

## **Positive Behaviour Policy**

### **Principles**

Bodriggy Academy is committed to creating an environment where excellent behaviour is at the heart of learning. Everyone is expected to maintain positive behaviour, to accept responsibility for their behaviour and encourage others to do the same. As a member of our school community, we follow the values of being 'Ready, Respectful and Safe.'

### **Aim of the behaviour Policy**

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent, calm approach that promotes positive relationships across the school.

### **Purpose of behaviour Policy**

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' children, just wrong choices.
- Encourage children to recognise and learn that they can and should make 'positive' choices
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive relational intervention.

### **Children need teachers to:**

- Give them a 'fresh start' every lesson.
- Help them learn, feel confident and feel safe.
- Be just and fair
- Have a sense of humour
- Help them feel that they are a valuable member of the school community
- Give clear firm boundaries

### **All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their teaching rooms at the beginning of each lesson
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe.'

- Encourage children to walk and wait in lovely lines, on the left hand side of the corridor.
- Take responsibility for behaviour and follow-up consequences personally
- Use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments.
- Demonstrate unconditional care and compassion for all children
- Remain calm when dealing with behaviour situations
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Develop positive relationships with all the children they work with.
- Relentlessly work to build mutual respect

**The Head teacher and the Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, team points, certificates, raffle tickets
- Ensure staff training needs are identified and targeted
- Support staff in managing children with more complex or challenging behaviour,
- Support staff to access and use the schools current assessment tools and record on SIMS to target and assess interventions

**The role of the Parent:**

- We expect that parents/carers will support the school's Behaviour Policy
- We expect that parents/carers will support their child by agreeing to discuss any problems that arise at the school by working in close partnership with teachers and children.
- To attend Parents' Evenings, parents functions and by developing informal contacts with the school.
- Discuss the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- To recognise that learning and teaching can only take place with positive behaviour being instilled.
- To know that staff deal with behaviour problems patiently and positively.

## **Behaviour for Learning**

Be Ready, Be Respectful, Be safe,

We recognise that clear structure of predicted outcomes have the best impact on behaviour. Our principles sets out rules, relentless routines and visible consistencies that all children and staff follow. Positive behaviour is celebrated and children are praised publicly and reminded in private.

We understand that for some children following our behaviour expectations can be a challenge due to their developmental level. In this case, there is a strong focus on developing relationships with these children. They will also need a bespoke behaviour passport, which will include rewards to reinforce positive behaviours.

### **Adult Strategies to develop Excellent Behaviour:**

IDENTIFY the behaviour, Explicitly TEACH the behaviour,

MODEL the behaviour, PRACTICE the behaviour

NOTICE the behaviour, CREATE conditions for excellent behaviour

### **Language around Behaviour**

At Bodriggy Academy we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrase such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teachers. Any significant incidents are logged on SIMS.

**\*It is not the severity of the sanction, it is the certainty that this follow up will, take place**

## Sanctions

### Sanctions should:

1. Make it clear that unacceptable behaviour affects others and shows a lack of respect to others in the school community.
2. Be specific to the individuals making poor choices
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
4. Make it clear that it is the behaviour, not the child, that is unacceptable, and any sanctions should address this.

**Sanctions need to be in proportion to the behaviour shown and the needs of the child.**

## **Stepped Boundaries**

Use child's name, child level, eye contact, deliver message.

### **1. REMINDER;**

I notice you chose to.....(name behaviour)  
This is a REMINDER that we need to Be (Ready, Respectful, Safe,)  
You now have a chance to make a better choice  
Thank you for listening

### **2. 2<sup>nd</sup> REMINDER**

This is the second time that I have noticed that you chose to.....( name behaviour)  
This is a REMINDER that we need to Be (Ready, Respectful, Safe)  
You now have a chance to make a better choice  
Thank you for listening

### **3.WARNING:**

I notice you are still choosing to .....

This is the third time I have spoken to you.  
You will need to speak to me for .....minutes after the lesson,  
BREAK OR LUNCHTIME.

If you choose to break the rules again, you leave me no choice but to ask you to go to the quiet area/ leave the room.

Do you remember when you.....(model of previous good behaviour)?

That is the behaviour I expect from you. Think carefully.

I know that you can make good choices.

