

Spring Meadow Primary School and Nursery



LIFE
Education
Trust

Behaviour and Relationships Policy

Reviewed: 1st November 2025
Next Review: 1st November 2026

1. Introduction & Context

Spring Meadow Primary School and School House Nursery provides an inclusive, mainstream education for pupils aged 2–11.

Our approach to developing and maintaining excellent behaviour is founded upon:

- Our school values
- The Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP).
- The Relational Approach as detailed by Paul Dix in his books “When the Adults Change Everything Changes”, and “After the Adults Change”.

Our [Written Statement of Behaviour Principles Spring Meadow](#) underpins and informs this policy, which acts as guidance to support our staff to implement those principles in practice.

Our practice is also underpinned by the Local Authority ‘Ordinarily Available’ Strategy that defines the provision that should be in place for ALL pupils in our school.

2. Purpose

The purpose of this policy is to:

- Develop clear and consistent strategies for the promotion and recognition of good behaviour
- Develop clear and consistent strategies for the prevention and response to unwanted behaviour
- Develop the skills of both adults and pupils in managing behaviour that will benefit both themselves and the wider community
- To provide a clear framework for the creation of calm and physically and emotionally safe classrooms where everyone is able to flourish

3. Aims of This Policy

- To create a culture that values everyone and promotes excellent behaviour for learning and for life
- To create a community where everyone feels a sense of belonging and is able to flourish
- To ensure that all children are treated fairly and shown respect through the development of positive relationships
- To develop a clear understanding of the impact of trauma and childhood adversity which underpins our approach to all relationships within our school community
- To ensure all members of our school community are clear of our behaviour expectations and are provided with clear and consistent guidance about how to support children to self-regulate so they can manage their behaviour in order to be ready and able to learn
- For everyone to know and practise our systems and routines

- To clearly define what we consider to be unacceptable behaviour and outline how this will be managed and addressed
- To promote the expectation that children will be rewarded with an emotional response for good behaviour
- To help learners take responsibility for their behaviours and to be accountable for the consequences of any inappropriate behaviour
- To build a community which values dignity, kindness, care, and empathy for others
- To create a safe, positive learning environment for all where behaviour is addressed in a calm and consistent manner.
- To develop effective working relationships with all parents and carers so they feel equipped to support their children.
- To help develop our children's understanding of appropriate behaviour and self-regulation and understanding and accepting responsibility for their own behaviour and choices
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To ensure that relationship and pastoral care is an integral part of all teachers' work
- To promote pupil's self esteem by providing an effective system of praising both work and behaviour
- To ensure our pupils are polite, happy and considerate of others' feelings
- To ensure we see all behaviour as a communication from the children and therefore aim to develop a sense of curiosity in all staff to explore what is being communicated to us and why
- To ensure behaviour patterns are monitored and regularly assessed to identify particular trends
- To foster the belief that there are NO 'bad children', just 'bad choices'

As a school community, through our taught curriculum as well as during other opportunities our aims are:

- To develop specific social skills e.g. sharing, turn taking, listening to one another, being polite to one another etc.
- To develop specific cooperative and collaborative skills to enable children to work independently or within a group
- To teach strategies for children to solve conflicts calmly and peacefully
- To enable children to recognise and understand a range of feelings
- To ensure the atmosphere of the classroom is respectful and fit for learning
- To promote equal opportunities and instil a positive attitude towards differences
- To promote an ethos of peer support
- To agree boundaries of acceptable behaviour and remind children of these

4. School Values

At Spring Meadow Primary School and School House Nursery we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection belonging to the whole school community.

We have adopted the values of the LIFE Education Trust as we aim to build a community where everyone flourishes. These values are:

- Courageous Optimism
- Boundless Creativity
- Heartfelt Compassion

Our school also reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP). Those values are:

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

5. School Ethos

It is a core aim of our school that every member of the school community feels a sense of belonging and is able to flourish. We achieve this by ensuring that every individual is valued, respected, and treated fairly and well. We are a caring community whose values are built on an attitude of 'Unconditional Positive Regard' leading to mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support. We develop our children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with our children, enabling pupils to feel safe. Our staff are approachable and curious to understand each child as an individual. It is recognised that for some children and young people, we need to adapt our processes in order to meet any specific social, emotional, learning or other needs to ensure a personalised approach.

