



St. Lawrence Primary School



Positive Behaviour Policy

United Nations Convention on the Rights of the Child

This policy also incorporates relevant United Nations Convention on the Rights of the Child (UNCRC) articles to uphold children's rights:

Article 19: Every child has the right to be protected from harm.

Article 28: Every child has the right to education in an environment that promotes respect and dignity.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and join in a wide range of cultural and recreational activities.

Introduction

The following policy has been written with contributions from the whole school community including the staff (teaching and non-teaching), pupils and parents. This agreed behaviour policy needs to be supported and followed by **all stake holders**, based on a sense of community, fairness and shared values of Success, Independence and Responsibility.

Vision and Principles

At St Lawrence School, we are committed to fostering a safe, inclusive and respectful environment where every child feels valued and can thrive academically, socially and emotionally. This policy reflects the values of the Jersey Education Department and aligns with the core values of the school:

1. Success-Doing something well and with the desired outcome
 - We ask questions and figure things out for ourselves
 - We listen in a respectful way
 - We try our best and learn from our mistakes
2. Independence- Learning how to use our tools and regulate our own behaviour
 - We are confident to be unique – it's good to be different
 - We respect each other inside and out
 - We are happy for our own and for each other's successes
3. Responsibility- Supporting ourselves and others to create a happy and safe environment
 - We treat others how we would like to be treated
 - We tell the truth
 - We care about each other's feelings



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Aims

The behaviour policy aims to:

- Promote positive behaviour through clear expectations and recognition.
- Ensure a consistent and fair approach to managing behaviour.
- Support children in developing self-discipline, empathy and respect for others.
- Create a safe and supportive environment for learning and play

Expectations

We expect **all members of the school community** to:

- Respect themselves, others and the environment.
- Be kind and inclusive in words and actions,
- Take responsibility for their behaviour and its impact.
- Demonstrate resilience in overcoming challenges
- Collaborate positively with peers and staff.

House System

The school has 4 houses.

Seymour – blue, Kempt – green, Rocco – red, Lewis – purple

Children are allocated a house before entrance to the school. Siblings are in the same house. Beads (related to the house colour) are awarded when children demonstrate the core values of the school. Beads are collected in each week and put into a house jar at the entrance to the school. There are golden beads (worth 20 house points) and super platinum beads (worth 50 house points) which can be awarded when children go 'above and beyond'

In addition, class teachers will reward positive behaviour with a variety of incentives personal to their own class.



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Organisation and procedures

Each class agrees a charter at the start of the year which sets the standard expectations around general behaviour. There is a whole school charter that all staff can refer to. This was written by school council.

1. Success-Doing something well and achieving a positive outcome
 - We ask questions and figure things out for ourselves
 - We listen in a respectful way
 - We try our best and learn from our mistakes
2. Independence- Learning how to use our tools and regulate our own behaviour
 - We are confident to be unique – it's good to be different
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3. Responsibility- Supporting ourselves others to create a happy and safe environment
 - We treat others how we would like to be treated
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Some examples of positive behaviour that we encourage are:

Transition between areas

Expectations:

- Walk calmly and quietly when moving between the hall, playground and classrooms.
- When required to line up, do so calmly and orderly.
- keep noise at a 'talking' level
- Be polite to adults and visitors that you meet
- stand aside to let others through

In the hall or Multi-Function Area/MFA (assemblies)

Expectations:

- enter and leave the hall/MFA quietly and calmly
- sit in the line order selected by your teacher
- celebrate by clapping, but not shouting out



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Lunchtime:

Expectations:

Lunch Hall (see appendix (-)Lunch Hall Charter)

Children will:

- Eat healthy food as a balanced diet
- Be calm, quiet and respectful
- Use good manners
- Clean up after themselves
- Listen and follow instructions
- Be kind and helpful

Adults will:

- Be kind, helpful and attentive
- Listen when there is a problem
- Do what is best for you
- Provide a healthy lunch as part of a balanced diet
- Help to keep the hall clean and tidy

On the playground

Children should:

- Follow the school charter, clearly displayed, and referred to at all times.
- Play safely and include others in games, demonstrating kindness and respect.
- keep to the designated areas for specific activities
- Take care of playground equipment, use equipment safely and share fairly.
- Listen to and follow instructions from lunchtime supervisors
- Resolve conflicts calmly and seek help from an adult if needed.

Peer Mediators will be appointed to support this



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Indoor Lunchtimes (if required)

- Engage in quiet activities such as drawing, reading or board games.
- Tidy up your space before leaving
- Show responsibility by respecting the classroom environment and any equipment used

In case of low and medium level inappropriate behaviour (see below), Lunchtime supervisors will follow the **'Chance, Warning, Consequence'** principle and use 5 minutes time out as the required consequence.