Thank you for listening/ I'm glad we had this conversation.

### **3.CALMING TIME:**

I notice you chose to .....(notice the behaviour)

You need to

1. Move to a quieter area in the classroom
2. Wait/sit outside the room
3. Go and sit in another class.
4. Go and have some time in a safe quiet space outside the class room with an adult.

**Playground-** you need to

1. Stand by other member of staff.
2. Sit on the bench and I will come and speak to you in two minutes
3. 3 Go to the Reef room and someone can talk to you in there.
4. Behaviour reported to class teacher at the end of playtime by staff

TIME IN with an adult will make the difference.

DO NOT describe the child's behaviour to another adult in front of the child.

### **5. FOLLOW UP, REPAIR, REFLECT AND RESTORE**

1. **What happened? (Neutral tone, language)**
2. **What were you feeling at the time?**
3. **What have you felt since?**
4. **How did this make other people feel?**
5. **Who has been affected? What should we do to put this right?  
How can we do things differently? (REFLECT)**

## **Behaviour Pathway**

- Reminder-verbal
- 2<sup>nd</sup> Reminder
- Warning
- Calming/ thinking time (in or out of the classroom)
- Consequence: Time-In: break time/lunchtime/Calming time in the classroom where any missed work is completed with the class teacher.
- Follow-Up/ reparative Conversation

Should you feel due to the seriousness that a senior member of staff needs to be part of the follow –up/ Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT

Parent Phoned by class teacher

Parent called to school for a meeting

Internal exclusion

Exclusion

### **Persistent/ Extreme/ challenging Behaviours**

For low level persistent behaviour the class teacher may use an Individual behaviour chart for two weeks or/and a Playground report card. (Appendix A)

When considering more extreme or challenging behaviour, as a school we recognise that children's behaviour is their way of communicating their emotions. Some children exhibit particular behaviours based on early childhood experiences, family circumstances or SEN. We recognise that for many children they need to feel a level of safety before they stop exhibiting extreme behaviours. Where possible, we use our staff to build relationships with each individual child. These children have a bespoke individual support plan and risk assessment (if deemed necessary) which will have been developed by the class teacher in consultation with a member of the pastoral support team. (appendix b & c). These will be agreed with parents and reviewed at agreed intervals.

A behaviour log of incidents will also be kept. (appendix d)

When dealing with an episode of extreme behaviour, a child may need to be physically managed into a safe space (the Reef Room or Cove Room) if they or another person is unsafe. This will only be used as a last resort and by trained staff.

Guidelines on the use of these rooms is available in appendix e & f

The school will record all serious behaviours incidents on SIMS and any restraint using a significant incident Report.

**Exclusions** will occur following extreme incidents at the discretion of the Head Teacher. A fixed term exclusion will be enforced under these conditions:

- Staff need respite after extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include an internal exclusion.

Following a serious incident or/and following a return to school after an exclusion, school may also ask the child and parent to complete a Behaviour Contract.

Appendix g

### **Permanent Exclusion or Out of School Transfer**

This will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high.

See also policies: Positive handling and restraint of pupils

DfE guidelines for behaviour and discipline in schools  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

### **Bodriggy Academy Playtime Report Card**

Name..... Week Beginning.....

To staff- please be aware that I need to be making sure that I am making good choices about my behaviour during my lunchtime playtime.

|           | Signed by adult-Beginning | Signed by adult-End | Please tick to indicate at the end. |   |
|-----------|---------------------------|---------------------|-------------------------------------|---|
| Monday    |                           |                     | ☺                                   | ☹ |
| Tuesday   |                           |                     | ☺                                   | ☹ |
| Wednesday |                           |                     | ☺                                   | ☹ |
| Thursday  |                           |                     | ☺                                   | ☹ |
| Friday    |                           |                     | ☺                                   | ☹ |

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|-----------|---------------------------|---------------------|-------------------------------------|---|
| Monday    |                           |                     | ☺                                   | ☹ |
| Tuesday   |                           |                     | ☺                                   | ☹ |
| Wednesday |                           |                     | ☺                                   | ☹ |
| Thursday  |                           |                     | ☺                                   | ☹ |



|        |  |  |     |
|--------|--|--|-----|
|        |  |  |     |
| Friday |  |  | 😊 😞 |

