



Discovery Schools
Academy Trust



Parkland
Primary School

Learning together

Annex: Supplemental Behaviour Policy during the reopening of schools

May 2020

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1. Context

From 1st June 2020 EYFS, Year 1, Year 6, vulnerable children and children of critical workers are reintegrated back to school following the following Government Guidance:

<https://www.gov.uk/government/news/details-on-phased-wider-opening-of-schools-colleges-and-nurseries>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

This annex to the school Behaviour policy reflects new protective measures and arrangements implemented in response to COVID-19. All other provisions in the Behaviour policy remain in force.

2. Protective Measures

Class sizes:

In order to keep the children and staff as safe as possible and in line with Government guidance we have we have identified 8 groups for children of critical keyworkers and vulnerable pupils:

Name of group	KWPS	KWEY	KW1	KW2
Year group	Pre-school	Foundation Stage	Year 1	Year 2
Possible numbers in group	13	13	15	12
Teacher/ key adult	Priya Ramanandi	Demi Marvin	Debbie Raymond	Laura Taylor
Support staff available	Stacey Ball	Sue Chambers	Julie Fay	Michelle Stevenson (+adults for 1:1 support)
Classroom	Pre-school	1DR	3CM	2PW

Name of group	KW3	KW4	KW5	KW6
Year group	Year 3	Year 4	Year 5	Year 6
Possible numbers in group	10	13	7	9
Teacher/ key adult	Rob Rowell	Luke Garner	Ellie Hand	Hanna West
Support staff available	Claire Norman (am)	Elaine Clowes	Jo Adcock	Emma P
Classroom	2LT	5PD	5EH	6HW

These groups will be in place from June 1st to allow for preparations to be made for other year groups that may return and to allow for growing numbers of this group. The staff and classrooms identified link with long term plan and will allow for ongoing risk assessments with regards to numbers.

Other groups

Pre-school

Name of group	PSa
Year group	Pre-school
Possible numbers in group	9
Teacher/ key adult	Sarah Duckett
Support staff available	Haley Grace (M-W)
Classroom	Woodlands

EYFS

Name of group	EYa	EYb	EYc	EYd
Year group	EYFS	EYFS	EYFS	EYFS
Possible numbers in group				
Teacher/ key adult	SADIE OWEN (CT)	TRACEY DAVIES (TA)	SAM DIVERS (CT)	T.B.C if numbers increase
Support staff available	Debbie Ward	Tereza Hunt	Lucy Downs	
Classroom	ASH	BEECH	1DR	1AP

Year 1

Name of group	1a	1b	1c	1d
Year group	Year 1	Year 1	Year 1	Year 1
Possible numbers in group				
Teacher/ key adult	JAMES SCARBOROUGH (M-W)(CT) FIONA SPERRY (TH-FR) (HLTA)	ANNA PARSONS (CT)	DAVIDA KENNING (TA)	T.B.C if numbers increase
Support staff available	Fiona Sperry	Gaynor Jankoff	Jane Day	
Classroom	3NV	6LP	6CH	3RR

If all of the above classrooms are being used at this stage, we would have three more classrooms available to be used for Year 6 in addition to KW6, the Key worker group.

We would also have to review staffing availability at this stage.

Year 6

Name of group	6a	6b	6c	6d
Year group	Year 6	Year 6	Year 6	Year 6
Possible numbers in group				
Teacher/ key adult	CLARE HILL (CT)	EMMA PRATT (TA)	T.B.C	T.B.C
Support staff available	Michelle Stevenson			
Classroom	4LG	4HO	4VE	???

Pupil numbers will not exceed 15, and only where the room is big enough.

Teachers (and other staff) will be allocated to a group and will remain with their allocated group, as far as possible, during the day and throughout the whole week.

Whole school assemblies will not take place. Teaching staff will address individual groups within their classroom.