Any behaviour that falls outside this strategy or is of more extreme nature (see below), will need to be reported a member of SLT who will support improvement in line with the policy. *In this case only, a behaviour report sheet will need to be completed and handed to the class teacher, who will follow the recommendations from SLT (email home or implementing consequences etc.) and report on the behaviour log.*

In the toilets

Children should:

- ask an adult before going to the toilet (Y1 – 6)
- flush toilets after use and wash hands
- return promptly to the classroom or playground and report any problems in the toilet area to an adult
- let an adult know if you see anyone not being sensible

Leaving school

Please note that the school day starts at 8:30am and finishes at 3:15pm. There is an expectation that children are not in school outside of these hours without supervision.

Children should:

- collect their belongings
- leave the classroom quietly
- sit quietly in class lines in the hall (R/Y1/Y2)
- leave the hall/classroom promptly
- those Y6 children who cycle home (who have completed their cycling course and have written consent), are required to wait until 3:15pm
- children who are allowed to walk (have written consent) must stay on the footpath
- children use talking voices while they are waiting to go home

Positive behaviour Management

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To encourage and reward positive behaviour, we will:

- Use verbal praise and written recognition.
- Use reward systems, such as house points, stickers and certificates.
- Celebrate achievements in assemblies, newsletters and emails home.
- Provide opportunities for children to take on responsibilities such as school council, Peer mediators from Year 5 and Year 6 and Lunchtime Clubs.

Addressing Inappropriate Behaviour.

Inappropriate behaviour will be addressed promptly, consistently and fairly, using a restorative approach:

Low-Level Behaviour (e.g. talking during lessons, minor disruptions):

- non-verbal communication from teacher
- Consistent language used by teacher: Chance, Warning, Consequence
- comment on other children who are on task
- discreet verbal communication
- refer to the class or school charter – allow time for reflection and compliance
- co regulation (seen, safe, soothed)
- diversion and distraction
- refer to Zones of Regulation

Medium-Level Behaviour (e.g. repeated disruptions, disrespect):

- Consistent language used by teacher: Chance, Warning, Consequence
- temporary seat change
- private conversation with the teacher or a mentor.
- removal from the situation (e.g. 'Time out')
- a 'Sorry' note if deemed appropriate.
- communication with parents/carers if repeated
- consider having a Restorative Practice conversation or peer mediation
- refer to Zones of Regulation

High-Level Behaviour: (e.g. threatening behaviour, aggression, bullying, serious defiance, gender based harassment and violence):

- immediate removal from the situation (victim or aggressor)
- referral to Senior Leadership who will agree consequences supported and/or reinforced by parents
- clear and transparent communication with parents/carers of both victim and aggressor
- **recorded on the internal behaviour log by teacher**
- ILP target if deemed appropriate



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Exceptional behaviour (e.g.: physical assault on another pupil or member of staff, repeated or sustained verbal assault, sexual assault including gender based harassment and violence, arson, theft) - Refer to the Education Department Suspension Policy ([Positive Behaviour and Exclusion Policy CYPES](#)), which could warrant suspension):

- immediately reported to and supported by SLT
- risk assessment written
- Positive Behaviour Plan / Consistent Management Plan written with the parents and child and possible involvement of SEMHT
- Safer Handling Plan when needed
- definite Involvement of outside agencies (e.g. Wellbeing facilitator, Social Emotional Mental Health Team – SEMHT, or Children and Adolescents Mental Health – CAMHS)
- possible Internal or External suspension. Refer to the Education Department Suspension Policy ([Positive Behaviour and Exclusion Policy CYPES](#))
- **Reported on Behaviour Log**

As children develop and mature, there will be times when their behaviour is deemed inappropriate. Most of the time, this is quite normal whereby the child is trying to establish boundaries.

Minor breaches of discipline are dealt with by the class teacher, Teaching Assistant or Lunchtime Supervisor in a compassionate, caring, supportive and fair manner, taking into account the age of the child, as well as considering any other background knowledge and individual circumstances. Poor behaviour is spoken about separately from the child so that the child knows this is something that they have the power to change.

It is always important to remember that children will respond best to talking about their behaviour in a private place rather than in front of their peers.

Addressing Gender-Based Harassment and Violence

St. Lawrence Primary is committed to preventing and tackling all forms of harassment, including sexual harassment and behaviours that contribute to violence against women and girls (VAWG).

We recognise that harmful gender norms, sexist language, unwanted touching, controlling behaviour, or harassment — whether in person or online — can have a serious impact on children's safety, wellbeing and ability to learn.

All incidents of gender-based harassment or inappropriate behaviour will be challenged, recorded and addressed in line with our safeguarding and anti-bullying procedures.

Staff are trained to identify, respond to and record concerns, including “low-level concerns,” to ensure that a safe, respectful culture is maintained. Pupils are encouraged to report any concerns and are reassured that they will be taken seriously, supported, and kept safe.



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Anti-Bullying Statement

We have a zero-tolerance approach to bullying. This includes verbal, physical and online behaviour that causes harm or distress.