Any further comments:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Any further comments:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix b

### Individual Support Plan 2019-2020

|       |       |        |                   |
|-------|-------|--------|-------------------|
| Name: | DoB : | Class: | Lead Co-ordinator |
|-------|-------|--------|-------------------|

First Plan written:

Reviewed/updated on:

| <u>Spring Term 2020</u>  |                                     |
|--|-------------------------------------|
| <u>*****'s Day</u>   | <u>Impact/Review (include date)</u> |
| <u>Entering/Exiting school in am/pm</u><br><u>Difficulties:</u><br><br><u>Strategies (as of):</u><br><br>✓ |                                     |
| <u>Whole class teaching</u><br><br><u>Difficulties:</u><br><br><u>Strategies (as of):</u><br><br>✓         |                                     |
| <u>Group/paired work</u><br><br><u>Difficulties:</u><br><br><u>Strategies (as of):</u><br><br>✓            |                                     |
| <u>Break-time</u>  |                                     |

|  |                     |
|--|---------------------|
| <u>Difficulties:</u><br><br><u>Strategies (as of:)</u><br>✓  |                     |
| <b><u>Lunchtime</u></b><br><u>Difficulties:</u><br><br><u>Strategiess:</u><br><br><u>Strategies(as of .....):</u><br>✓ |                     |
| <b><u>Angry or violent behaviour</u></b><br><br>Difficulties: **** .....<br><br><u>Strategies (as of .....):</u><br>✓  |                     |
| <b><u>Any other information:</u></b>   |                     |
| <b><u>Signed by:</u></b><br>Parent:  | <b><u>Date:</u></b> |
| Class Teacher:   |                     |
| Senior Leader:   |                     |
| Support Worker (if appropriate):   |                     |

## Appendix c

### Best Practice - Risk Assessment

To be completed for children who are displaying high risk/challenging behaviours and when considering reduced timetables, fixed term exclusions and permanent exclusions

Student:

DoB:

NC year:

Date:

Overall assessment of risk: (High, medium, low)

Commencement date for reduced timetable/exclusion:

Planned date for full time education to recommence:

School or setting:

Completed by:

Date:

| <u>Identified Behaviours</u>      | <u>H,M,L</u> | <u>1-5</u> | <u>SEN</u>            | <u>Y/N</u> | <u>Teaching &amp; Learning</u> | <u>Y/N</u> |
|-----------------------------------|--------------|------------|-----------------------|------------|--------------------------------|------------|
| Criminal behaviour                |              |            | EHC plan (EBD)        |            | Literacy support               |            |
| *Violence towards staff           |              |            | EHC plan (learning)   |            | Numeracy support               |            |
| *Violence towards pupils          |              |            | SEN support           |            | Emotional / Behaviour          |            |
| *Verbal abuse to staff            |              |            | ADHD                  |            | Other:                         |            |
| *Verbal abuse to pupils           |              |            | Autistic spectrum     |            |                                |            |
| Schedule 1 offender               |              |            | Dyslexia              |            |                                |            |
| Intimidation towards staff        |              |            | Dyspraxia             |            | <b>Attendance</b>              |            |
| Bullying towards pupils           |              |            | Epilepsy              |            | Attendance                     |            |
| Fire raiser                       |              |            | Diabetic              |            | Punctuality                    |            |
| Racial abuse                      |              |            | Asthma                |            | EWO involved                   |            |
| Disruption in class               |              |            | Medication            |            |                                |            |
| Destroys work                     |              |            | *TA support behaviour |            | <b>Reason</b>                  |            |
| Wanders around class              |              |            | TA support learning   |            | Mainstream PEx                 |            |
| Walks out of lessons              |              |            | *Mental health issues |            | Special PEx                    |            |
| Draws other pupils out of lessons |              |            | Oppositional defiance |            | Fixed term exclusion           |            |
| Goes off site                     |              |            | Physical impairment   |            | 2 or more FTEx                 |            |
| *Draws other pupils off site      |              |            | Audio                 |            | No education provision         |            |
| Cannot work in groups             |              |            | Visual                |            | At risk of exclusion           |            |
| *Drug user / involvement          |              |            | Physical disability   |            | School Refuser                 |            |
| *Alcohol misuse                   |              |            | Other:                |            | Supporting education           |            |

