



Behaviour Policy

Policy Lead: Jenny Rogers (Executive Headteacher)

Approved by: Katie Wilson (Chair of Governors)

Last reviewed on: November 2023

Next review due by: November 2024

AIMS AND RATIONALE

At The Ferns Primary Academy, we are committed to creating a safe and secure environment in which children can learn. We recognise that every member of the academy community has a responsibility for promoting good behaviour in the academy. We will always take a considered and sensitive approach so that we can support all of our pupils in order to help them develop as citizens who will contribute positively to society and manage their environment in a thoughtful and considerate way.

The academy takes a positive attitude towards discipline and behaviour. Good behaviour is explicitly taught by academy staff and reinforced through a mixture of high expectations, clear policy and vision. Discipline is seen as a positive and motivating factor and is an integral part of our ethos, encouraging children to care for one another. We have a great emphasis on empowering the children to express their emotions openly so that they can be discussed and managed before unexpected behaviours are seen.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be acceptable and unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management
- Outline our system of **rewards and consequences**

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

Using our 4 values - **Curiosity, Resilience, Co-operation** and **Reflection**, we teach the children how to be successful as learners in the community, we also teach Zones of Regulation to support children to manage their own emotions and reflecting to make improvement. Our values underpin our learning ethos and, therefore, our academy code.

LEGISLATION AND STATUTORY REQUIREMENTS

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

[Behaviour and discipline in schools](#)

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

[The Equality Act 2010](#)

[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:

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

ROLES AND RESPONSIBILITIES

➤ **The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

➤ **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and routines
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents using CPOMS Safeguarding and Child Protection Software, behaviour logs, ABCC and behaviour monitoring charts to help understand the behaviour, notice any patterns and decide on changes to the environment or for the individual.
- Members of SLT, Thrive and ELSA will support staff in responding to behaviour incidents.
- Ensure restorative conversations take place after incidents
- Discuss any behavioural concerns with the parent/carer promptly

➤ **Parents**

Parents are expected to:

- Support their child in adhering to the academy's expectations
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

➤ **Children**

Children are expected to:

- Show respect to members of staff and to each other
- Make it possible for all children to learn in class
- Move quietly around the academy
- Follow whistle signals at the end of recreational times
- Treat the academy buildings and property with respect
- Wear the correct uniform at all times
- Accept the consequences when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy

THE FERNS 1, 2, 3 CODE

The Ferns 1,2,3 Code has been formulated with the safety and well-being of the children in mind, and to enable the academy to function efficiently as a place of learning. The Ferns 1,2,3 Code is displayed in all classrooms and around the academy.



- Resources prepared
- Expected behaviours shown
- Alert and listening
- Distractions managed
- You are showing the school values



- Responding appropriately
- Everyone can concentrate
- Show you care
- Polite
- Empathetic
- Co-operative
- Thoughtful
- Following instructions happily
- Using kind words
- Listening



- Sensible with our movements
- Ask adults for help
- Friends look out for each other
- Everyone can play and learn

ROUTINES

Teaching routines is an essential aspect of effective classroom management and behaviour intervention. Routines provide a structured framework for daily activities, fostering a predictable and organised learning environment that promotes positive behaviour.

Routines minimize the time spent on negotiating expectations and procedures, allowing children to direct their energy towards learning rather than deciphering behavioural norms. By establishing clear guidelines for common tasks, routines streamline transitions between activities and minimize disruptions, maximizing learning time.

Routines proactively manage behavior by establishing clear expectations and consistent consequences. By anticipating potential behavioural challenges and incorporating preventive measures into routines, teachers can effectively address disruptions before they escalate.

High Expectations: Routines set the tone for a positive and productive learning environment. By consistently enforcing clear expectations and providing positive reinforcement for adherence to routines, teachers cultivate a classroom culture that is safe, calm, orderly and positive environment and aligns with The Ferns 1, 2, 3 Code.

For example:

Silent transitions around school

- We always walk around the academy **silently, safely and on the left.**
- We take care on the stairs and when turning corners.