Drop off and collection arrangements:

Upon arrival and departure, children will be asked to wash their hands or use a hand sanitizer. Only one parent/carer will be allowed onto the school grounds. Pupils will remain in their outdoor clothing until they are in their allocated classroom. To ensure social distancing staggered start and finish times are in place:

	Start Time	Drop off	Finish Time	Collection
Preschool	PSKW	9.15am	3.15pm	Collection by 1 parent only. Children brought out to parents outside preschool.
	PSA	9.15am		
Reception	EYA EYC EYE	8.40am	2.45pm	Collection by 1 parent only. Children brought out to parents on the playground (EYFS/KS1) outside classes.
	EYB EYD	9.00am		
Year 1	Y1A Y1C Y1E	8.40am	3.00pm	Collection by 1 parent only. Children brought to the door and let out 1 child at a time observing distancing.
	Y1B Y1D	9.00am		

			Line up 2m apart on the playground.		
Year 6	Y6A Y6C	8.40am	Arrive independently where possible.	3.10pm	Leave independently where possible. Parents to socially distance if collecting. Arrive/leave through back gate.
	Y6B Y6D	9.00am	Line up 2m apart on the playground. Y6A: Y4 building from playground Y6B: Y4 building from playground Y6C: Y4 building from playground Y6D: ???		
KW Children	EYEKW Y2KW Y5KW Y6KW	8.40am	Arrive with one parent only. Preschool KW: Preschool EYE KW: Hall (1DR class) Y1E KW: 3CM door	3.10pm Times are more flexible for KW children.	Collection by 1 parent only. Children leave by the same door they entered and let out 1 child at a time observing distancing.
	Y1EKW Y3KW Y4KW	9.00am	Y2KW: Hall (2PW class) Y3KW: 2LT door Y4KW: 5PD door		
	PS KW	9.15am	Y5KW: 5EH door Y6KW: 6HW door Wait 2m apart to enter the building.		

Queuing systems and marking on pathways will be in place at drop off and collection points. Families will be sorted alphabetically to pick up so family groups can leave together to avoid congestion. Gathering outside school at drop off and collection times is forbidden.

Classrooms and Toilets:

Where possible, adults will support the children by maintaining 2m distance. If a pupil requires close medical or intimate care, PPE should be worn. Classrooms will be well ventilated with doors and windows left open. Classroom furniture will be laid out so that children can socially distance. Children will sit in the same seat throughout the day. Children will have access to their own pencil case and stationery. All unnecessary furniture will be removed from the classrooms.

Each year group will have allocated toilets. Only one child will use the toilet at one time and there will be a system in place so that toilets can be cleaned regularly.

In cloakrooms, coats and bags will be spaced out to ensure coats and/or bags aren't touching. Children will not be expected to bring in PE bags.

Movement around school:

All non-essential movement around the school will be avoided. Children need to walk on the left of the corridors, areas of the school will be marked with the appropriate signage. Where possible,

children will be supervised in corridors and the main areas of the school to manage the number of children in these spaces. To the best of our ability, groups of children will not mix. Where possible (in accordance with fire regulations), doors will be propped open to reduce contact with door handles. A fire drill will be conducted when children are back in school.

Hygiene:

Children will be expected to wash their hands regularly for at least 20 seconds. Children will follow washing hands guidance from the NHS, which can be found here:

<https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/>

NHS hand washing posters have been installed above sinks to give information on good hand washing techniques. A rota will be in place that children know what time they will wash their hands AND go to the toilet, at least three times a day. Teachers or a member of staff will supervise toilet usage and inform cleaning staff of any issues.

Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way, using the same PPE as they have always done for this task. This PPE may include: Gloves, Goggles, Apron and Mask.

3. School rules

When pupils return to school, class teachers will explain to the pupils that there are some additional school rules and routines that pupils are expected to follow in order to keep everyone safe. New rules are:

- Hand washing – pupils and staff need to wash their hands for 20 seconds regularly and use hand sanitiser. Children will also be told to wash their hands:
 - Before they eat
 - After they sneeze
 - After they blow their nose
 - After they go to the toilet
 - Whenever asked to by the class teacher
- Children will be reminded to:
 - Not bite their nails
 - Not put their hands in their mouth
 - Cover their mouth when coughing and sneezing
- Social distancing – keep apart from other children and staff. Children will be taught this is the distance of at least their arms outstretched.
- When walking in the corridors, walk on the left in single file
- Tell someone straight away if they feel unwell
- Not to share equipment with each other, this includes stationery and drinks bottles

The children will have the opportunity to discuss these rules and ask questions. Children will be reminded of these new rules regularly. Posters of the new school rules will be displayed around the school.