|                                |  |  |                          |  |                        |  |
|--------------------------------|--|--|--------------------------|--|------------------------|--|
| Smoker                         |  |  |                          |  | In school support      |  |
| *Self harms / suicide attempts |  |  |                          |  | Progress boost         |  |
| *Allegations                   |  |  |                          |  |                        |  |
| *CSE Risk                      |  |  | <b>Agencies involved</b> |  |                        |  |
| *VIST(s) issued                |  |  | Social Care              |  | Acorn AP               |  |
| *Sexualised behaviour          |  |  | Child protection         |  | Behaviour Support      |  |
| *Sexualised language           |  |  | Health                   |  | Police                 |  |
| *Promiscuity                   |  |  | EPs                      |  | YOT                    |  |
| Vandalism / damage             |  |  | Clinical Psych           |  | CHiN Team              |  |
| Theft                          |  |  | Counselling / Therapy    |  | Targeted Youth Support |  |
| Animal cruelty                 |  |  | Youth Offending          |  |                        |  |

**High / Medium / Low risks of danger - severity**

These relate to risk of harm to staff, students, others (including self) – not to likelihood

**H** = Presents a probable dangerous risk to staff / pupils (including self) e.g. Use of weapons, volatile, unpredictable, irrational.

**M** = Presents a possible dangerous risk to staff / pupils (including self) e.g. Reacts to known triggers

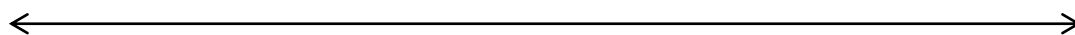
**L** = Presents a low risk to staff / pupils (including self) e.g. Will verbalise and communicate before reacting. Predictable

\* = Automatic High risk

**1-5 Rating**

This scale relates to likelihood of this behaviour – frequency

Blank = not known to have ever happened



**1**

**2**

**3 4**

**5**

Very rarely happens,  
but has been known

Very frequently  
happens

**Measures to reduce risk**

|  | <b>Identified risk</b> | <b>Actions and/or reasonable adjustments to reduce risk (e.g. monitoring arrangements; communication with parents/carers)</b> | <b>Review (Date)</b> |
|--|------------------------|---|----------------------|
|  |                        |   |                      |

|   |  |  |  |
|---|--|--|--|
| A |  |  |  |
| B |  |  |  |
| C |  |  |  |
| D |  |  |  |
| E |  |  |  |
| F |  |  |  |

**Completed by:**

**Signed:**

**Role:**

**Date:**

## Risk Assessments

### What is it?

- A comprehensive assessment of risk on working with this young person
- Measured steps to reduce risk in the event of challenging/high risk behaviour or reduced provision in the school

### Who should do it?

- Senior staff member with responsibility for vulnerable pupils

### When should you complete the form?

- When a child's behaviour is challenging/high risk
- Prior to arranging a reduced timetable (at the planning stage)
- On gaining new information about the young person / family

### Why do it?

- Consistency of approach
- Protection of young person, others, including family members
- Maximising awareness
- Accountability
- Reducing risk
- Planning for the future

### How to do it?

- Complete prior to implementation of reduced timetable
- Any interested parties to give information

### Who should see it?

- Sign off by senior member of staff
- Members of staff who work with the child
- Virtual School in the case of a child in care [cicess@cornwall.gov.uk](mailto:cicess@cornwall.gov.uk) (secure email required)
- For reduced timetables: [schoolaccess@cornwall.gov.uk](mailto:schoolaccess@cornwall.gov.uk) (secure email required)
- Carers / Parents
- Young person (if appropriate)

### Reviewing Process:

- Senior staff member with responsibility for vulnerable pupils
- Virtual School in the case of a child in care [cicess@cornwall.gov.uk](mailto:cicess@cornwall.gov.uk) (secure email required)
- For reduced timetables: [schoolaccess@cornwall.gov.uk](mailto:schoolaccess@cornwall.gov.uk) (secure email required)
- Carers / Parents
- Young person (if appropriate)





### **Guidance on the use of the Reef Room**

(Please refer to separate guidance on the use of the Cove Room)

Definitions of terms used in this guidance:

**Reef Room (Low Arousal Area)** - a modified area within the school that offers a low sensory working environment.

**Sensory input** - how pupils experience input from their senses. Some pupils will have sensory sensitivity, which can affect one or more of the five senses, i.e. sight, sound, smell, touch and taste. A person's senses can be over-developed (hypersensitive) or under-developed (hyposensitive). Both can have an impact on how pupils experience school and access learning.