At Spring Meadow Primary School and School House Nursery, we believe in the importance of relationships to ensure that children feel valued, safe and secure and are able to flourish. We know that relationships provide a sense of connection with members of staff and of belonging to the whole school community. The needs of the child are at the centre of our school practice, and in everything we do here at Spring Meadow Primary School. This policy is to promote a positive ethos of good behaviour across the school including the consistently high expectation of behaviour that is 'above and beyond'.

6. Our Relational Behaviour Model - How we 'do it here'

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

At Spring Meadow Primary School and School House Nursery we follow three clear, simple rules '**Be Ready, Be Respectful, Be Safe,**'. These rules are taught and modelled explicitly by all members of our school community. We ensure these three 'golden rules' are supported through the use of Five Pillars of Pivotal practice from 'When the Adults Change, Everything Changes' (Paul Dix, 2017)

- 1. Consistent and calm adult behaviour** - Staff must be in control of themselves, before attempting to take control of someone else's behaviour. This may mean removing themselves from a situation in order to regulate their own emotions before returning to reconnect and complete the restorative process. All staff give the same message, in the same language, in the same way. We do not shout or humiliate children and remove negative emotion from our voice.
- 2. Relentless routines** - All classrooms have detailed routines that the children know. Children are introduced to the routines at the beginning of every term and they are stuck to robustly. Any change to routine is explained to the class clearly and in a timely manner, allowing children time to adjust.

3. **First attention for best conduct** - Staff recognise those children who come every day, do the right thing, are well-mannered, polite, determined and resilient. Children are recognised in and around school using 'positive noticing'. Staff recognise these children first, before dealing with those who display poor behaviour. Every classroom has a recognition board which is used throughout the day. We address unwanted behaviours in private wherever possible.
4. **Scripting difficult conversations** - Adults use positive, practiced language when talking to children. Examples of these can be found in our Stepped Approach below. This consistency supports adults to remain calm when having difficult conversations and ensure that these conversations are positive with the aim of getting the child back on track and able to learn.
5. **Restorative follow up** - Restoring relationships is a vital part of the Haefen approach to supporting behaviour. Having a conversation with the child after an episode of poor behaviour choices allows the adult and child relationship to remain strong and trusting. Time must always be given to this

This is how we do it here - recognition and rewards for behaviour that is above and beyond

“The behaviour of one child is not everyone else’s business. The advertising of poor behaviour doesn’t help, but routinely advertising the behaviour you want does.”

Paul Dix – When the adults change everything changes.

6.1 Expectations and Responsibilities

We have high expectations for our children and young people, while recognising some children and young people have specific needs.

6.1.1 Expectations and Responsibilities of all staff

At Spring Meadow Primary School we believe that the key to calm and safe classrooms lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The following expectations apply to all adults in the school. They are designed to create clear and simple routines for all children and we expect our adults to:

- Smile, meet and greet every child at their door every day, making sure that we greet children who arrive late with the same warmth and welcome
- Find out what makes our children feel important, valued and like they belong, listening to and sharing with them experiences and interests
- Maintain an open door policy encouraging open communication and discussion with our children’s families, and prioritise working in close partnership with parents and carers ensuring that everybody feels valued and trusting relationships are formed.
- Adopt an attitude of unconditional positive regard for every member of our school community

