

IFIELD SCHOOL

BEHAVIOUR &

WELLBEING

POLICY

Date: Autumn 2015

Review Date: Autumn 2018

IFIELD SCHOOL

Behaviour and Wellbeing Policy

At Ifield School we recognise the vulnerability of our pupils and that every pupil has a need for security and stable caring relationships within a dependable, predictable environment.

Our behaviour and Wellbeing policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and we encourage the involvement of parents/carers in the development of their child.

One of the school's aims is to nurture in all our pupils self-confidence combined with sensitivity and respect towards others, through an understanding of rights and responsibilities. We recognise that the school cannot do this in isolation but is pivotal in making a huge difference to the lives of its pupils. Therefore, we expect all members of the school community to celebrate pupils' success and achievements and to recognise the importance of positive shared values about behaviour. In order to ensure that all staff working in the school adopt a common approach towards pupils' behaviour this whole-school policy has been extensively discussed and unanimously agreed.

Terminology

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual. The term behaviour support is used in this document as well as behaviour for learning. Staff need to consider all aspects of each pupil's behaviour, rather than just those identified as 'problem or difficult'. Passive, non-assertive behaviours restrict a student's independence and learning as much as those which are perceived as being 'problem' behaviours. Challenging behaviour serves a necessary purpose for an individual, as it is largely learning through a history of interactions between the person and the environment. A single behaviour may be maintained by more than one outcome and a group of behaviours may be used to achieve a single outcome.

'Behaviour for Learning' is:

- Positive as the teacher emphasises high expectations;
- Centred on effective relationships between pupils, pupil and teacher and their environment;
- Value and reward behaviours that maximises pupil learning;
- Setting attainable targets for behaviour, based on individual pupils' circumstances;
- Relevant and applied to all pupils at all stages.

Philosophy

Understanding and Supporting Challenging Behaviour

Behaviour difficulties in our pupils may arise from characteristics associated with learning difficulties, autism, impaired communication and socialisation skills, lack of empathy, rigidity of thought and actions, obsessive or ritualistic behaviours, over sensitivity to stimuli and high arousal and damaged self-esteem. Challenging behaviour may be a reaction to these difficulties and an attempt for the individual to control a situation or communicate distress or frustration. As professionals working in a mutually supportive partnership with families we must seek to understand the student's behaviours in the wider context of the individual, their difficulties and their response to their environment at school and at home. Whilst we empathise that certain behaviours are characteristic of autism, we teach appropriate social skills and coping strategies to help the student understand and accept boundaries of reasonable behaviour. We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote independence, enhance communication and socialization and raise self-esteem. These strategies include the use of behaviour for learning, restorative justice and praise and rewards.

What is unacceptable behaviour to one person is not necessarily unacceptable behaviour to another. Because changing behaviour is acting against a person's personal choices it is therefore ethically more defensible to operate within the context of positive, supportive programmes. The function of most behaviour is legitimate, e.g., there is nothing wrong with asking for attention. Much behaviour serves a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and extinguish a behaviour using aversive techniques. Positive procedures are constructive, in that they teach alternative responses and build self-esteem.

Punishment is not to be used as a means of managing a student's behaviour. This does not preclude the use of agreed sanctions such as not allowing a student to do something until they have finished what they are currently doing, or completing work. However, disciplinary decisions must always be made that take into account the abilities of the individual.

All staff are to ensure that they avoid:

- Inappropriate use of voice and tone
- The use of language which demeans or intimidates the student
- Putting pupils out of the classroom unsupervised

Key principals of our Behaviour and Wellbeing Policy

- To raise pupils' self esteem.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To encourage pupils to value the school environment and its routines.

- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive reflective approach to behaviour for learning.
- To ensure that the school's approach to behaviour and well-being is fully understood by pupils, parents, carers and staff
- To ensure effective mechanisms are in place for the monitoring and evaluating of behaviour and wellbeing
- To ensure the rights and responsibilities of all members of the school community are upheld and valued

Vision

Ifield School aims to provide an outstanding and supportive learning environment; one which allows everyone to realise their potential, with high self-esteem and respect for others in the community, so that they are able to take their place in society with confidence and pride.