In addition to this, our three school rules known as ABC, remain in place.

- A – Accept and Respect rules
- B - Behave and allow everyone to learn
- C – Be careful and look after each other

4. Roles and responsibilities

At Parkland we recognise that everyone, staff, pupils, parents, the advisory board and visitors follow the government advice related to COVID-19:

The Advisory Board

The Advisory Board is responsible for approving this policy and monitoring its effectiveness.

The Headteacher

The Headteacher is responsible for developing and implementing this policy. Ensuring that the school environment encourages social distancing and that staff are trained in the new rules and routines, so that they can support pupils to understand them and enforce them consistently. The headteacher will ensure staff abide to the new school rules.

Staff

Staff are responsible for:

- Proactively teach new rules to pupils and parents
- Regularly and rigorously reinforce behaviour throughout the day
- Positively reinforce well-executed rules through encouragement and rewards
- Consistently impose sanctions when rules are broken, in line with this policy
- Creating a safe environment which encourages social distancing
- Remain with their allocated group, as far as possible, during the day and throughout the whole week
- Where possible, ensure the group distance themselves from other groups
- Model the new school rules – this includes staff cleaning their hands more often than usual, use the 'catch it, bin it, kill it' approach and avoid touching their mouth, nose and eyes
- Explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.
- Reminding pupils daily of rules and routines about social distancing and hygiene
- Wearing PPE if pupils require close medical or intimate care
- Supervising corridors and main areas of the school to manage the number of children in these spaces.
- Ensuring pupils do not share equipment and resources
- Self-isolating if they present with coronavirus symptoms as per government guidance
- Adhering to the school cleaning schedule

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy

- Follow the staggered drop off and collection arrangements
- Maintain a 2-meter distance when on school grounds
- Not gather outside the school at drop off and collection times
- Limit the amount of people on the school grounds by sending only one parent/carer to drop off and collect
- Ensure pupils do not attend school if they or if someone in their household has symptoms of coronavirus
- Collect their pupil straight away if their child presents with symptoms of coronavirus

Pupils

Pupils are expected to:

- To follow this policy
- Wash their hands or use hand sanitiser regularly
- Not share equipment or other items including drinking bottles with other pupils
- Cough and sneeze into a tissue and dispose of it straight away (catch it, bin it, kill it)
- Tell an adult straight away if they are feeling unwell

5. Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Texts or phone calls home to parents
- ✓ Celebrate achievements on Twitter and the school's website

6. Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Phone calls home to parents
- ✗ Agreeing a behaviour plan

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7. Behaviour system

Behaviour Ladders are in each classroom they are used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, they are used to modify behaviours that disrupt the learning of other pupils. Class teachers will move children's faces on the ladder in line with government guidance.

Behaviour ladders are to be used during learning times. Pupils who have been on green or above at the end of each half term will receive a certificate.

How the behaviour ladder works:

GOLD – children who move up to gold get a sticker at the end of the day. If they get two golds in a week they get a certificate.
SILVER- children can move up the ladder when positive behaviour is demonstrated and they will be given silver stickers in recognition of their good behaviour.
GREEN - ALL CHILDREN START THE DAY WITH THEIR PHOTOGRAPH HERE.
YELLOW – a verbal warning is given and the pupil's photograph is moved to yellow. A child can be moved back to green if their behaviour improves.
ORANGE – if a child continues to make the wrong choices, they move their photograph to orange and lose 5 minutes of dinner time or morning break depending on the time of the incident.
RED – if a child continues to disrupt the class they will miss 15 minutes of dinner time or one morning break time depending on the time of the incident. As well as: ➤ Parents/careers will be informed at the end of the day

Children who have ended the morning session on yellow or below will move back to green before afternoon lessons begin. No behaviour incidents carried over from Friday to Monday. If there are incidents on a Friday afternoon a pupil will miss 15 minutes of their Parkland Pride time. Appendix 1 shows examples of how the behaviour ladder is used.