To get everyone's attention silently

The adult will: 

Everyone will: 

1, 2, 3

-  1 – Sit up straight, clasp your hands in silence and look at the teacher.
-  2 – Stand up and tuck your chair in. Stand behind your chair and face the teacher in silence.
-  3 – Follow the teacher's instruction and transition in silence.

Morning Routine

-  Put coats, bags, book bags and drinks bottles away.
-  Sit at your desk.
-  Complete the task on your table.

Other routines may be taught to support learning behaviours and various times of the day, such as assembly and recreational times.

POSITIVE REINFORCEMENT

Throughout a child's time at The Ferns Primary Academy, we will support and recognise all the good choices children make. We use positive reinforcement to support children in recognising these good choices. We talk to them about expected behaviours and have outlined our expectations of these expected behaviours in Stages of Behaviour. This poster is discussed with the children and displayed around the academy.

These will be by:

- Praising a child, with specific regular praise
- Awarding Dojo points
- Daily Dojo Champion certificates
- Celebration Assembly
- Responsibility- providing children with additional responsibilities throughout the day
- Sharing learning, successes and achievements with the Academy Head

Dojo points

The purpose of Dojo points is to create a positive and interactive way for teachers to reinforce good behaviour, motivate students, and communicate with parents about their child's behaviour in school. The points system is a helpful tool for promoting a positive classroom culture and encouraging students to take responsibility for their actions.

Dojo points will be awarded in class for learning and for children demonstrating the academy's values and exemplary implementation of The Ferns 1,2,3 code. Once awarded, Dojo points cannot be withdrawn.

Dojo points may be awarded:

- In class, during assemblies, at transition periods and at recreational times for children following the 1, 2, 3 code of being ready, respectful and safe.
- For academic achievement - when a good piece of work/ good learning is recognised
- For demonstrating the academy values e.g. helping another child, showing extra kindness or thoughtfulness, opening a door for others, following the school routines, good manners.

Class Dojo Awards

Class targets are set by the class teacher and agreed with the class at the beginning of each term. When the Dojo target is achieved, the class earn a reward such as; film and popcorn, den building, iPad time, laptop time, creative choice, extra play, mufti day, pyjama day, bring in a cushion or cuddly toy, team building.

Individual Dojo Awards

At the end of each day, the class teacher will send home a Dojo Champion certificate to celebrate the child who has had a positive day.

Celebration Assemblies

- Children from each class who have been exceptional examples of The Ferns values each week will be celebrated and will receive a values certificate.
- One child from each class who has consistently demonstrated Routines of the Ferns each week will be celebrated and will receive a 'Citizenship' certificate.
- One child from each class who has been an exemplary model of The Ferns 1,2,3 each week will receive a 'Star Learner' certificate.
- Every half term, one child is chosen as the 'Pupil of the Half Term.' Parents are invited to join the Super Celebration Assembly, where the accolades will be presented.

'Catching the good' Charts

Catching the good charts are used to reinforce routines, learning behaviours and other desired behaviours in class. These are worded in a positive way.

1. The child has a maximum of three targets, all linked to the Ferns 1, 2 ,3 code.
2. The targets are framed in a positive way in order to 'catch the good'.
3. These targets are discussed between the child, parents and class teacher.
4. Each time the good is caught they receive a tally on their chart in the relevant session. This can be adapted by the class teacher depending on the need of the child and the targets set.
5. Parents are informed at the end of each day whether the target was met/ how the day has gone – this is up to class teachers how this looks, but it has to be framed in a positive way.

CONSEQUENCES

We expect children to follow the 1,2,3 Code at all times and we refer to it regularly, particularly when we are correcting behaviour. However, there are times when children may behave unexpectedly. At The Ferns Primary Academy, children are taught the boundaries of expected and unexpected behaviours in different social situations.

Minor breaches of discipline are usually dealt with by the class teacher or a member of support staff in a caring, supportive and fair manner.

At The Ferns, children are made aware that they are responsible for their own actions and that breaking rules will have consequences.

The purpose of a consequence is to:

- Help children learn that consequences follow actions
- Enable the child to take responsibility for what happened and to 'fix' the situation by a repairing task or action - to make it better
- Show that an academy, like our society, has rules and collective responsibilities.