Ifield is a School where every individual is:

Valued Challenged Supported Successful

Our pupil management procedures VALUE every student by:

- Showing that every individual is unique and special
- Respecting the rights and needs of all people
- Fostering a sense of self esteem and self-worth
- Ensuring every individual is empowered to reach their full potential
- Ensuring they feel happy, confident and able to contribute to their community

Our pupil management procedures SUPPORT every student by:

- Creating an outstanding learning environment that stems from committed staff who work as a team
- Creating a happy, secure and stable environment
- Providing a high level of individual support
- Working in partnership with parents and carers
- Helping children to develop communication, social and self-help skills

Our pupil management procedures CHALLENGE every student by:

- Expecting high standards of behaviour
- Setting challenging individual targets
- Ensuring all staff have high expectations in all aspects of school life
- Ensuring the curriculum is broad, balanced and relevant
- Providing opportunities to join with mainstream peers wherever possible

Our pupil management procedures ensure SUCCESS for every student by:

- Recognising and celebrating achievement to motivate improved progress
- Measuring progress with a range of social and academic achievements
- Recognising each individual's areas of achievement
- Recognising achievement by celebrating every step of progress made
- Using positive reinforcements

Anti-Bullying – Please refer to the full Anti-Bullying Policy

Stepped Approach to support Behaviour for Learning

- Where pupils require support in terms of behaviour for learning the school adopts a stepped approach.
- Discussion with pupil
- Class/form teacher/ Parental liaison
- Behaviour and Wellbeing Referral Form (Appendix 9)
- Support from Pastoral Leader
- Referral to Deputy Head
- ISP - Individual support plan (Appendix 1)
- PSP- Personal Support Plan (Appendix 2)

ISPs/PSPs can only be effective if staff have ownership of them. Class teams will be involved in their development and implementations. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to address their needs.

Wherever possible, pupils should be involved in the development and implementation of their ISPs/PSPs. Positive expectations have a positive effect on the behaviour of others. Every student is of equal value and deserving of the same respect.

Recording of challenging behaviours (Appendix 2) in order to monitor pupils and providing information to parents/carers and providing appropriate pupil support when required.

Support Systems for staff

The School will support all adults working with pupils to ensure they are safe and that they have a clear understanding and knowledge of the school's working practices. It is school practice to discuss and resolve behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. All staff have access to copies of this policy. Staff can receive support from the Whole School Pastoral Leader and other members of the Extended Leadership Team. The success of the Behaviour and Wellbeing policy depends on an on-going system of support for staff. This support will be given through deputy head teachers and pastoral leadership and class teams in training and practice sessions. Support could include emotional support, coping with challenging behaviour, how to seek advice and help in dealing with challenging behaviour, in functional analysis of behaviours and the development of IEP, ISP and PSPs. Departments' analysis of behaviour incidences support and action plans and further action is taken based on the information they identify.

Support Systems for parents/carers

The school staff are proactive in working with parents / carers to liaise over agreed strategies in supporting pupil behavioural, emotional and communication issues. This could be through telephone contact, written home/school log books or face to face meetings. Records of these discussions will be maintained and shared by the form tutors. The aim is to always work collaboratively with parents. In the instance that a parent/carer is not in agreement with a Support Plan, the school will act against their wishes where there are health and safety issues involved for the student, his/her peers or staff. Pupils will have an ISP/PSP as required.

Rewards

Each individual pupil, member of staff and Governor is assigned to one of the following Houses:

- London Eagles
- Beijing Tigers
- Sydney Dolphins

All pupils work towards gaining House points, both individually and for their House team. They are awarded a House point and token for demonstrating one or more of the PRIDE aspects:

- Personal Excellence
- Respect and Friendship
- Inspiration
- Determination and Courage
- Equality

Each PRIDE aspect is linked to one of the UNICEF articles. House Points are recorded using an internally developed recording system (Appendix 3 and 4). House assemblies take place every third week. This provides an opportunity for pupils to learn with their House Teams peers and achieve a House Team ethos.