8. Lunchtimes

Children will all wash their hands before and after lunch.

Children's lunch's will be delivered to their classroom in a 'grab bag.' Children will eat in their classrooms following hygiene procedures, all tables will be cleaned with disinfectant before and after lunch.

Each group will have their own play box of equipment and will stay in their zone for the duration of lunchtime to ensure social distancing. This will be kept in a container and sterilised at the end of the day.

Some pupils find having unstructured periods of time, such as playtime, extremely challenging. These children have already been identified and will be monitored regularly by the pastoral team.

9. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach. We are aware that for some pupils their provision may have been disrupted during partial school closure and this may be an impact on their behaviour. Children who have a behaviour plan will have a risk assessment for returning to school. This risk assessment will directly address the risks associated with coronavirus, so that sensible measures can be put in place to control the risks for pupils and staff. This risk assessment will be agreed with the pupil, class teacher, parents and relevant members of the school staff which including the Special Education Needs Co-ordinator to ensure the pupil is safe to return to school. If a pupil presents with behaviours which are challenging to manage in the current context such as spitting and biting, Parkland will determine what mitigations need to be put in place and whether, in rare circumstances, the pupil should remain at home. Appendix 2 shows an example of a risk assessment.

10. Pupil Support

We are aware that the current circumstances can affect the mental health of our pupils and parents in a way that affects behaviour. The Department for Education released Mental health and behaviour in schools which can be read here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. It is important to recognise that while 'getting back to normal' is important and will be reassuring for many. Some pupils will:

- Have found the long period at home hard to manage
- Developed anxieties related to the virus
- Have experienced bereavements in their immediate family or wider circle of friends or family
- Had increased/new caring responsibilities.

All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.

At Parkland we are aware how mental health issues can bring about changes in a young person's behaviour or emotional state. To help support pupils with the return to school **EPIC 'Bounce Back to School'** resources will be used. This programme that will be taught every day over a period of six weeks. There will be a morning session and an end of the day activity. Children who may be more vulnerable or who have had a more significant reaction to the pandemic may require small group

work using the same programme as an additional layer of input and support and with a deeper level of engagement from a member of the pastoral team. Each week will focus on a different theme:

- Anxiety and coping with uncertainty
- Cooperation and pro social skills
- Resilience
- Loss
- Gratitude
- Learning to love our environment

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. Access to the EPIC and SALT services are still available during this period as support for children's mental health and well-being is a priority of the school and Trust. Contact details for these services are as normal.

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

11. Exclusions

On rare occasions there may be a need to directly exclude a pupil. Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful, rational; reasonable; fair; and proportionate.

This may mean that the staged behaviour systems would have been bypassed. Violent, extremely abusive and/or behaviours that are challenging to manage in the current context, such as spitting and biting towards peers or an adult could result in an exclusion.

Permanent exclusions are only be used as a last resort, in response to a serious breach, or persistent breaches of the behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Further information regarding exclusions is stated in the school's exclusion policy and annex exclusion policy.

12. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA training (Management of Actual or Potential aggression). For those pupils that have a Positive Handling Plan (PHP) schools will need to update these and agree with them with parents and carers.

Due to COVID-19 and following guidance from CPI parents/carers will a responsibility to come to school to help de-escalate a situation if handling becomes a probable action. If parents do not arrive before the risk of harm to self/others becomes great, pupils will be handled as detailed in their PHP.

If physical intervention is necessary due to challenging behaviour, ideally staff should wear personal protective equipment (PPE), including aprons, gloves and masks. However, staff may not have time to put PPE on if the pupil is hurting themselves and/or others, absconding and/or putting themselves

and/or others at risk. Therefore, staff will take extra hygiene precautions in light of COVID-19, this includes adults MAPA trained and pupils with a PHP having a change of clothes within school and washing of exposed area (including pupil's arms, where they've been held), after de-escalation.