Once a consequence has taken place, there is a clear restorative conversation undertaken between the child and a member of staff. This helps teach our children the importance of accountability for their actions and allows them the opportunity to have their feelings addressed and acknowledged in a positive and safe environment.

Each situation is approached on an individual basis, allowing for flexibility in determining consequences based on the child's age and developmental stage.

Stages of Behaviour and Consequences

This is a guide and depending on the severity, a child may go straight to a Stage 2, 3 or 4.
If Stage 1 behaviours continue, then the child will escalate to a Stage 2 or 3 consequence.

Stage	Behaviour	Consequence
	<ul style="list-style-type: none"> Following the 1, 2, 3 code Displaying the school values of Curiosity, Resilience, Co-operation and Reflection Following the academy routines 	<ul style="list-style-type: none"> Children are focused on learning and have good relationships with others and enjoy all aspects of school life Certificates linked to the values and 1, 2, 3 code in celebration assembly Dojos and dojo class rewards Super celebration assembly where pupil of the term is awarded
1	<p>Examples:</p> <ul style="list-style-type: none"> Disturbing the learning of others Talking out of turn / shouting out etc. Swinging on a chair / spoiling others' games Attention seeking / tapping etc. Teasing peers / unkind comments Spoiling other children's games Playing physical games 	<p>If a child is showing unexpected behaviour in this stage, then they will be quietly reminded of the behaviour expectations and consequence. The child is then given the opportunity to change their behaviour and praise is given when the behaviour is turned around.</p>
2	<p>Examples:</p> <ul style="list-style-type: none"> Persistent stage 1 behaviour Demeaning behaviour Lack of respect to adults, e.g: <ul style="list-style-type: none"> Shrugging at an adult Eye rolling Tutting Turning away from an adult when being spoken to Answering back Interrupting Refusing to follow the instructions of a member of staff Rough play 	<p>If a child continues to show unexpected behaviour then they will receive a verbal warning and will have up to a 5-minute reflection time with their class teacher at recreational times. During the restorative conversation with the teacher, the child will reflect on their behaviour and discuss strategies they could use moving forwards, linked to the Zones of Regulation.</p> <p>Parents will be informed at the end of the day by the class teacher.</p> <p>For stage 2 behaviours that occur after lunch, the class teacher will have a reflection with the child and parent at pick-up time.</p> <p>If a child repeatedly shows stage 2 behaviour or the class teacher feels appropriate, a 'catching the good' chart will be implemented. A discussion will occur between class teacher, parent and child.</p>
3	<p>Examples:</p> <ul style="list-style-type: none"> Persistent stage 2 behaviour Swearing Spitting 	<p>If a child continues to show unexpected behaviours for this stage, they will spend time in the reflection room at lunch or during daily mile.</p> <p>Lunch time – a child will spend either 5 or 15 minutes during reflection time with a member of SLT</p>

	<ul style="list-style-type: none"> • Deliberate damage to property • Being out of bounds i.e. leaving class/playground without permission, going where adults cannot see them. 	<p>Daily mile – a child will spend either 5 or 15 minutes during reflection time with a member of SLT</p> <p>End of day – a child will spend either 5 or 15 minutes during reflection time with a member of SLT</p> <p>If the child has to spend 15 minutes with the member of SLT a letter will accompany the child home explaining the behaviour</p> <p>A letter will be sent home encouraging parents to discuss behaviour expectations with their child at home.</p> <p>If persistent stage 3 behaviour continues, then a further meeting with SLT will happen to unpick each case. Parents will be informed at the earliest opportunity by a senior leader.</p>
4	<p>There are times when behaviours children display are serious enough or persistent enough to move them straight to Stage 4 where the child could be removed from the classroom on an internal exclusion or off the academy site for a suspension. In exceptional circumstances, this may result in a permanent exclusion. A suspension or permanent exclusion are very serious and will also be reported to Hampshire County Council and the DFE. They will remain on a child’s record.</p> <p>These incidents could include, but are not limited to:</p> <ul style="list-style-type: none"> • Racist / homophobic comments • Dangerous behaviour – hitting, kicking, violence, using equipment in a way that endangers others • Violence towards children or adults • Threatening behavior towards children or adults • Theft of property • Bullying • Leaving the school site without permission <p>These incidents require in-depth investigation by staff. The consequences received will be assessed on a case-by-case basis depending on the severity of the incident, the behaviours shown by individual children, and the needs of the children involved.</p> <p>Parents will be informed at the earliest opportunity by a senior leader.</p>	