UNICEF Rights and Responsibilities

The UNICEF Rights and Responsibilities initiative informs each class's Rights and Responsibilities charter. This is drawn up at the beginning of year by the pupils in each class group with support from their class/form tutor and team. The Class Charter (Appendix 5) is displayed in every classroom.

Positive Handling

The nature of our pupils' learning needs means that behaviours could have a risk of harm to staff, peers or self. Where a pattern of behaviour suggests that there is a risk of harm then a Risk Assessment will be carried out and shared with all stakeholders including parents and Governors. Positive handling strategies are used as a last resort only in line with the Positive Handling Procedures (TEAM TEACH).

Staff should be aware that Kent County Council Guidelines for Managing Behaviour in Special Schools, Particularly Schools Offering Residential Care, state that if other methods have proved ineffective, a member of staff could be found negligent if s/he has not used physical restraint when a child is likely to injure him/herself or others. In exceptional circumstances staff may use physical intervention as part of a total response to the student, but only if its use has been agreed by the student's parents and by all other agencies involved. Staff must also have received training in the use of accepted physical intervention.

At Ifield School training will be in accordance with Team Teach's "positive handling strategies through a whole setting holistic approach, working with leadership and management, actively committed to reducing restraint and risk".

In the rare event of an emergency situation occurring where there is no agreed programme in place, but physical intervention is needed the guidelines state that, "...the law of negligence will be applicable wherein school staff will be expected to act as a 'reasonable prudent parent'".

In line with the 'Use of Reasonable force' advice can be found from the link on page 9 of this policy. Positive handling will be used in the last resort to prevent pupils from hurting themselves or others and from damaging property. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Where physical interventions are part of the IEPs/ISPs/PSPs they will be taught as part of the Team Teach principles and will be used by staff trained in the use of Team Teach. All physical interventions will be agreed with parents and recorded in the Behaviour Support Plan. These interventions will be used only if reasonable, proportionate and only when necessary. When Team Teach/Positive handling has been implemented complete a report (Appendix 6).

Safe Space

Safe Space at Ifield School is defined as a positive procedure whereby a student is given the opportunity to leave a situation, which she/he is finding over stimulating and/or stressful in order to calm him/herself.

The emphasis must be on teaching the student to recognise she/he needs to leave the situation and to communicate that need in an appropriate way. Time out should be used as an opportunity to teach the child self control and to manage his/her own behaviour.

Safe Space should not be used as a punishment. However, there may be occasions when a member of the class team feels that it is in the best interests of the whole class for the student to leave the situation for a short while. The use of Calm Rooms should be used when all other proactive strategies have been tried and implemented. Should a Calm Room be used parents will be notified and this would be incorporated in their Behaviour Support Plan. (Appendix 7)

Monitoring and Review

Behaviour for learning will be under review throughout the school on a class and individual basis. This policy document was produced in consultation with the school community, including pupils, parents, school staff, Governors, LA representatives, school community nurse and local Healthy School Standards representative.

This document is available to the school community. It has also been made available via the school web-site and prospectus.

Single Equalities Scheme impact Assessment

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

The school's role is to plan for and meet pupils' individual needs. The school will organise around those needs. Should a situation develop that is beyond the expertise of staff, external agencies will be consulted, e.g., Educational Psychologist, Clinical Psychologist etc.

Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school.

The Behaviour and Wellbeing Policy Endorses;

- The Children's Act (1989)
- Kent County Council Guidelines for Managing Behaviour in Special Schools
- The Team Teach principles and ethos

Ifield School will continually identify ways of sharing information and working together; to protect children and young people from harm and help them to achieve what they want in life.

Ifield School is committed to safeguarding and promoting the welfare of children and young people and requires all staff, volunteers and visitors to share this commitment.

Associated Resources and Links.