Staff MAPA trained will be trained in the correct use of PPE. PPE will be stored in each classroom, the pastoral office, SLT office and the main office so staff MAPA trained can access PPE easily if necessary.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Our Physical Intervention Policy and annex Physical Intervention Policy contains further details.

13. Pupil Transition

Due to the length of time pupils have not been at school, at Parkland we are aware of the importance of transition to ensure a smooth transition to the next school year and/or school settings.

For children starting or continuing their education at Parkland, staff will complete a year group transition video. This will include key staff introducing themselves and sharing about their role in the team. Class teachers will also share which class they will be teaching and information about themselves (e.g. likes/dislikes, favourite book and favourite topic covered). The video will also contain pictures of the classroom, nearest toilets, cloakroom and which door the children will enter and exit school from.

There will be a section on the school website to support children starting EYFS at Parkland.

Year 6 staff are working with feeder high schools to plan activities relevant to secondary transition as well as looking at potential transition opportunities.

Staff members hold transition meetings with each other as well as with other schools where pupils will be attending.

14. Review

This behaviour policy will be reviewed by the headteacher and the advisory board in line with the latest government advice.

15. Appendix 1: Example of how the behaviour ladder is used

	Behaviour	Rewards/Consequences
Green	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> • Moving up the behaviour ladder • Praise (verbal & non-verbal) • Stickers • ABC stickers • Certificates
Yellow	<ul style="list-style-type: none"> • Refusing to wash their hands when asked by a member of staff • Bringing inappropriate equipment into school • Lack of respect/attention to others and school property • Sharing equipment with other pupils when asked not to do so • Wandering around unnecessarily during the lesson • Throwing/flicking items • Disrespect to adults • Answering back 	<ul style="list-style-type: none"> • Verbal warning • Children move down to Yellow on behaviour ladder • Confiscating offending items • Reminded of expectations • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Orange	Persistent Yellow Behaviour	<ul style="list-style-type: none"> • Moved to orange on the behaviour ladder • Miss 5 minutes of break or lunchtime • Reminded of expectations • Complete behaviour log • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Red	<p>Persistent orange behaviour and children will be moved straight to red for:</p> <ul style="list-style-type: none"> • Verbal abuse including racism & sexism • Biting • Spitting • Persistent physical behaviours • Hurting another pupil/staff member • Leaving the classroom without permission • Any extremely dangerous or threatening behaviour 	<ul style="list-style-type: none"> • Moved to red on the behaviour ladder • Miss 15 minutes of lunchtime (if AM red) or 15 minutes of break the following day (if PM red) • Miss 10 minutes of Parkland Pride • Complete behaviour log and record on online systems (CPOMs) • Call for the pastoral team if required <p>If child is moved straight to red, all the above applies and:</p> <ul style="list-style-type: none"> • Call for pastoral team • Involvement of SLT • Parents contacted • Short fixed term exclusions

16. Appendix 2: Example pupils risk assessment



Parkland
Primary School
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Individual Pupil Risk Assessment

Name _____ Class _____									
Hazard Identified	Person/s at risk	Hazard rating				Control measures	Review		
****may become disinterested and unwilling to participate in lessons/activities.	<ul style="list-style-type: none"> ▪ **** ▪ Other pupils ▪ Staff 	Likely severity of consequence:				Part time therapeutic timetable in place this will be reviewed with **** when he returns to school. Adults to discuss with ****why he does not want to participate and encourage to join in. Options will be given. ****is now supervised at school although during unstructured times staff members are aware of him but he does not have a key 1:1 support.	Constantly reviewed		
		Likelihood of occurrence	1 seldom	2 sometimes	3 Frequently			1slight	2serious
		1=insignificant risk 9=extremely high risk							
Risk of absconding ****running and trying to get away from adult/ leaving school	<ul style="list-style-type: none"> ▪ Pupils ▪ General Public ▪ Road Traffic 	Likely severity of consequence:				****often verbalises that he is going to leave school and walk home alone so when ****is expressing this staff acknowledge that he can't walk home and keep a close eye on him but maintaining a safe distance. If behaviour begins to escalate parents to be called.	Constantly reviewed		
		Likelihood of occurrence	1 seldom	2 sometimes	3 Frequently			1slight	2serious
		1=insignificant risk 9=extremely high risk							