**Cove Room (Quiet Room)** - a room that offers a pupil an opportunity to calm during the school day

### **Why does the school need the Reef Room?**

Some pupils struggle in school because of the high level of sensory input within the school environment and this may be particularly relevant for pupils with an autism spectrum disorder. Other pupils may have sensory processing difficulties, social/emotional difficulties, or have a need for a low arousal area because of an additional physical need such as a visual impairment.

In these instances the Reef Room may be used as a means of

- a) lowering the pupil's stress/anxiety levels caused by sensory input and
- b) increasing successful access to the curriculum. The Reef Room is a teaching area.

### **Identifying and agreeing the use of the Reef Room for an individual pupil**

The use of the Reef Room, for any child at Bodriggy, should be discussed with and agreed by an Educational Psychologist or SENCO. These discussions should also include decisions on frequency of use. All discussions should be shared with parents/carers and their agreement should be recorded. Children and young people should be consulted in accordance with their age and level of understanding. Use of the Reef Room should be specified in the pupil's individual support plan, facilitating regular review of its use.

## **The Reef Room layout and design**

The Reef Room is a teaching and learning area and is set up to achieve optimum results for pupils who access it. It is located in the main corridor to the rear of the school. A table and chairs are available, along with soft furnishings to meet a variety of needs. The Reef Room is an environment in which sensory clutter is reduced. As much as is possible, furniture is placed at the sides of a room and the central space is kept clear. The area stays clutter free.

Pupils should always have a choice about whether or not to access the Reef Room and it should be easy for a pupil to leave at any time. There are no physical or other restrictions preventing the pupil from leaving the area. Use of the Reef Room will not be used as a physical intervention, the outcome of a physical intervention or a sanction. There are no locks on the door.

Pupils must never be unsupervised while in the Reef Room. However, staff may decide that allowing the pupil to be alone in the room for up to 5 minutes is appropriate in some circumstances but must be able to see inside the room at all times.

**Devised by: Head and Senco**

**To be reviewed by end Autumn term 2020.**

## Bodriggy Academy

### **Guidance on the use of the Cove Room**

(Please refer to separate guidance on the use of the Reef Room)

Definitions of terms used in this guidance

**Cove Room** ~ a quiet room that offers a pupil an opportunity to calm during the school day.

**Reef Room** ~ a low arousal area that offers a low sensory working environment

### **Why does the school need the Cove Room?**

There are times when children need access to a quiet and calm space. The Cove Room is a sensory-controlled calming area. Its purpose is not for exclusion or punishment but rather, offers a space to help children to calm down and to begin to use self-regulation skills. **As such, this guidance relates specifically to the use of a room to allow a pupil to calm as safely and effectively as possible.**

Separate guidance in respect of the use of the Reef Room (A Low Arousal Area) has been developed in order to address confusion over the appropriate use of these two very different resources.

### **Identifying and agreeing the use of the Cove Room for an individual pupil**

In the majority of cases, the use of the Cove Room forms part of a pupil's individual support plan and its use will be agreed by the school leadership and parents/carers and their agreement recorded. Children and young people should be consulted in accordance with their age and level of understanding.

In optimum circumstances, children can choose to access the Cove Room, sometimes with a prompt from staff. In exceptional circumstances, when the child is unable to make this informed choice, staff may be required to accompany the child to the Cove Room using agreed positive handling strategies.

The Cove Room should only be used after in-class strategies have failed to calm the pupil. A decision to use physical intervention to support the pupil in accessing the Cove Room should be based upon a dynamic risk assessment. The use of force is likely to be legally defensible when it is required to prevent:

- self-harming

- injury to other children, service-users, staff or teachers
- damage to property
- an offence being committed and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

In these instances the Cove Room can be used as a means of

- (a) helping the pupil to manage their own emotional state;
- (b) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- (c) reducing the need for prolonged use of physical intervention.