- Bullying allegations and incidents will be taken seriously and investigated thoroughly.
- Support will be provided to both victims and those exhibiting bullying behaviours.
- Restorative actions will be prioritised, alongside appropriate consequences. (Refer to Anti-Bullying policy)

Support

We understand that behaviour is often a form of communication. To support children in managing and communicating their emotions and behaviours:

- Staff will model and teach positive behaviour and emotional regulation through the Zones of Regulation and PSHE lessons, as well as assemblies.
- Pastoral support will be available for children who need extra guidance. This will include 1:1 check-in, access to the SENCo or the ELSA in 'The Nest' or Calm Areas in the pupils' classrooms, ELSA sessions (if deemed appropriate) and Restorative Practice. This may be supported by an Individual Learning Plan (ILP) and reviewed on a termly basis.
- Partnerships with families and external agencies will be utilised to meet individual needs.

Roles and Responsibilities:

- Pupils: Follow the School Rules, show kindness and take responsibility for actions
- Staff: Consistently implement the Behaviour Policy, model respect and support children
- Parents Carers: Work in partnership with the school to reinforce positive behaviour and address concerns collaboratively.

For utmost success, we would also ask of parents to:

- Check that your child understands and agrees with the rewards and consequences outlined in the Policy
- Ensure your child had their basic needs met at home so that when they come to school they are in good health (not hungry, thirsty or tired); have the appropriate equipment for their learning; and are appropriately dressed (correct uniform or PE kit)
- Support the rewards and consequences given during the school day.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, then they should contact the Mr Charlesworth or his Deputy, Ms Jansen.



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Record Keeping

All behaviour which requires involvement from a member of the Senior Leadership Team (SLT) should be recorded by the teacher on the behaviour log. This log will be regularly monitored by the Deputy Head/SENCo.

Foundation Stage approaches

Wherever possible the Foundation Stage follows the Whole School Guidelines. However, this is not always appropriate. The age and maturity of the child is taken into consideration. The appropriate behaviour is taught, modelled and activities are planned for the child to help reflect, develop and ultimately to make the right choices independently. **Refer to Appendix 1**

Behaviours which fall within the age expectation (see appendix 1) will not immediately be labelled as 'High Level' and should be dealt with appropriately through, teaching, modelling and introducing planned activities. These behaviours do not warrant an immediate email home but should be logged on the Behaviour Log for potential future reference.

Further information about the need for a different approach in the early years:

<https://raisedgood.com/toddlers-meltdowns-brain-development-ditch-traditional-discipline/>

Appendix 1

Understanding behaviour through the stages of development

It is really important to accept both the age of the child and the stage of their development when considering any management of behaviour. As adults if we have a clear understanding of both, we are more likely to have reasonable expectations of children. Understanding child development is essential to the process of helping children whose behaviour may not follow what is classified as 'the norm'. It is also important to consider our own behaviour and that of the adults around the child as research on children's character development suggests that the strongest influences on children's character development is modelling by adults, peers, and others. Simply they respond to what they see and hear.

Individual children develop at very different rates but they usually follow patterns closely related to their age, however developmental markers are only given as general guidance there will always be exceptions to the rule.



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The following descriptors give some general expectations at different ages:

A typical 3 year old:

- Knows him/herself well and is becoming increasingly independent
- Is often resistant to being told what to do and how to do it, usually thinking they know best!
- Will go happily with people they know, and is much less worried about strangers, they are becoming more sociable and less shy
- Has usually developed the ability to wait when necessary but be realistic
- Is willing to discuss what he/she needs to do, and to negotiate appropriate behaviours and responses
- Usually has a good command of language and therefore is less likely to have a tantrum or behave rebelliously
- Has sudden mood swings and sometimes behaves in extreme ways without necessarily knowing the reason why
- Likes to be seen to be well behaved, and knows what to do when taken into a wide range of social situations
- Is able to appreciate what is going on around him and fit in with the feelings and moods of adults around him
- Has a real need for approval. Wants to be loved and appreciated by adults

A typical 4 year old:

- Can take part in discussions, negotiate and reason
- Is very friendly and can be helpful to both other children and adults
- Understands their own feelings and is therefore more likely to respond in a predictable way and to express feelings verbally
- Is much more self-controlled and can control bodily movements well
- Is less dependent on the main carer and likes to do things with other adults
- Is mostly able to behave appropriately in different situations, understanding what to do where and when
- Likes to play in a small group, not necessarily with friends, but with those showing an interest in the same activity; he/she can move between groups happily and independently
- Takes turns in group games with other children, but usually needs an adult to keep the structure of the game and ensure consistency
- Enjoys imaginative play, and can continue for considerable lengths of time with complicated ideas
- Understands yesterday, today and tomorrow, as well as now, before, later
- Will argue the case and put their own ideas quite strongly
- Sometimes blame others for their own misbehaviour and denies their own part in it; this is part of a need for approval and a growing awareness of consequences
- Will sometimes behave badly as a way to gain a reaction from an adult. Any attention can be seen as better than none
- May swear and use forbidden language, again as a way to gain attention