Link to advice on Home School Agreements

<http://www.education.gov.uk/schools/pupilsupport/parents/involvement/hsa>

Link to behaviour checklist

<http://www.education.gov.uk/schools/pupilsupport/behaviour/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists>

Link to use of Reasonable Force – advice for Head Teachers, Staff and Governing Bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/cneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

[Link](#)

Link to Screening, Searching and Confiscation – advice for Head Teachers, Staff and Governing Bodies.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Policy Links

PSCHEE

Safeguarding

Inclusion

Teaching and Learning

Curriculum

Confidentiality

Anti - Bullying

Exclusion

Equality Duties

References

Primary National Strategy. Developing and reviewing your whole school behaviour and attendance policy 2005 DfES 1735-2005PD5-EN

Key Stage 3 National Strategy Advice on whole school behaviour and attendance policy 09/2003 DfES 0628-2003 R

Appendices

- Appendix 1: Individual Support Programme
- Appendix 2: Personal Support Programme
- Appendix 2: Behaviour recording sheet
- Appendix 3: House Point Process
- Appendix 4: House Points Recording Sheet
- Appendix 5: The Class Charter
- Appendix 6: Positive Handling Sheet
- Appendix 7: Protocols for the use of the safe space
- Appendix 8: Behaviour and Wellbeing Referral Form

Consultation group:

P Jones/M Jones/S Kelleher

This policy will be reviewed every 3 years unless there are changes to Behaviour and Wellbeing National guidelines.

Date:

Review Date:

Signed by Chair of Governors:

Signed by Headteacher:

Signed by Chair of Teaching, Learning and Assessment Committee:

Individual Support Programme

Name of pupil:	School:
DOB:	Year Group
	ISP Key Worker:
Aim of ISP	
Behaviours to be managed:	
List identified triggers for behaviours:	
Arousal (list those elements of the environment which are stimulating or distracting for the pupil, list the control for each)	Control strategies:
Predictability (list those aspects of the environment which are predictable or unpredictable for the pupil)	Unpredictable
Consistency (list people involved with supporting the young person at school and home)	Training needs for support
Wellbeing/Mental health (list the opportunities for relaxation and recreation and the timings of these activities)	Timings of wellbeing activities
Summary of most recent interventions (outline success of outcomes):	
Check wording ? strategies ?	
School View	Pupil View
Parental View	Other

Personal Support Programme

PUPIL: _____ DOB: _____ Year Group: _____

Key member of staff: _____

Looked after child: _____ Child Protection Register: _____ Child in need: _____

ATTENDANCE: _____

EXTERNAL AGENCIES

KEY CONTACT

Behaviour Service
Child & Adolescent Mental Health
Education Welfare Service
Education Psychology
Learning Support Service
Additional Needs Department
Social Services
Other

Summary of reasons for PSP
Student perception of difficulties
Parents/Carers perception of difficulties
Resumé of support to date
Positive attributes and strengths
Prioritised concerns/behaviour difficulties
Information on behaviour (includes behaviour & emotional development scale scores for all contact staff)
Influences on the behavioural difficulties
Priorities for change (what changes need to happen? What differences do we need to see?)
What are our targets?
Agreed time frame (Short term 2 weeks, long term)
School Action Plan
Parent/carer Action Plan
Pupil Action Plan
Other actions:

How will progress be recorded?	Who will record the progress?	
How will the progress be rewarded in school?	How will progress be rewarded at home?	
	Which adults need to be informed?	
Date for 2 week review	Who will monitor the programme?	
Date for 4 week review		
Date for 8 week review		
End Review Date: (3 months after start of PSP)	Signed	School
	Pupil	Parents
	Inclusions Officer	Others