- Plan lessons that engage, challenge and meet the needs of all learners, incorporating all of the elements of the Ordinarily Available Framework
- Model expected behaviours, attitudes and habits
- Notice and praise desired behaviours
- Encourage a positive attitude to learning within a safe, happy environment
- Promote high expectations and support children to become independent responsible learners
- Encourage and model a sense of respect for our community and our environment
- Maintain clear, consistent routines and systems as these are essential to support children and young people's development and ensuring the health, safety and wellbeing of everyone in our school community
- Take responsibility for completing the restorative cycle and not pass responsibility to Senior Leaders. However, we understand that on occasions, staff may need to step away to regulate their own emotions given the high level of challenge they may be supporting, and in this case other staff or leaders may intervene to keep the child safe and support regulation. It is still important that the original member of staff reconnects and completes the restorative process when they are emotionally able.
- Reflect on any incidents of challenging behaviour to identify any changes to practice that can be made in the future. (See Appendix 2 - Reframing the Behaviour)
- Make accurate and timely recordings of behaviour and safeguarding concerns following the CPOMS Guidance (Appendix 1)

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day - we greet and check in with every child daily
- Positive recognition - we have Recognition Boards in every class which are used to recognise positive behaviour
- Transition times
- Whole school activities such as assemblies
- Getting changed for PE or other activities
- Moving around the school
- Break and Lunchtimes

6.1.2 Relentless routines

Here at Spring Meadow Primary School we know that predictability makes children feel safe and that routines are central to this predictability. Our high standards and expectations for routines are translated into our school and classroom by adults demonstrating daily our agreed routines:

- The school's day starts with a meet and greet both at the gate and on the door as children enter our school
- All classes have a visual timetable up in the classroom and these change depending on the needs within the class. Some children have their own visual timetable or a now and next board
- At lunchtime the bell is rang at 1:05 and children are to tidy up, they will then line up once another whistle has blown and they are sent back into the classroom by the play team
- As much as possible, the daily timetable is consistent throughout the school
- Enriching, high quality inclusive teaching is at the heart of everything we do for every child, every day in every lesson
- All children are required to show 'fantastic walking' around the school to ensure safety and consistency
- An agreed signal of 3,2,1 or 'show me five' is used to gain signal the class for silence
- An agreed signal for KS1 of lining the children up quietly by calling table upon table when going in for lunch
- All children are required to show 'legendary line ups' within the classroom, outside and the school hall. Legendary line up consists of children standing facing the direction they are to walk, quiet voices or no voices and standing in the line

6.1.3 'Relentless Botherdness'

Relentless routines are supported by an approach from all adults that makes sure that we continually seek to understand and support every child. We actively notice the wellbeing and behaviours of every child, and demonstrate consistent and continuous care and support even when faced with the most challenging behaviour.

6.1.4 'Strong on Boundaries and Big on Heart'

We understand that children respond best when they understand what is expected of them. All adults at Spring Meadow will set and communicate clear and consistent expectations and will maintain these with care, kindness and compassion.

6.1.4 First attention for best conduct

Here at Spring Meadow we recognise and reward children who go 'Above and Beyond' our everyday standards. Praise and recognition is an integral part of our behaviour policy.

We know that we get more of the behaviour that we notice the most, and this is what motivates our positive behaviour approaches within school. Our staff team knows that the use of praise in developing a positive atmosphere within and outside of the classroom cannot be underestimated. We know that a quiet word of praise can be just as effective as a larger, more public reward and will intrinsically motivate our children to continue with desired behaviours.

We believe that positive praise is key to developing lasting positive relationships with our children, including those who sometimes can be the hardest to reach.

The following strategies will be used consistently by all adults in the school:

- Positive rewards given from all Spring Meadow staff include positive messages home, this can be via a face to face chat, a phone call or a positive note home.
- We recognise that children show 'above and beyond' behaviour throughout the school day at Spring Meadow Primary School. We award Golden Wellies to those children who show these preferred, outstanding behaviours during lunch times. We look for behaviour that is ready, respectful and safe and award the 'golden wellies' during assembly time. The child will keep these golden wellies in their classroom for the duration of the week before they hand them to our next worthy winners.
- We have Spring Meadow Primary School Ambassadors who wear badges to show that they are excellent role models who set a good example at all times. These are children who go 'above and beyond' consistently, and who are spotted doing so by the Senior Leadership Team. When a child is awarded an ambassador badge this is shared with those at home by the Senior Leadership Team.
- House points are awarded throughout the school day by all staff who see positive behaviours within the classroom and around the school. House points are collected in a central point for all children to see and celebrate everyday in the lunch hall as a reminder of the positive behaviour that is occurring within their houses. The scores are tallied up each term and a house cup is awarded to the winning house during assemblies at the end of term. Children who show 'above and beyond' behaviour in year 2 and 6 earn the responsibility of being a house captain throughout the year.
- In each classroom there is an 'appreciation board'. Each day the teacher and classroom staff will recognise children who are showing positive above and beyond behaviours and move their name or picture onto the appreciation board. A conversation as to why the child has achieved this recognition will be had so that the child recognises and understands which desirable behaviours have been displayed by them. A child's name will never be removed from the appreciation board once it is on. There is no material prize for children who get on the appreciation board, it is about intrinsically motivated positive behaviours.
- Hot Chocolate Friday is run by the Executive Headteacher or Head of School and is for children who consistently that week have shown our school rules 'ready, respectful, safe' and have gone above and beyond. This name can be given by any adult in the school, staff

members or visitors. There are some weeks when no children within a class will be nominated, it is a sincere high - level recognition and is not to appear devalued. Staff make sure that children who attend Hot Chocolate Friday are very clear about why they have been nominated.

6.1.5 Scripting difficult interventions

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

Our stepped approach (see below) outlines the steps an adult should take to deal with poor behaviour. It includes microscripts for each step to ensure consistency across the school for all children ensuring predictability, which makes certain all children are being treated fairly. Staff use a gentle, measured approach which can include lowering themselves to the child's level, referring to the child by name, making eye contact, delivering the key message linked to their behaviour and then walking away to give the child time to process and understand the expectation.

6.1.6 Using Logical consequences

We use carefully thought out consequences that link to the behaviours seen. Further information about the types of consequences are included below in 'how we teach behaviour'.

6.1.7 Restorative follow up

Following on from incidents where poor behaviour has occurred, it is vital that the teacher who was the initial member of staff to deal with the behaviour (supported by SLT if necessary) should conduct a restorative conversation with the pupil. This will ensure that the relationships between staff and pupils remain positive and allows the child to know that we move on from these incidents that occur as well as allowing the child to reflect and evaluate their own behaviour. The questions and conversation will differ depending on individual needs and age of the pupil. See **appendix 2**. For our stepped approach blueprint.

6.1.8 Expectations and Responsibilities of the Senior Leadership Team

Senior leaders will:

- Be visible at the beginning of the day to welcome the children into school
- Be a visible presence around the school throughout the day
- Celebrate staff and children whose efforts go above and beyond expectations
- Notice and share good practice
- Stand alongside to support adults who are managing challenging behaviour and support reflection after an incident is resolved

- Regularly review the trends in behaviour and put into practice the necessary support
- Support and/or challenge adults who do not have a positive approach to managing behaviour

6.1.9 Expectations and Responsibilities for Governors

The Local Governing Committee will:

- Be involved in developing the Relationships and Behaviour Policy ensuring that it is aligned with the Trust and School's vision and values and the Written Statement of Behaviour Principles
- Attend training to increase their own knowledge and support the leadership of personal development, behaviour, PSHE and mental health and well-being
- Monitor the policy strategically and systematically against the school's vision and values
- Support the school with the implementation of this policy
- Be responsible for the wellbeing of all children and staff, including the Senior Leadership Team

6.1.10 Expectations and Responsibilities for Parents and Carers

Promoting positive behaviour is most successful when parents work in collaboration with the school.