During the year between 4 and 5:

- Although they may seem very confident, sociable and talkative, children are trying to make sense of the world and their part in it
- Self-assurance develops and activities are more purposeful
- Children are more inclined to follow a thing through to the end



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- Being able to wait, take turns and to share with others is so much part of behaviour that they no longer need to think about it
- Children are sometimes stubborn, argumentative and aggressive with adults and other children
- A child who is unwell or tired still needs the help and security of a trusted adult

A typical 5 year old:

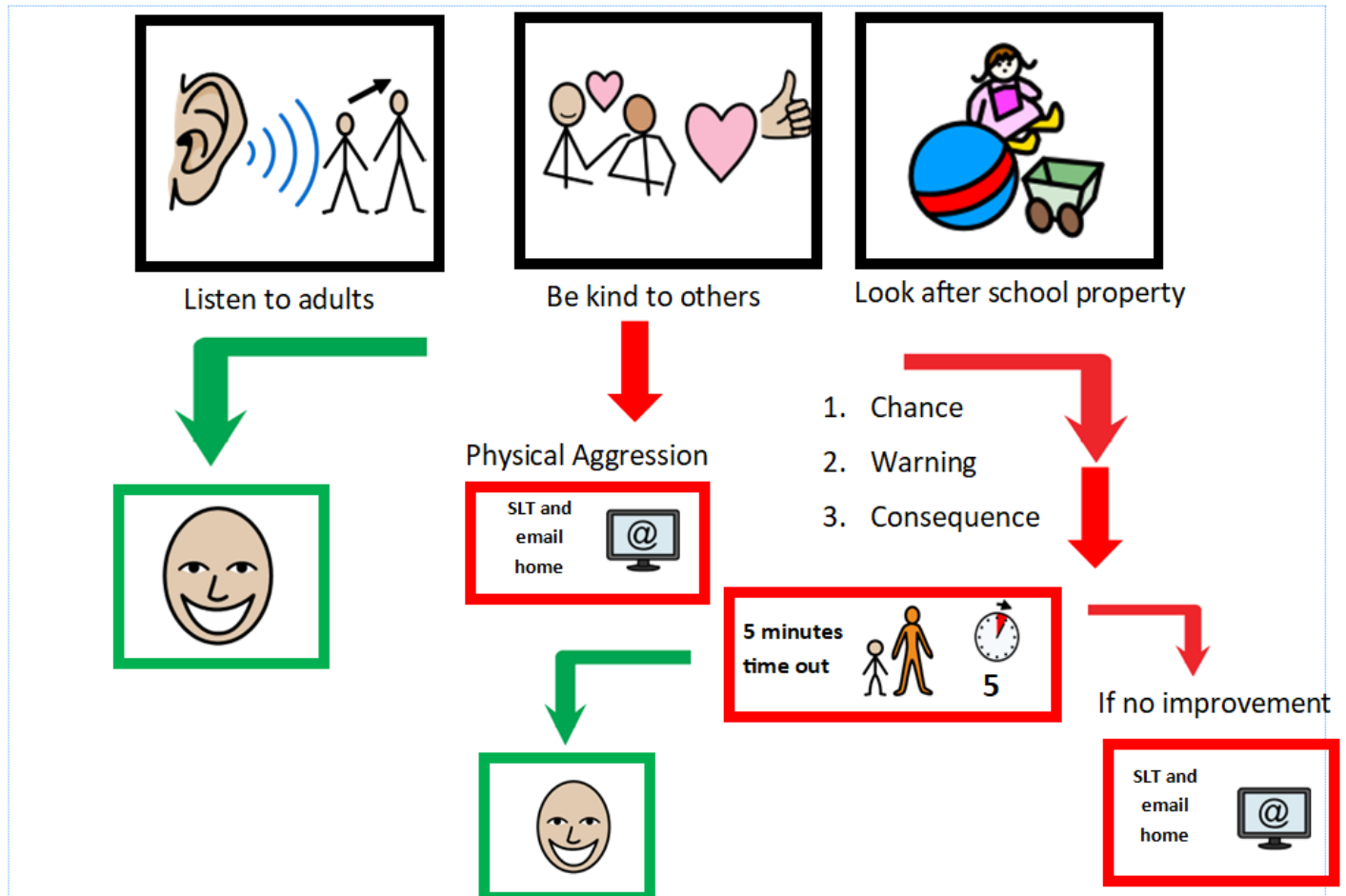
- Is more independent, more self-contained and more self-controlled
- Needs the approval of adults to support their self-esteem
- Knows, and feel ashamed when their behaviour is unacceptable
- Will sometimes be overactive, aggressive and argumentative
- Will argue with parents, but not usually with teachers or other adults when denied something
- Will engage in negotiation and bargaining; this is still useful as a way of ensuring good behaviour
- Is not so easily distracted from anger or frustration
- Needs to be given ways to regain control when angry; 'quiet time' supported by an adults usually helps
- Enjoys games which enable them to be competitive as individuals rather than in teams
- Still needs adult intervention to adjudicate in arguments
- Likes to assert themselves by boasting and sometimes threatening others
- Loves to be the best and can be very purposeful and persistent to achieve this