BREAK AND LUNCHTIMES

Staff are to inform Pastoral Team (Executive Head, Academy Head, Pastoral Leader, Inclusion Leader) of any Stage 3 incidents occurring at lunch times. The staff member who witnessed/dealt with the incident will record the behavioural incident on CPOMS. If an incident was not witnessed by an adult, then all those present will give their account to a member of staff.

SUPPORTING BEHAVIOUR

At The Ferns Primary Academy, we have high expectations for our children. They should understand that it is the responsibility of parents, staff and children to uphold and maintain our academy 1, 2, 3 code.

Restorative Approach

For occasions when The Ferns 1, 2, 3 code is not followed, we use restorative approaches to help the children understand the impact of their actions and how to put it right. We believe that by using this restorative approach, we are giving children the skills to independently make better and more informed choices in the future.

Restorative approaches encourage the children to think about how their behaviour affects those around them. It helps children to develop respect, responsibility and truth telling. If someone in our academy has been negatively affected by someone's behaviour, we will try our very best to make sure they feel it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

When our children find themselves in conflict or upset, we will ask them:

- *What happened?*
- *What had happened before that? (to find out if there is a bigger picture)*
- *What were you thinking/feeling when it happened?*
- *How can you make it right now?*
- *What can you do to stop it from happening again?*

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Language used with children

If a child is dysregulated or in crisis and not following The 1, 2, 3 Code, an adult will use **Vital Relational Functions (VRFs)** to address the child's emotional state.

Attune: This is where we show we are alert to how the child is feeling. We connect with the child and match how the child is feeling through our pitch, pace, volume and body language.

Validate: This is when we are alert to and acknowledge the child's feelings. ("I can see you're upset and angry because...").

Containment: This is where we demonstrate that we understand the pitch, intensity and quality of their feeling or mood and that we can bear it. This is where we show that we can take their deep distress, raging anger or painful sorrow and make it a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This builds trust for the child: in adults and in the world.

In some cases the **PACE approach** will also be used:

PACE stands for Playfulness, Acceptance, Curiosity, and Empathy. It is a communication and interaction style that can be used with children and adults who have experienced trauma or who are struggling with emotional regulation. PACE is a way of thinking, feeling, communicating, and behaving that aims to make the child feel safe and connected.

Playfulness helps to create a sense of connection and safety. It can be used to break down barriers, build rapport, and make difficult conversations more tolerable. Acceptance means being present with the child's emotions, even if they are difficult. It means acknowledging their feelings and validating their experience. Curiosity helps the child to feel understood and respected. It means asking questions about their experience in a way that is both respectful and open-ended. Empathy means putting yourself in the child's shoes and trying to see the world from their perspective. It means understanding their feelings and experiences, even if you have not had them yourself.

Ladder of Behaviour Support

Universal Offer

Children are taught the expected behaviour in different situations in the academy. Routines and expectations are explicitly taught. Zones of Regulation is taught to all and each child will be able to use strategies as part of their toolkit. Thrive assessments are completed by class teachers and strategies are used from these to support children. Dojos are used as motivators. Non-verbal and verbal reminders are used to support expected behaviour.

Step 1

Children will be reminded of the expected behaviour for the situation and reminders on The Ferns 1, 2, 3 Code.

If a child repeatedly shows stage 1 behaviours, the class teacher will have regular discussions with parents and children to support the child moving forwards.

Step 2

Children displaying stage 2 behaviours will have a **'Catching the Good' Chart**. A child will use a chart if they have shown stage 2 behaviours on more than one occasion. This will have targets on agreed by the teacher, parent and child, linking to desired behaviour. This will be fed back to the parent daily. In some cases, children will have personalized Catching the Good charts linking to an interest or reward.