Parents and carers will:

- Support their child in understanding the expectations of behaviour as outlined in the home school agreement
- Taking account of home to school transport and SEND related issues, ensure that their child attends school every day, on time and ready to learn
- Inform the school of any changes in circumstances that may affect their child in school
- Speak to the child's class teacher, in the first instance, if they are concerned about their child
- Support the school's Behaviour and Relationships Policy and Anti-Bullying Policy
- Engage in discussions and meetings to support their child's behaviour and wellbeing, and attend promptly if called to the school
- Understand that no child's behaviour should prevent other children from learning or from feeling safe
- Model treating everyone equally and fairly, regardless of their age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, gender or sexual orientation (the Protected Characteristics)
- Be positive towards their child and their efforts and achievements.

6.1.11 Expectations and Responsibilities for Children

All children will:

- Follow the school rules of Ready, Respectful and Safe

- Be respectful and kind and behave in a way that keeps themselves and others safe
- Treat everyone with respect, regardless of background, gender, sexuality, age, disability, religion, faith or race
- Learn self-regulation strategies that support them to deal with a range of situations positively
- To resolve conflict and build and maintain positive relationships by engaging in the restorative practice model
- To accept the consequences for their actions in order to develop the skills of self-regulation and self-discipline
- Behave in a way that does not stop others learning
- Behave in a way that is safe and makes others feel safe
- Understand that if an adult gives them a choice, they are trying to help and support

6.2 Our Consistent Stepped Approach

All unwanted behaviours must be addressed using the stepped approach below

	Step	Actions	How We Do It Here
1	Redirection	Gentle encouragement to steer the child back to doing the right thing	<ul style="list-style-type: none"> ● Use the child's name ● Get down to child's level ● Make eye contact ● Deliver the message ● Walk away to give take up time
2	Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately where possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage	<ul style="list-style-type: none"> ● "I noticed you chose to" (state noticed behaviour) ● "This is a reminder that we need to" (state the desired rule you want - usually linking to ready, respectful and safe) ● "You now have the chance to make the better choice" ● "Do you remember when ..." (model of previous positive behaviour) "That is the behaviour I expect from you now" ● "Thank you for listening" (give the child time to process and understand)
3	Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue	<ul style="list-style-type: none"> ● The child is offered a clear choice to turn the moment around. ● "You need to understand that every choice has a consequence. If you choose to do your work, this will happen... If you choose not to do your work, this will happen... I am going to leave you to make your decision."

			<ul style="list-style-type: none"> ● “Do you remember when you helped to tidy up yesterday? This is the choice I would like to see today.” ● “I care about you. I know you can make the right choice and turn this around.” ● Microscripts may be needed for some individuals ● Restate the behaviour you are observing and what rule that is breaking; ● Explain the choice to the learner and make sure they know how to be successful ● Walk away and allow the learner to have the space to make a decision and/or correct behaviour
4	Time Out	Give the child the chance to reflect away from other children. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so	<ul style="list-style-type: none"> ● “I noticed that you chose to” (state noticed behaviour) ● “You need to (describe appropriate place, outside with the chickens, walk, quiet area, reading area) I will come back and speak to you in ____ minutes” ● Allow child to have 5 - 10 minutes to reflect, calm down, etc. without causing further disturbance ● Child to complete appropriate task to calm and refocus on positive behaviour choices ● If behaviour improves support child in reintegrating with the class
5	Internal Referral	The child may be referred internally to another area of the school for the remainder of the lesson / a short period of time. This is to allow cool down time and is NOT used for reparation or repair.	<ul style="list-style-type: none"> ● If the child has been escorted to another area of the school due to ongoing, persistent verbal or physical behaviours that are affecting the learning and safety of others do not describe the behaviours of that child in front of others that are not involved in the incident. This step is to ensure that the child is keeping themselves and others safe. ● The person receiving the child will support them to regulate but will NOT discuss the incident, try and elicit an apology or deliver a consequence.
6	Follow up, repair and	A restorative conversation between the class teacher	<ul style="list-style-type: none"> ● The restorative conversation should be delivered calmly using open questioning

	restore	or LSA should take place at the earliest opportunity once the child is calm and regulated. This may be supported, but not led by, a member of SLT	<ul style="list-style-type: none"> ● It should only last as long as is necessary for reflection and rebuilding the relationship between adult and child ● Do not chase an apology ● Possible restorative questions: <ul style="list-style-type: none"> ○ What happened? (neutral language) ○ What were you feeling at the time? ○ What have you felt since? ○ How did this make people feel? ○ Who has been affected? ○ How have they been affected? ○ What should we do to put things right? (logical consequence) ○ How can we do things differently in the future? ● The number of questions and length of the restorative conversation depends on the age and individual needs of the child.
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7. What do we do to teach and promote positive and desirable behaviour?