Reference: Garner, M, Featherstone. S, Hardy, M 2005 Including Children with Behaviour and Attention Difficulties in the Early Years Foundation Stage, Black Publishers Ltd, London



Appendix 2

Lunch time Behaviour Flowchart



Appendix 3

Lunch Hall Charter



Appendix 4: Restrictive Physical Intervention

The Use of Restrictive Physical Intervention (RPI) – extract from Positive Behaviour, Exclusions & Part-Time Timetables Policy and Practice

The following underpinning principles apply for the use of RPI in schools and settings:

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- the use of force should, wherever possible, be avoided. It may not be used as a punishment
- there are occasions when the use of force is unavoidable
- when force is unavoidable, it must be used in ways that maintain the safety and dignity of all concerned
- RPI should only be used in the context of wider behaviour policies and procedures which promote positive behaviour. There are occasions when RPI is unavoidable and is used in response to the 5 risks presented in a particular situation. RPI should only be used when there is no alternative, less intrusive, course of action

Appropriate Use of RPI

RPI should only be used in very extreme circumstances. Jersey Law states this would include preventing a pupil from doing or continuing to do any of the following:

- committing any offence
- causing personal injury or damage to property
- prejudicing the maintenance of good order and discipline, whether during a teaching session or otherwise

The most usual circumstances where reasonable force might be used is when a pupil's behaviour is likely to cause personal injury or serious damage to property.

Members of staff should be very cautious about the use of force in other circumstances and remember that force should only be used as a last resort and in line with the legal considerations and principles above.

Staff should also be aware that a restriction of personal freedom is also a physical intervention. It is illegal to lock a pupil in a room or to prevent them from leaving a building except in very extreme circumstances of high risk that are unforeseen.

Legal Considerations

A duty of care is imposed on staff. They must therefore take reasonable care to avoid acts or omissions which may cause harm. This duty of care applies to all employees of the Education Directorate and they remain personally responsible and accountable for their actions at all times.

Members of staff should not be required/advised to carry out any form of RPI outside legal/policy guidelines which will put themselves at risk legally or otherwise.

The Education Directorate, in turn, owes a duty of care as an employer to those professionals in its employment and offer appropriate training and guidance. It recognises that at times they may face situations where they have to make a judgement about the use of RPI. Employees have the right to defend themselves and/or others from harm and where they decide to do this, they must not use a disproportionate level of force.

Terminology

A number of terms can be used interchangeably (and inaccurately), however for the purpose of this policy the following definitions apply:



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- Non-restrictive physical intervention is manual guidance, for e.g., to assist a pupil in crossing the road safely
- Restrictive physical intervention (RPI) would include holding a pupil's hand to prevent them from hitting another pupil. This policy applies to the use of restrictive physical interventions and in no way comments on appropriate therapeutic or appropriate support given to assist pupils in given daily tasks. This policy does not make reference to the use of mechanical restraint nor should any form of mechanical restraint be used
- Unplanned (emergency) physical intervention refers to the use of force, which occurs in response to unforeseen circumstances. There are occasions when the use of RPI is unavoidable in response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause
- Planned intervention refers to the use of RPI using pre-arranged physical skills detailed in a support plan and based upon a risk assessment. This will always be accompanied by alternative behavioural approaches aimed at supporting the development of socially valid behaviour

Physical Intervention and Associated Risks

It is important to highlight that a level of risk is associated with any form of physical intervention. For this reason, it should be avoided wherever possible. High levels of risk are associated in particular with:

- taking a pupil to the floor or holding them on the floor
- restricting breathing
- bending, flexing or holding over the joints
- pressure on the neck, chest abdomen or groin area
- mechanical restraint (this policy does not address this, and it will not be supported within the Education Directorate)

Employees of the Education Directorate should only employ physical intervention techniques in which they have received training from MAYBO trainers.

Who Can Use RPI and When

The term RPI covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. School staff should always try to avoid acting in a way that might cause injury. It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

All staff might use RPI to maintain safety in an emergency whilst being aware of the principles of Jersey Law. It is important, however, to distinguish between the use of RPI in planned circumstances as compared to an unplanned, emergency situation.

The Use of Unplanned RPI



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In an unexpected, emergency situation, the member of staff must make an immediate assessment of risk and act accordingly to maintain the safety of all involved. The procedures outlined in this policy for recording the incident, informing parents, providing support for those involved and future risk assessment should all be followed. School and setting staff will not be expected to act in a way which puts themselves at risk of injury. It will be helpful for staff if the response to unplanned incidents is considered in the school's annual staff training on RPI.

