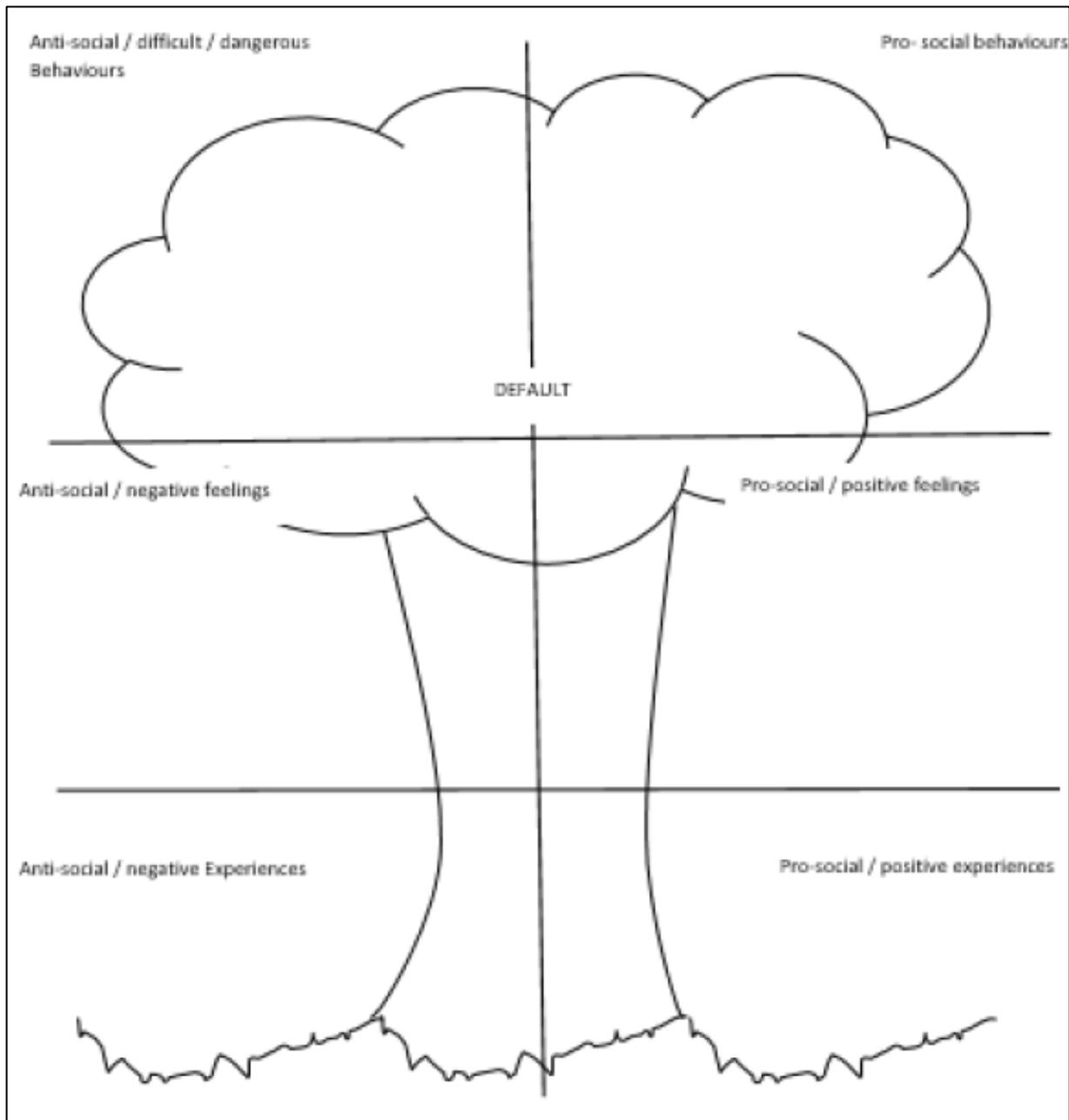
What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
S etting (Time, environment, relationships, etc.)	
T rigger (stressor)	
A ction (What happened?)	
R esult (What happens next?)	



Appendix 2: Therapeutic Tree

Therapeutic Tree

Name	
Supporting staff	
Date	
Review Date	





Therapeutic Plan Risk Calculator

Name	
DOB	
Date of Assessment	

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

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) may require a Therapeutic Plan