Behaviour Recording Sheet

Date:		Time:					
Pupil Name:		Staff Name:					
Lesson/Activity:		Location:					
Other Pupils Present:		Other Staff Present:					
Pupil was: (tick as appropriate)							
Working independently	<input type="checkbox"/>	Working in a group	<input type="checkbox"/>	Playing with others	<input type="checkbox"/>	Lunch	<input type="checkbox"/>
Moving between activities	<input type="checkbox"/>	Supervised	<input type="checkbox"/>	Unsupervised	<input type="checkbox"/>	Break	<input type="checkbox"/>
Other: Please describe:							
Briefly describe the incident							
Interventions / Strategies used:							
Verbal advice & support	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>	Calm script/talking	<input type="checkbox"/>	Restorative justice	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Appropriate humour	<input type="checkbox"/>	Choices given	<input type="checkbox"/>	Take up time	<input type="checkbox"/>
Time out offered	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>	Tactical ignoring	<input type="checkbox"/>	Negotiation	<input type="checkbox"/>
Switched staff	<input type="checkbox"/>	Success reminder	<input type="checkbox"/>	Praise	<input type="checkbox"/>	ISP referred to	<input type="checkbox"/>
Other:							
Result of intervention: Resolved: Yes / No Give details:				Next Step: Discussed with Class/Form teacher: Yes / No Discussed with member of ELT: Yes / No			
Accident form completed:		Yes/No		Body map completed:		Yes/No	
Class/Form Teacher Action: (Please tick)				Leadership Action/Outcome:			
<ul style="list-style-type: none"> • Pupil <input type="checkbox"/> • Other Pupil <input type="checkbox"/> • Team <input type="checkbox"/> • Staff <input type="checkbox"/> • Parents informed by telephone <input type="checkbox"/> 				Behaviour types from SIMS: _____			
Leadership Name:				Leadership to circle B R			

Following completion please share with Class/Form teacher by 3pm.

House Points Recording Sheet

1. One House Point is awarded to any pupil, who demonstrates any of the PRIDE aspects throughout the school day and pupils are given a coloured token representing their House.
2. There are three different coloured tokens & containers in each classroom representing each house team. Throughout the day pupils can immediately deposit their earned tokens in any subject room.
3. It is the class team's responsibility to record individual house points using the house recording sheets.
4. During every tutorial a member of each class (rotational) deposits the tokens from the day into the bar chart tubes situated in the main hall.
5. Every Thursday morning classes will send house recording sheets in their registers to the Admin Team.
6. The Admin Team will print reports ready for celebration assembly;

HOUSE PUPIL OF THE WEEK	Lower (x3) – Middle (x3) Upper- (x3)
PUPIL OF THE WEEK	Lower (x1) – Middle (x1) Upper- (x1)
7. The three pupils/students in each of the phases (Lower, Middle & Upper) who have achieved the most points for their house will receive 5 tokens to deposit in the tubes, situated in the main hall.
8. The pupil/student who has achieved the most House Points in each of the phases, will wear a badge for the following week and will receive 10 tokens to deposit in the tubes, situated in the main hall.
9. House of the Week who has achieved the most points across all phases will be announced on Fridays at 3:30pm in the hall, for the House with the most points. The winning House will receive the trophy, which will be displayed in the main hall with the coloured House ribbon for the following week.
10. Over the course of a term, pupils/students who gain the following house points; 25 = bronze, 50 = silver, 100 = gold, will be presented with a Bronze, Silver or Gold certificate by the Leadership Team.
11. The pupils/students who receive the Gold certificate will receive a special recognition/reward at the end of the term. School Council will brainstorm and agree an appropriate activity.

House Points Recording Sheet

Class Name _____

Week beginning _____

Class teacher _____

Name	Personal excellence					Respect and Friendship					Inspiration					Determination & Courage					Equality				
	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T
Pupil Name <i>Pupil House</i>																									
Certificate achieved:																									
Pupil Name <i>Pupil House</i>																									
Certificate achieved:																									
Pupil Name <i>Pupil House</i>																									
Certificate achieved:																									
Pupil Name <i>Pupil House</i>																									
Certificate achieved:																									

PRIDE and UNICEF Class Charter



Personal Excellence

You have the right to a good quality education & the responsibility to work to the highest level you can



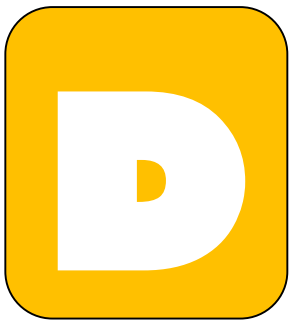
Respect and Friendship

You have the right to your own friends as long as it is not harmful to others



Inspiration

You have the right to explore and share your good work with others



Determination and Courage

You have the right to reach your potential



Equality

You have the right to your opinion & beliefs and the responsibility to listen to others