The Use of Planned RPI When pupils present with particularly challenging behaviour it is helpful to generate a Consistent Management Plan (Appendix 1) which outlines:

- communicative function of the behaviour
- the environmental changes to be made
- new skills to be taught
- how these will be reinforced
- reactive strategies
- if the pupil's behaviour presents a significant risk, RPI may be identified as one of the reactive strategies

Risk Assessment

When it is likely that a pupil's behaviour may necessitate the use of RPI as one of the reactive strategies a risk assessment MUST be carried out (see Appendices 2 and 3).

Positive Handling Plan

When the management/behaviour plan and risk assessment indicate the likely need for school staff to hold or physically intervene with a child/young person to prevent an injury, the school should record this in a Positive Safer Handling Plan (PSHP) (Appendix 4). The information in the risk assessments will help to inform this plan which will outline:

- who has been consulted about the plan?
- the type of physical intervention to be used
- which adults are authorised to use this intervention?
- parental consent for the plan
- Head teacher authorisation for the plan

The recommended format for a Positive Safer Handling Plan is included in Appendix 4. A pictorial copy of the Handling Plan will also be provided by the SEMHIT. Handling plans should be reviewed on a monthly basis with SEMHIT to assess whether they need updating or are no longer required. This will also provide an opportunity to practice RPI skills.

When a handling plan is needed, all named staff must be trained in MAYBO accredited RPI techniques. Staff will be responsible for maintaining the level of skills acquired within training and ensuring the skills are updated as



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appropriate. Employees should not informally share techniques or engage in adapting techniques in any way following training.

Reporting and Recording

When RPI has been used, whether in a planned or unplanned way, schools should record this within 24 hours using the format in Appendix 5. It is necessary to report the use of RPI when using 'escorting' and 'holding' techniques. A copy of this report should be sent to SEMHIT. It is not necessary to report incidents where non RPI techniques are used (e.g., 'guiding' and 'disengagement' techniques), although these should be logged by school (see Appendix 6).

Informing Parents

Parents should always be informed of any incident involving RPI. Parents should be included in any review of a pupil's individual education plan, which follows an incident of RPI.

Safeguarding the Welfare of Staff

Schools and settings have a duty to ensure, so far as is reasonably practicable, that the health, safety and welfare at work of their employees and the health and safety of others is safeguarded. As part of this employers must:

- assess the risks to employees and others (including the risk of reasonably foreseeable violence) and implement steps to reduce these risks
- provide adequate information, instruction, training and supervision
- monitor and review arrangements put in place to reduce the risks to ensure they are effective
- establish transparent processes to acknowledge the hazardous nature of any foreseeable incidents, and of any restrictive interventions

The duty includes risks arising from both violence and the use of RPI.

Post-incident Support

After incidents, the child/young person and the staff involved should be given emotional support and basic first aid for any injuries as soon as possible. Immediate action should be taken to secure medical help for injuries that require other than basic first aid. All injuries should be recorded in accordance with the school or setting's procedures and reported as appropriate to the health and safety officer.

Schools and settings should ensure that appropriate lessons are learned from instances where RPI has been used. This will usually involve de-briefing, post-incident review (see Appendix 7) and monitoring of the use of RPI.

The process should consider individual plans and wider policies. Reviews could involve a facilitated staff team discussion about the warning signs of an impending incident, whether any previously agreed behaviour plans were followed, what de-escalation strategies were used and how effective they were, and what might be done differently in future.



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It is good practice to involve the child/young person and, wherever possible, parents/carers, advocates and other relevant representatives in planning, monitoring and reviewing how and when restrictive interventions are used. If the child/young person and parents/carers are not involved this should be documented and reasons given.

As soon as possible after the use of RPI, the member of staff involved should be de-briefed by an appropriate manager to allow for reflection and the manager to deal with the emotions raised by the incident. This would support staff learning and professional development. Children/young people should have separate opportunities to reflect on what happened, and wherever possible a choice as to who helps them with this.

Families of children/young people should also have the opportunity to participate in post-incident reviews – though this may not always be appropriate.

Monitoring and Reviewing the Use of RPI

Schools should use information from reviews to consider improvements to policies and practices, including the school or setting's approach to reducing potential triggers to challenging behaviour or conflict situations. They should take action to change policies or practices where approaches have been used for some time, but they have not been found effective. This process is especially important in schools or settings where children/young people's histories and needs may not be known, or well understood and individual planning is not possible. Schools should consider involving parents/carers, pupils and SEMHIT in this review.

Children Looked After

In any circumstance where a child looked after experiences the use of RPI in a school, someone appropriate and trusted by the child/young person (e.g., the designated teacher, the VSH, the child/young person's carer) needs to be involved in the post incident review. Care homes will be trained in RPI and it is essential there is consistency across the two settings. It is highly likely these children/young people will have experienced some form of trauma and therefore a carer who knows and understands the child/young person's needs will provide invaluable information and support with future planning.