Staff dealing with the child will be fully aware and competent in communicating effectively with the pupil. This could be through PECS, Makaton, use of visual cues or verbal communication; this will be included in the individual support plan.

### **The Cove Room layout and design**

The Cove Room is not a teaching room. It is a place of safety and should create a calming environment for the pupil. Lights should be low. Soft furnishings will be used for pupils who need to lie down. Soft blankets and covers can be helpful to pupils who like to cover themselves up.

Staff must be able to see the child at all times. Outside windows need to be obscured.

### **Helping pupils to understand how to use the Quiet Room**

We will

- introduce the Cove Room in a positive, proactive way that helps the child to understand the benefits that can come from its usage.
- explain to the child that the room can be used when she/he becomes aware that she/he is starting to get upset, get worried or get angry using language that is simple and positively stated.
- explain that the Cove Room will be for them when they are in it.
- avoid staff entering the Cove Room unless absolutely necessary, i.e. to keep the child safe, or unless the child has asked the adult to join them in the room.
- not schedule its use as it is meant to be used as and when a child is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.

The best outcome of using the Cove Room is when a child learns how to 'self-regulate' independently and is able to calm her/himself down.

The Cove Room will be used with a calm and positive approach in order to help reduce anxiety. This means using a planned and sensitive manner to help the child move towards the room and during and after they have spent time there.

### **Introducing the Cove Room to the children.**

We will organise an introduction session, when the child is calm and receptive, in order to help her/him feel good about being there. Initially, the child should be asked to spend five to ten minutes in the room. They can lie down on something comfortable if they want to (e.g. a bean bag, specially provided mattress, etc.) or they can stand and move around if they want to.

Following several sessions when the child has been able to spend time in the room while in a pleasant and quiet frame of mind, the next step is to explain to the child that the Cove Room will also be available when they need a place to calm down, help them stop worrying or help them to feel less angry.

We will explain that sometimes a member of staff will suggest that 'this is a good time to use the Cove Room' or the child themselves may feel that 'this is a good time to use the Cove Room'.

Staff should then be alert to warning signs that the child may need a break and remind the child that this may be a good time to use the Cove Room.

### **Procedure for using the Cove Room**

- a. When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's individual support plan.
- b. If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.
- c. Other staff should be alerted for support as appropriate.
- d. If the pupil continues not to comply, staff should suggest 'this is a good time to use the Cove Room'.
- e. If the pupil continues not to comply and, subject to a dynamic risk assessment, one of the five legally defensible criteria (as in section 2 above) apply, staff may consider it necessary to escort the child to the Cove Room

using an approved physical intervention in line with school policy and Team Teach protocols

- f. Once in the Cove Room and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Cove Room.
- g. When the Cove Room has been used, the incident must be recorded appropriately in line with school policy and forwarded to the adult who manages the individual support plan
- h. While a child is in the Cove Room, senior staff should ensure that appropriate staffing is available to support the child.

At no time should pupils be unsupervised in the Cove Room. It may be appropriate to allow the child to calm on their own but staff must be able to see the child via a window.

At no time should pupils be locked in the Cove Room.

If a pupil tries to leave the Cove Room before they are calm, staff should use low and slow responses to direct the pupil to stay. In extreme cases when the pupil is very angry and unable to process requests, staff may need to implement a dynamic risk assessment.

This response must be recorded after the event in line with school policy. If this becomes a regular requirement it must be included in the pupil's individual support plan.

**Devised by: Head and Senco**

**To be reviewed by end Autumn term 2020.**

Appendix g

**Pupil Behaviour Contract**

To: Pupil and Parent/Carer

.....will begin this contract on .....to assuring their success in improving behaviour. This contract will be used to support them whilst at Bodriggy Academy.

Goals for .....at Bodriggy Academy are:

1. I will follow all school rules and behaviour expectations.
- 2.
- 3.

Rewards if these goals are met:

- 1.
- 2.
- 3.

Consequences if goals are not met:

- 1.
- 2.
- 3.

By signing this contract all parties agree to the stipulations in this document.

This will be reviewed on ..... By Pupil, Parent and Teacher.

Signature of Pupil

Teacher

Parent

Date