Appendix 7

Positive Handling Form

Date:		Time:	
Pupil Name:		Staff Name:	
Lesson/Activity:		Location:	
Other Pupils Present:		Other Staff Present:	
Reasons for intervention: (tick as appropriate)			
Immediate danger of personal injuries to pupil	<input type="checkbox"/>	Immediate danger of personal injuries to pupil(s)	<input type="checkbox"/>
Severe disruption to other pupil	<input type="checkbox"/>	Immediate danger to a member of staff To	<input type="checkbox"/>
		Avoid damage to property	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Pupil was: (tick as appropriate)			
Working independently	<input type="checkbox"/>	Working in a group	<input type="checkbox"/>
Moving between activities	<input type="checkbox"/>	Supervised	<input type="checkbox"/>
		Playing with others	<input type="checkbox"/>
		Unsupervised	<input type="checkbox"/>
		Lunch	<input type="checkbox"/>
		Break	<input type="checkbox"/>
Other: Please describe:			
Briefly describe the incident			
Interventions / Strategies used:			
Verbal advice & support	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Appropriate humour	<input type="checkbox"/>
Time out offered	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>
Changed staff	<input type="checkbox"/>	Success reminder	<input type="checkbox"/>
		Calm script/talking	<input type="checkbox"/>
		Choices given	<input type="checkbox"/>
		Tactical ignoring	<input type="checkbox"/>
		Praise	<input type="checkbox"/>
		Restorative justice	<input type="checkbox"/>
		Take up time	<input type="checkbox"/>
		Negotiation	<input type="checkbox"/>
		ISP referred to	<input type="checkbox"/>
Other:			
Team Strategy Used	Time	No of Staff	Stand/Sit
Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendly hold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Figure 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Result of intervention: Resolved: Yes / No			
Give details:			
Next Step:			
Discussed with Class/Form teacher: Yes / No			
Discussed with member of ELT: Yes / No			
Medical intervention			
Breathing/Circulation checked	<input type="checkbox"/>	Checked for bruising	<input type="checkbox"/>
Injury to child	<input type="checkbox"/>	Referred to doctor	<input type="checkbox"/>
Injury to staff	<input type="checkbox"/>	Referred to doctor	<input type="checkbox"/>
Injury to others	<input type="checkbox"/>	Referred to doctor	<input type="checkbox"/>
Accident form completed:	Yes/No	Body map completed:	Yes/No
Class/Form Teacher Action: (Please tick)		Leadership Action/Outcome:	
• Pupil	<input type="checkbox"/>		
• Other Pupil	<input type="checkbox"/>		
• Team	<input type="checkbox"/>		
• Staff	<input type="checkbox"/>		
• Parents informed by telephone	<input type="checkbox"/>		
Leadership Name:		Behaviour types from SIMS: _____	
		Leadership to circle	
		B	R

Appendix 8

Protocols for the Use of the Soft Room

The soft room is a positive and safe environment. In order to ensure its correct use the following protocols must be implemented.

- All pupils should use the soft room for learning activities such as group stories, small group games, individual reading time so that it is used positively for the majority of the time.
- Pupils who need to use the soft room for calming when they are distressed must have a behaviour plan that documents the safe space as a strategy. These pupils must also have individual times in the soft room for individual learning activities. This will have been agreed in advance with parents/carers.
- Before exiting the soft room the adult must go in with the pupil to sit with them to talk about the incident to encourage the pupil to see that it is a space for calming and reflecting.
- Pupils can be offered the opportunity to use the soft room if required. An adult must remain with the pupil outside or inside the space until they are ready to return to class.
- If a pupil, as a last resort, is taken to the soft room then an adult must complete the events on the positive handling recording sheet.
- Under NO circumstances are pupils to be prevented from leaving the soft room or kept there against his/her will. If the pupil wishes to leave they must be able to do so.



Wellbeing Referral Form

Appendix 9

Pupil name:	Class:	Age:	Teacher:
Reason for referral:			
Observed patterns/ trends:			
Possible underlining reasons:			
Past Strategies: <ul style="list-style-type: none">•••			
Successes:			
Possible next steps:			
Agreed action:			
Date:		Review:	