In addition, it is suggested that someone who was not involved in the incident should be involved in post-incident reviews to understand from the child/young person's perspective whether the school or setting did not fully understand what was needed, what upset the child/young person most, whether and how staff actions were helpful or unhelpful, and how things could be better in the future.

If there is a pattern of persistent use of RPI, the reviewer should consider, with the child/young person, and as appropriate, their parents/carers and/or advocates, revising their individual support plan.



Appendix 5: Consistent Management plan, Risk assessment and Safer Handling Plan (SEMHT)

5. Appendices

Appendix 1 – Consistent Management Plan

Consistent Management Plan

Pupil Name:		Class Teacher:		Date of plan:	
DOB:		School:		Review date:	
Strengths:					
Concerns/functions of behaviours:					
Targets area/need:	(SEMH Interventions) How will it be met?	Who is responsible?	When will it be completed by?	How will you know Target has been achieved?	
1.					
Date:					
2.					
Date:					
<u>Baseline Behaviours</u>		<u>Positive Reinforcement Strategies (related to Baseline Behaviours)</u>			
<u>Triggers</u>		<u>Primary Preventative Strategies (related to Triggers)</u>			
<u>Rumbling Stage Behaviours</u>		<u>Secondary Preventative Strategies (related to Rumbling Stage Behaviours)</u>			
<u>Crisis Stage Behaviours</u>		<u>Tertiary Reactive Strategies (related to Crisis Stage Behaviours)</u>			
<u>Recovery Stage Behaviour</u>		<u>Secondary Supportive Strategies (related to Recovery Stage Behaviours)</u>			
<u>Post Crisis Depression Stage Behaviours</u>		<u>Support Strategies (related to Post Crisis Depression Stage Behaviours)</u>			



Appendix 3 – Risk Assessment to Accompany Individual Pupils

Risk Assessment to Accompany Individual Pupils										
- This assessment is for students who may need Restrictive Physical Intervention (Holding and Escorting) as part of their Consistent Management Plan. - At all times staff will be monitoring the environmental risks, from the objects within that environment, the risks presented by individual students and the interaction between all of these elements. This dynamic risk assessment will encourage constant monitoring and reaction to potential risks.										
Pupil Name:					D.O.B:					
School:					Is the young person Looked After? yes / no					
Name(s) of assessor(s)					Date Risk Assessment completed:					
Risk Rating				Severity					Action Criteria	
Table of Likelihood		Table of Severity								
				5	4	3	2	1		
5	Almost Certain	5	Fatality	5	25	20	15	10		5
4	Very Likely	4	Major Injury or illness	4	20	16	12	8	4	19-15 High Substantial efforts should be made to reduce risks. Risk reduction measures should be implemented urgently. Activity suspended.
3	Likely	3	Over 3 day injury or illness	3	15	12	9	6	3	
				Likelihood						14-9 Medium Consideration as to how the risks can be further lowered. Risk reduction measures should be implemented as part of a time bonded action plan.
										8-5 Low No additional controls are required.



													Existing controls should be maintained.
2	Unlikely	2	Lost time injury or illness			2	10	8	6	4	2		4-1 Very Low These risks are considered acceptable
1	Very unlikely	1	Minor injury or illness			1	5	4	3	2	1		(Please see additional action criteria notes)

Behaviour/Hazard	Who could be affected	Risk assessment – Evaluating the risk Likelihood x Severity			Controls in place (See Positive Behaviour Approaches for Examples)	New Risk Assessment Likelihood x Severity		
		Likelihood	severity	Risk Assessment		Likelihood	severity	Risk Assessment
1.								
2.								
3.								
4.								
5.								
6.								



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Appendix 4 – Positive Safer Handling Plan to accompany Individual Students

Positive Safer Handling Plan to accompany Individual Students			
- When the Consistent Management Plan and Risk assessment indicate the likely need for school staff to use Restrictive and Non-restrictive Physical Interventions. - Restrictive and Non-restrictive Physical Interventions include: Disengagement, Guiding, Escorting and Holding. - All staff listed on the plan must have attended up to date training in Maybo Positive Approaches to Behaviour and Safer Handling – Children or Adolescent - SEMHIT will offer refresher training on a regular basis to ensure school staff are confident and safe to carry out Restrictive and Non-restrictive Physical Interventions.			
Student Name:		D.O.B:	
School:		Is the young person Looked After? yes / no	
Date Safer Handling Plan to be introduced:		Review date:	
List the staff that are authorised by the head teacher to carry out Restrictive and Non-restrictive Physical Interventions:			
People involved in contributing and developing this plan, including the pupil and parents/carers:			
What behaviours may occur which may require the use of N-RPI and RPI.	What preventative measures or positive reinforcement strategies could be implemented? <i>(Maybo Risk reduction Model - Primary, secondary and tertiary)</i>	What de-escalating techniques could be used to prevent the use of N-RPI and RPI? <i>(Maybo Open Palms – position, attitude, look and listen, make space, stance. Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</i>	What types of Restrictive and Non-restrictive Physical Interventions could be used? <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful) Plus necessary, reasonable and proportionate.</i>
1.			
2.			
3.			
4.			
I, the parent/carer of _____ Have discussed this Positive Handling Plan and agree to _____ Being guided, escorted or held if the staff assesses that there is no alternative for their own safety and the safety of others.		On behalf of the staff of _____ school. I undertake to ensure that we inform the parents/carers of: On each occasion that we have to guide, escort or hold _____ safely.	
Signed: _____		Signed : _____ (Head Teacher)	
Dated: _____		Date: _____	