<p>**** can become agitated towards others and may show signs of anger that could result in physically hurting others.</p>	<ul style="list-style-type: none"> **** Pupils MA (4VE) Staff 	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> <td>9</td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes					3 Frequently				9	<p>Early interventions - staff members can now spot when **** will reach crisis as he has left the classroom and will begin to pace up and down the corridor saying to staff 'shut up' and 'leave me alone.' **** will then put his middle finger up, begin to kick the walls and staff and he will start to swear. Mum is called at this point as taking **** to avoid physically intervention.</p>	<p>Constantly reviewed</p>
Likely severity of consequence:																													
Likelihood of occurrence		1slight	2serious	3major																									
1 seldom																													
2 sometimes																													
3 Frequently				9																									
<p>**** can physically damage property when in an agitated state.</p>	<ul style="list-style-type: none"> **** Pupils Staff 	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td>6</td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes					3 Frequently			6		<p>Whilst staff are asking **** to do something he doesn't want to do he will frequently rip down displays, snap pencils, pull things off the wall, pick up drinks bottles and hit children on the head with them. If these behaviours happen, staff will need to ask the rest of the class to leave the room. Staff supervising will maintain a safe distance and parents will be called to deescalate the situation.</p> <p>A good distraction technique is trying to have a conversation with him about a topic he is interested in - football, dogs, his family.</p>	<p>Constantly reviewed</p>
Likely severity of consequence:																													
Likelihood of occurrence		1slight	2serious	3major																									
1 seldom																													
2 sometimes																													
3 Frequently			6																										

<p>****can Self Harm</p>	<ul style="list-style-type: none"> **** Pupils Staff 	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td>6</td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes				6	3 Frequently					<p>****has unravelled a paperclip and tried to stab himself in the stomach. He has attempted to put a bag over his head. ****has asked for pencils so he can stab it into neck. ****often refuses to take his coat off and daily zips it up to the top and tells staff he can't breathe. ****has been witnessed to holding his nose and covering his mouth to stop himself from breathing. Whenever ****is pacing up and down the corridor, he often pulls the staples from displays staff have managed to get these off him before he puts himself in danger. Staff constantly need check the environment and remove potential self-harm items from ****before he has the opportunity to use them for self-harm.</p>	<p>Constantly reviewed</p>
Likely severity of consequence:																													
Likelihood of occurrence		1slight	2serious	3major																									
1 seldom																													
2 sometimes				6																									
3 Frequently																													
<p>****will threaten to hurt staff repeatedly.</p>	<ul style="list-style-type: none"> Staff 	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom				3	2 sometimes					3 Frequently					<p>****will state that he is bringing a knife into school to stab staff. Mum is to insist **** takes his coat off when he enters school. Coat will be kept in a bag in the pastoral office. If **** needs his coat during the day and refuses to take it off after use then parents will be called.</p>	<p>Constantly reviewed</p>
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<p>****will often threaten and attack both verbally and physically one pupil in particular (MA 4VE).</p>	<ul style="list-style-type: none"> MA 	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Likely severity of consequence:					Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes					<p>At present MA's parents have chosen for him not to return to Parkland due to COVID-19.</p>	<p>Constantly reviewed</p>					
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		1=insignificant risk				9=extremely high risk		

Prepared by:

Date:

Authorised by: _____ Date: _____

I have read the above and fully understand the risks and mitigations in place. Please sign and date.

Headteacher: _____ Parent/Carer: _____

Date: _____ Date: _____

Class teacher: _____

Date: _____