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become ‘stress detectives’ and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child or young person in order to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

8. Viewing behaviour as a learning process

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times children and young people will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance to the child or young person along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our child/young person’s behaviour and maintain our

relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

9. Using logical consequences

Evidence shows that sanctions or punishments have limited long-term effects on improving a child's ability to self-regulate or improve their behaviour. For this reason, we do not use sanctions as part of our Stepped Approach to promote desired behaviours. Instead we utilise consequences, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

Our school applies consequences using the following principles:

- Adults make it clear to the child that the action is a consequence and help the child to see a logical link between their behaviour and the response.
- Consequences are delivered with empathy and understanding of the context
- Consequences are appropriate to the child's level of understanding
- Consequences keep children safe. They can be proactive based on lessons learnt from previous incidents.
- Consequences protect the adult / child relationship
- Consequences should, wherever possible, have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur again, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

9.1 Protective Consequences

Protective Consequences are utilised to protect the rights of others and keep a child or young person safe. At our school this may include:

- Co-regulation to help develop self-regulation strategies
- Increased staff ratio
- Change of timings of the school day or timetable
- Arrangements for access to outside space
- Child or young person escorted in stressful situations
- Differentiated teaching spaces

9.2 Educational Consequences

At our school we use Educational Consequences to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. These should always be logical, appropriate and proportionate.

Examples include:

- Ensuring the child or young person completes the task they have disrupted
- Rehearsing/modelling situations through intentional teaching of prosocial behaviour
- Ensuring the child or young person assists with repairs where they have caused damage (when possible and practical)
- Intentionally providing educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- Providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

9.3 Use of suspension as a consequence

At Spring Meadow Primary School and School House Nursery , whilst we understand that suspension may be a necessary consequence, we only use this when absolutely necessary. Our school still applies the protective and educational approach to consequences even if the outcome is suspension: protective as a suspension insists on a short term change in routine and becomes educational when the provision is more personalised to meet the child's needs.

An appropriate use of suspension would be to allow the adults time to make the necessary adjustments to meet the needs of the child going forward. This includes:

- Reflecting, identifying needs and amending plans
- Using the time to prepare a suitable timetable or appropriate interventions to support

We understand that whilst a suspension might mark a break from the challenge for school staff, this is often not the case for the child person. Reflection and restoration are still essential to enable the pupil and staff to learn from the situation, to not carry unresolved shame with them, and to remain hopeful for the future. To achieve this, suspensions must be issued with kindness and compassion. At our school we will always explain why the suspension is happening, separate the child from their behaviour, and ensure they have a safe adult who provides unconditional positive regard. We also provide hope for their return by planning for their reintegration and providing opportunities for them to share their views. We will endeavour to visit a suspended child at home before they return to school in order to reassure them that they are welcome and that their return will be a fresh start.

We refer to the [Education Access Team's Suspension Guidance](#) and the [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) on every occasion that suspension is considered.

9.4 Use of exclusion as a consequence

Exclusion will only be used as an absolute last resort if keeping the child within Spring Meadow is damaging to the safety and welfare of the child, or if the child poses an extreme danger to other children within the school that cannot be safely managed.

Our school considers the following principles and questions when considering exclusion:

- Is it absolutely necessary to exclude?
- What alternatives might be available?
- Is it in the best interest of the child?
- Is it in the best interest of the school community?