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[illegible]

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Appendix 6 – School Log of Non-Restrictive Physical Interventions (N-RPI's) for an Individual Pupil

School Log of Non-Restrictive Physical Interventions (N-RPI's) for an Individual Pupil							
- This Log is to be used for recording Non-Restrictive Physical Interventions (Guiding and Disengagement) - SEMHit will review this information termly and/or if the school feel they need support to reduce the number N-RPI's. - For Restrictive Physical Interventions (Holding and Escorting) please complete appendix 5 and forward copy to SEMHit.							
Pupil Name: School:				D.O.B. Is the young person Looked After? yes / no			
Does the pupil have a Safer Handling plan? Yes/No				If yes - Date it began: If no – Date handling plan to be introduced:			
List the staff that are trained in Maybo, Safer Handling - <i>Children/Adolescent</i> PIs and are listed on the Safer Handling Plan:							
Justification for Physical Intervention: Education (Jersey) Law 2017				Types of Physical intervention: Non-Restrictive Physical Interventions.			
7. Committing an offence				10. (Disengagement) Self-defence – protecting against assault.			
8. Causing injury, or damage, to a person or the property of any person. (including the person themselves)				<i>(Open Palms, Roofs and walls, Grab prevention, Active Palms, Cradle off, Strong clothing grab, Bomb shelter exit, Hair grab, Object removal.)</i>			
9. Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, weather during lessons or elsewhere.				11. (Guiding) Non-restrictive			
<i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i>				<i>(Shepherding, Supportive prompt.)</i>			
<i>Plus necessary, reasonable and proportionate.</i>				12. (Guiding) Low level Restrictive			
				<i>(Cradle guides, Hook and cradle guide and turn, Front and rear shoulder turn, Elbow turn.)</i>			
Date of Non-restrictive Physical Intervention	Duration Start finish/time	Justification for N-RPI (See above grid)	Types of N-RPI used (See above grid)	Staff Involved with N-RPI	Line manager informed	Review of incident.	
						Antecedents or build up leading to need for N-RPI	What could change to reduce the chances of N-RPI's from being used again?
1.							
2.							
3.							

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Appendix 7 – Review of Incident of Restrictive Physical Intervention (RPI)

Review of Incident of Restrictive Physical Intervention (RPI)			
- After completing the Report of Restrictive Physical Intervention (Holding and Escorting) please send to SEMHIT. - The school and SEMHIT should review the Incident using the following format. It is current policy and good practice for schools/staff to review any incident that involves an RPI.			
Post-incident student and staff supports			
Did pupils or staff require first aid or admission to hospital? Where individuals monitored during and after the event? Please describe any injuries sustained.	How the pupil and staff were supported after the incident? How was the pupil supervised and supported after the incident of RPI? How were staff supervised and debriefed, appropriate to the individual's needs?	How the pupil/staff conflict was resolved and if appropriate were restorative processes used? How the feelings of those were involved heard?	What training needs have arisen as a result of the incident? What organisation changes could be made to reduce the chance of RPI occurring again?
Review of incident			
Antecedents or build up leading to the need for RPI. What triggered the behaviour? <i>(Maybo POPS - Person, Object, Place, Situation)</i>	What de-escalating techniques were used prior to the RPI? <i>(Maybo Open Palms – position, attitude, look and listen, make space, stance. Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</i>	What was successful about the management of the incident and the staff responses? <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i>	What could change to reduce the chances of RPI from being used again? <i>(Maybo Risk reduction Model - Primary, secondary and tertiary)</i>



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BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	July 18	Amory Charlesworth	Draft	Staff and School Council		
0.2	September 20	Amory Charlesworth	Restorative practice training	Whole Staff (inset day) Parents (meet the teacher day)		



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0.3	May 22	Astrid Jansen	Adjustment to Tier 2 consequences	Staff		
0.4	Oct 22	Astrid Jansen	To include Zones of regulation and peer mediation in the Tiered approach. Teaching of. Behaviour of the week	Staff		
0.5	May 25	Astrid Jansen	Renewal of Policy to bring in line with revised practices	All staff, including TAS and LTS	Amory Charlesworth	16.5.25
0.6	Sep 25	Astrid Jansen and Amory Charlesworth	Alignment with VAWG recommendations	All staff	Amory Charlesworth	September 25