Step 3

Individual Behaviour Plans (IBPs) will be used to help staff understand a child's needs, previous behaviours shown and their targets. The IBSP will detail the agreed strategies to support the child. IBPs will be implemented when a child has shown stage three behaviour on 2 or more occasions.

These plans can be found in each class' information folders. The plans do not mean that children are exempt from consequences. However, they will support staff in understanding ways to approach/communicate with specific children, especially if they are still dysregulated and need coregulation (using VRFs and the PACE approach) to deescalate and regulate before a restorative conversation and necessary consequence can take place.

Step 4

The child would have the support from the previous stages. In addition, the child will have a **Pastoral Support Plan (PSP)**.

A PSP is a school-based process intended to support a child if the school-based strategies have not been successful. A PSP is a planned intervention for children who have received suspensions or at risk of permanent exclusion.

A PSP will identify the behaviours that a child does well, and those not so well. It will set out exactly what is expected of the professionals involved, parents/carers and child with targets being set. Finally, the PSP should detail the details of each meeting and the dates when the PSP will be reviewed. The formal review should be with all professionals involved, however weekly or bi-weekly informal reviews should also take place.

Taking individual needs into account

For vulnerable children* or children who have Special Education Needs or Disability (SEND) experiencing emotional health and wellbeing issues, we make every effort to understand their behaviours and individualise our response to them. This may be through an IBP created through discussions between the child, the class teacher and the parent. The plan will include possible triggers which may cause dysregulation for that individual and also useful strategies to help regulate them again and bring them back to the green zone. These strategies may be devised with input from behaviour specialists within the academy, or with external specialists from the Educational Psychology Service, CAMHs or the Primary Behaviour Service.

* Vulnerable children may include, but is not limited to, children with social, emotional and mental health needs (SEMH) and /or Autistic Spectrum Condition (ASC) needs or who have experienced challenging circumstances at home such as being a 'Looked after child' (LAC) or Previously LAC children

WHEN ADDITIONAL SUPPORT IS NEEDED FOR A CHILD IN CRISIS

When might additional support be needed?

- a child is **dysregulated** and they are unable to regulate their emotions **following** CT or LSA intervention
- the situation is **unsafe** for others in the room i.e. the classroom needs to be evacuated and there is only one adult to monitor both the whole class and the child in crisis
- There are **no other adults** in the room to support and the situation is becoming unsafe
- The child has left the classroom and cannot be seen by the class teacher or any additional adults

A member of staff will seek support via a message to the academy office. A senior member of staff will be alerted to provide immediate behaviour support.

USE OF REASONABLE FORCE

The term 'reasonable force' covers the broad range of actions used by most teachers at some point. This type of force is used to either control or restrain and can range from guiding a pupil to safety to more a child needing to be restrained to prevent violence or injury. 'Reasonable, proportionate and necessary in the circumstance' means using no more force than is needed.

In most cases, de-escalation tactics will be successful in preventing behaviours from escalating. In exceptional circumstances where de-escalation tactics are unsuccessful, staff may need to use Restrictive Physical Intervention (RPI) to prevent a pupil from:

- Causing disorder
- Harming themselves or others
- Damaging property incidents

A restrictive physical intervention (RPI) is a physical intervention by the staff where the child's movement is limited and the child is resisting this intervention.

We ensure that reasonable force and use of an RPI is only ever used as a last resort. Staff will always try to avoid acting in a way that might cause injury, but in very extreme cases, it may not always be possible to avoid injuring the child.

Any use of restrictive physical intervention is always recorded in the academy's Bound and Numbered book. Parents will also be informed. This is kept in a locked drawer in the Headteacher's office.

In addition to the use of reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. A list of the 'prohibited items' can be found here [Department for Education - Use of reasonable force](#).

OFF- SITE BEHAVIOUR

Consequences may be applied where a child has misbehaved off- site when representing the academy, such as on a trip or walking to or from the academy. This also includes any out of academy hours incidents involving the academy site, or if the child is wearing their uniform. We may also apply consequences for behaviour outside of the academy where another child from the academy is involved and/or where the incident causes an issue e.g. cyber- bullying.