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

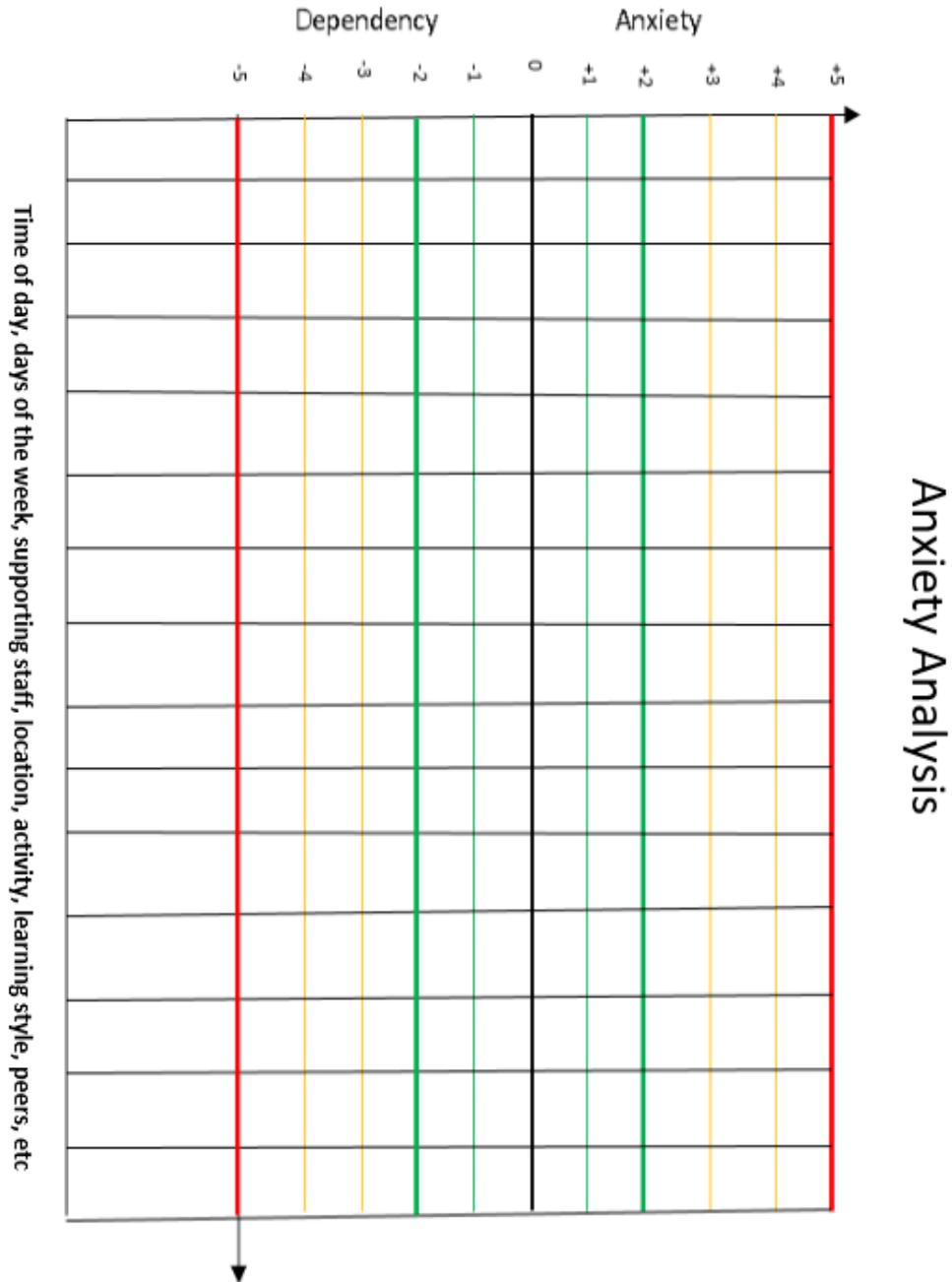
Signature of Head teacher.....Date.....

Signature of Parent / Carer..... Date

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



Appendix 4: Anxiety Analysis





	Score	Activity <u>Predict it</u>	Evidence of action <u>Prevent it</u>
Increased dependency	+2	These items overwhelm the pupil	Planned Differentiation required to reduce anxiety
	- +5		
Raised Anxiety	+2	These items run the risk of overwhelming the pupil	Monitoring needed
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant	Monitoring needed
	- -5	These areas have developed an over reliance	Differentiation needed to reduce this over reliance



Appendix 5: De-escalating Behaviour Strategies

Deescalating Behaviour Strategies.

Tactical Ignoring	This is the least intrusive strategy and refers to the conscious ignoring of a low level behaviour. E.g. ignoring low level attention seeking behaviour such as crawling around at the back of the carpet whilst you are telling a story. The idea is that it avoids giving the pupil the attention they are looking for in carrying out the behaviour. It also tells the other children that you are not impressed by this behaviour so you are not going to react to it.
Non-verbal Cueing	The use of a non-verbal gesture to remind a child what they should be doing, without having to draw attention to them by using your voice. This method is also very good for children who's understanding of spoken language is limited (e.g. use fingers to indicate walk don't run, place a finger to your lips for quiet voices). A setting could make up a range of your own signs to reflect your rules (like tidying-up, lining up, being kind, using a quiet voice and so on) and to use them with the children on a regular basis, rather than always having to use your voice.
Take-up Time	This refers to the adult first giving a direction or reminder to a child and then moving away to give them time and space to do it. So for example, "I'd like you to give that ball back to John and I'll come back in a minute to see if you're how you're getting on with the game". It allows the child to save some face in potentially confrontational situations. It also gives the child the message that you trust them that they will respond appropriately without you forcing them to. It is important to go back to the child after a few minutes to check they have responded to your request and to praise them if they have.
Giving choices	This is really effective way of making a request to a child whilst avoiding conflict with them in a range of situations. By giving a child a choice as to what they do, you are helping them feel that they can stay in control of what they are doing, and they are not being backed into a corner, so they are less likely to defy you. E.g. Would you like me to help you build a tower or do it by yourself? Would you prefer to give you plate to me or put it in the sink? Would you like to come and help me or go to the quiet room?
Positive Direction	This is when the adult gives the child a direct instruction about their behaviour (eg 'John, keep your hands to yourself, thanks'). The key is to: <ul style="list-style-type: none"> •Focus on the expected behaviour •Use positive language (e.g. 'keeping hands to yourself, now', rather than 'stop hitting Ben') •Keep the instruction brief and finish with a firm, 'thanks' or 'now',