INFORMING PARENTS

We want to keep parents informed of how their children are behaving in the academy, whether this is positive or negative.

Positive behaviours are sent home through verbal communication at the end of the day, Dojo champion certificates, value certificates, star learner certificates and citizenship certificates.

Stage 1 and 2 behaviours will be communicated by the class teacher daily as appropriate.

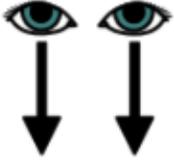
Stage 3 behaviour - If a child has been sent to reflection time for 15 minutes, a letter will be sent home to inform them about the behaviour shown. This will give families the opportunity to discuss the behaviour with their child and ensure that children know that communication is strong between the academy and home.

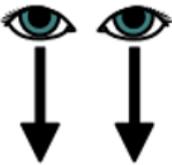
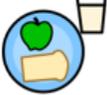
If any children reach Stage 4 then the behaviours will be clearly explained to the parents and a reintegration meeting will be held with the parents to discuss the targets and steps in place to reintegrate the child into the classroom. An ongoing dialogue will occur and be documented between parent/carers and SLT.

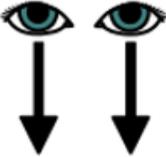
LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection policy
- Anti- Bullying Policy
- Complaints Policy

 <p>Ferns 1, 2, 3 Code</p>	 <p>How this will look:</p>	 <p>How did I do?</p>						
		<p>Phonics</p> 	<p>Writing</p> 	<p>Break</p> 	<p>Maths</p> 	<p>Lunch</p> 	<p>PM</p> <p>1</p>	<p>PM</p> <p>2</p>
								
								

 <p>Ferns 1, 2, 3 Code</p>	 <p>How this will look:</p>	 <p>How did I do?</p>						
		<p>Maths ($2+3=5$)</p> 	<p>Reading</p> 	<p>Break</p> 	<p>Writing</p> 	<p>Lunch</p> 	<p>PM 1</p>	<p>PM 2</p>
								
								

 Ferns 1, 2, 3 Code	 How this will look:	 How did I do?
		
		
		



Individual Behaviour Support Plan (IBSP)

Name:	Class:	Date IBSP agreed:	IBSP review date:
Current behaviours displayed:		Target(s):	
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	
Proactive strategies:		Known early warning signs:	
Classroom: <ul style="list-style-type: none"> Break time: <ul style="list-style-type: none"> Lunch time: <ul style="list-style-type: none"> Additional: <ul style="list-style-type: none"> 		How do we prevent an incident? <ul style="list-style-type: none"> 	
		Reactive strategies:	
		How do we diffuse the situation? <ul style="list-style-type: none"> 	
		Support after an incident:	
IBSP agreed by:			

Evaluation Date:	
Evaluation completed by	

	What has worked well	What has not worked well	Next steps
Proactive strategies			
Early warning strategies			
Reactive strategies			
Post incident strategies			

Is an IBSP still required	Yes	No
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Please name any known restrictive physical intervention that are effective or should be avoided



The Ferns Primary Academy



Individual Pupil Risk Assessment

Name of Child/Young Person	
Date of Birth	
School	
NC Year	
SEND Stage	

Date of first assessment	
Date of this assessment	
Assessment completed by	
Assessment shared with	
Date of next review	
Suggested frequency of reviews	Every 6 weeks (or earlier after a significant incident)

Agencies involved:	Sources of information for assessment:
STIPS	Child/Young person
CAMHS (Dev paediatrician)	Family members
Police	School reports
Youth Offending Team	Case notes
MPT(specify):	Social Services
Outreach	Police
Social Services	STIPS
Health	Educational Psychologist
Other (specify):	Other (specify):CAMHS

Step 1: What are the actions or behaviours with the potential to cause harm?

Actions/behaviours	Who might be harmed?			
	Self	Peers	Adults	Public

Step 2: What do we know about specific risk factors?

See Individual Behaviour Support Plan

Step 3: Assessment of Risk

(a) Worst reasonable outcome if current controls fail (what actually happens?)

Outcome	Self	Peers	Adults	Public
No injury to anyone				
Minor injury which may require first aid				
Major injury requiring medical treatment, possibly leading to permanent physical or psychological harm				
Fatality				

(b) How likely is the worst reasonable outcome?

Likelihood	Self	Peers	Adults	Public
Improbable - So unlikely the probability is close to zero				
Unlikely, but could conceivably happen				
Possible, occurs sometimes				
Probable, not surprised when it occurs				
Likely/Frequent, occurs repeatedly				

Step 4: Assessment Decision (Level of Risk)

Outcome	Likelihood				
	Likely	Probable	Possible	Unlikely	Improbable
Fatality					
Major Injury / Permanent Disability		x			
Minor injury					
No injury					

Key:

High Significant Risk
(Take immediate action to eliminate the hazard or introduce additional controls to reduce the risk)

Medium Significant Risk
(Take a planned course of action to introduce additional controls to reduce the risk within a short timescale e.g. 3 months)

Low Significant Risk
(Take a planned course of action to introduce additional controls to reduce the risk within for example 6 months)

No Significant Risk / Acceptable Risk
(Ensure all control measures are in place in accordance with organisational policy and good practice guidelines)

Step 5: Conclusion (highlight)

High Significant Risk Medium Significant Risk Low Significant Risk No Risk

Step 6: Are there any further controls that will reduce the level of risk?

See Individual Behaviour Support Plan

Step 7: Post Incident procedures

See Individual Behaviour Support Plan

Step 8: Evaluation

Evaluation of risk. Please also see IBSP evaluation

Date	
Evaluation Participants	
Have the risks reduced, remained the same or increased? <i>Please give detail</i>	
Is a Risk Assessment still required	Yes No
Next steps	



Behaviour Monitoring Chart								
Key:	PDB (persistent disruptive behaviour) VTC (Verbal to Child), PTC (Physical to Child), b (Verbal to adult), PTA (Physical to adult), P (Damaging or misusing property), D (other disruption), L (leaving the classroom), * (specific behaviour relating to child)							
	VTC	PTC	VTA	PTA	P	D	L	*
Before Break								
Break								
After Break								
Lunch								
After Lunch								
Known triggers:								
Consequences								

Behaviour Monitoring Charts are used as frequency charts to monitor individuals behavior.

Guide on how to use:

1. Tally the behaviours observed within each session – No further detail is required if this known behaviour from the child.
2. Record any known triggers for behaviour (this will help spot patterns and make any reasonable adjustments required in provision)
3. Record the consequences for the behaviour
4. At the end of the day, upload to CPOMS and tag 'Behaviour'

Any significant or new behaviours, must be recorded as separate incidents on CPOMS.



<p>Being helpful</p>	<p>Sensible working</p>	<p>Good listening</p>	<p>Sharing</p>	<p>Kind words</p>
<p>Looking smart</p>	<p>Following the 1, 2, 3 Code:</p>			<p>Kind hands and feet</p>
<p>Using appropriate voices</p>				<p>Following routines</p>
<p>Ready to learn</p>	<p>Being polite</p>	<p>Doing your best</p>	<p>Being a good friend</p>	<p>Looking after our School</p>

APPENDIX 8 Reflection Time Letter 1



Field Road
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Dear _____,

Re: Reflection Time

We are writing to inform you that your child, _____ was assigned to Reflection Time on numerous occasions as a consequence of a behaviour that did not follow our school's 1, 2, 3 code of conduct, specifically _____.

Reflection Time is a measure we use to help students to unpick behaviours, understand the impact of their actions and encourage them to use different strategies moving forwards. During this time, _____ had an opportunity to reflect on _____ behaviour, its impact on themselves and others and were given strategies to support in the future.

We believe in open communication between home and school, and it is important for you to be aware of these incidents. We kindly request your support in discussing this matter with your child and reinforcing the importance of following the school's 1, 2, 3 code of Ready, Respectful and Safe.

Our goal is to work together with you to ensure that _____ has a positive and respectful learning experience at school. If you have any questions or concerns regarding these incidents or would like to discuss it further, please speak with your child's class teacher.

Thank you for your understanding and cooperation in addressing this matter.

|

Proud of be a part of



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Appendix 9 – DOJO Champion Certificate