	rather than please (as please suggests they have an option)
Rule Reminder	This is when the adult briefly reminds the child what the rule is eg 'remember our rule for using the paints?' The adult does not need to spell out the rule each time, but may also give out the reminder in a question form (eg 'What is our rule for using the paints?').
Distraction/ Diversion	Distracting children from their behaviour can be a good way of preventing a situation from getting out of hand by focusing on the positive rather than the negative. For example, you see a pupil snatching a piece of equipment away from another pupil, so you go up to them and say, "Lucy instead of taking Jake's hoop why don't you come and play with this one with me? Can you remember the game you learnt using the hoops, can you show me it? Well done!"
Conditional Direction ('When' and 'Then')	A choice is given by the adult within the already known setting rules. For example, 'Yes you can go outside, when you've cleared up those cars you were playing with. Or 'When you've said sorry to Harry, then you can come back and join the group'
Choices and Consequences	This strategy would come after the adult has already tried a 'rule reminder' and a 'conditional direction' for the unacceptable behaviour. If the child does not respond appropriately to either of these or any other less intrusive strategies then here the adult makes the consequence of continued unwanted behaviour clear within a choice, so for example: 'If you choose to keep the sand in the tray you can stay here, but if you choose to carry on throwing the sand I will ask you to go and play somewhere else'
Command	This should only be used when it is necessary to immediately stop the unwanted behaviour. If the situation has got this far that you have to use a command, then it is essential that you have the backup of the other staff and the setting behaviour policy to be able to act appropriately if the pupil refuses your command. Some settings may have a traffic light system where a child is given a warning and if they refuse to carry out an instruction on the second occasion, then they are given a period of time out in a place with limited distractions.

YOUR WORDS		MATTER
INSTEAD OF...		TRY
	Be quiet.	Can you use a softer voice?
	What a mess!	It looks like you had fun! How can we clean up?
	Do you need help?	I'm here to help if you need me.
	I explained how to do this yesterday.	Maybe I can show you another way.
	Do I need to separate you?	Could you use a break?
	Stop crying.	It's okay to cry.
	Do you have any questions?	What questions do you have?
	You're OK.	How are you feeling?
	It's not that hard.	You can do hard things.
	We don't talk like that.	Please use kind words.

WE ARE TEACHERS





6 STEPS OF TRAUMA-SENSITIVE CONNECTION



<https://www.epinsight.com> | Twitter - @EPInsight

Dan Siegel and Tina Payne Bryson outline the model of the "Downstairs Brain" (which acts before thinking) and the "Upstairs Brain" (which thinks before acting). Under times of stress, our Downstairs Brain can take over and prepare us for fight or flight. This defensive survival mode is switched on regularly during experiences of trauma and loss; the amygdala's "baby gate" snapping on so often that the steps to the Upstairs Brain are not well trodden.

Kristin Souers and Pete Hall recommend 6 steps for communicating during times of crisis and conflict. These allow for open and honest connection with a young person (or adult!) and prioritise emotional regulation before more logical and reflective thinking.

In other words...

"Connect and Redirect"

1. Listen

Using verbal and non-verbal cues to help the young person feel heard.

"Tell me more about..."

2. Reassure

Showing that the young person's perspective is important.

"I can see how you feel that way. This means a lot to you"

3. Validate

Accepting the young person's inner experience without judgement.

"No wonder you were so upset. I'm just realising that you were scared at that moment and that's why you..."

4. Respond

Offering the young person insight and an alternative perspective.

"I didn't notice how you were feeling. It probably seemed as if I was ignoring you and didn't care, but I was helping someone else at the time"

5. Repair

Healing the rupture in the relationship and acknowledging our contribution to a stressful situation.

"I didn't take time to prepare you for the situation. I'm sorry that I didn't see what was happening and couldn't help you to handle this"

6. Resolve

Helping the young person to consider better ways of handling a similar situation in the future.

"Let's make a plan. Next time you feel this way, what if you..."

"I'll be checking in with you to see how it's going"

"In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers" - Fred Rogers

Appendix 7: 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 children (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 a risk assessment action plan

Any actions should be written and then monitored by Head Teacher/Senior Leadership 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 pupil 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.