On the extremely rare occasion that exclusion occurs, our school would ensure:

- A positive goodbye with closure for staff, the child and their family
- A robust handover between school staff to support the transition to the new school or setting
- Ensuring that the child takes their work with them to share with their new teachers, demonstrating their achievements and what they are proud of
- Restoration opportunities in the new school/setting, repairing the child/young person's relationship with education
- Encouragement to build new positive relationships to ensure a sense of belonging.

There are 15 DfE exclusion codes that can be used to record why a child has been excluded:

PP – Physical Assault against a pupil	PA – Physical Assault against an adult	VP – Verbal abuse/ threatening behaviour against a pupil
VA – Verbal abuse/ threatening behaviour against an adult	OW – Use or threat of use of an offensive weapon or prohibited item	BU – Bullying
RA – Racist abuse	LG – Abuse against sexual	DS – Abuse relating to disability
SM – Sexual misconduct	DA – Drug and alcohol related	DM – Damage
TH – Theft	MT – Inappropriate use of social media or online technology	DB – Persistent or general disruptive behaviour

As our school seeks to understand behaviour, we do not exclude for 'Persistent Disruptive Behaviour' as there are 14 alternatives which provide a far more meaningful description of behaviours.

We refer to the [Education Access Team's Exclusion Guidance](#) and the [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) on every occasion that exclusion is considered.

10. Out of school behaviour

Spring Meadow Primary School is committed to ensuring our pupils act as positive ambassadors for us, taking this into account our expectations are as follows:

- Positive behaviour choices are made to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour choices are made so that the health, safety and welfare of our pupils, staff, volunteers or members of the public is not compromised
- The same behaviour expectations for pupils on the school premises apply to off - site behaviour

11. Harm from dysregulated (stress) behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

11.1 Supporting those who have been harmed

Our staff and children receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child) is fully supported.

We always consider the following:

- Are they physically safe and protected?
- Do they need immediate first aid and medical treatment?
- Is there a need for immediate police involvement?
- How can we provide them with the opportunity to talk about the incident either with a trusted person or other independent service?
- How can we give reassurance to reduce feelings of guilt or anxiety?

12. Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for

supporting a situation appropriately and keeping everyone safe can be developed. An example of information to be included in the risk assessment can be found in Appendix 5.

13. Physical intervention - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools February 2024](#)

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort, and when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary in line with our [Draft Physical Intervention Policy.docx](#)

Our school follows the Essex Guidance [Understanding and Supporting Behaviour - Safe Practice for Schools - August 2023.pdf \(essex.gov.uk\)](#)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded on CPOMS and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing. The Head of School and / or Executive Headteacher must also be informed as soon as possible after the physical intervention has occurred.

14. Screening and searching children and young people

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people: We follow the DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent or carer. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent or carer, the teacher should ensure that the parent or carer is made aware that an item has been confiscated via text or phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent or carer. As many children are transported to and

from school by taxi or minibus, it may be necessary to ask the driver to return the item. In this case, the driver will be required to sign for the item.

Staff do have the power to search without consent for “prohibited items” including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

15. How we support children and young people with additional Social, Emotional and Mental Health needs

At Spring Meadow Primary School and School House Nursery, we recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child/young person’s life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children and young people, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

Recognising that ‘flexible consistency’ allows for personalisation and reasonable adjustments, staff in our school are trusted to apply this policy with discretion through their knowledge of the child/young person’s context. This includes integration between policies which enables staff to seek the views of internal school leads for SEND, Mental Health, Pastoral Support and Safeguarding to ensure that use of all the policies enable a fair and informed decision.

We understand that the communicating behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive

to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child or young person be in a place to learn, connect and flourish.

Appendix 1 - CPOMS Guidance

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. We use the online system CPOMS to record behaviour and safeguarding concerns and actions.

How to record incidents using CPOMS

CPOMS is the electronic management system that Spring Meadow Primary School uses to record, action and monitor safeguarding and behaviour concerns.

Every staff member has their own personal login which can be accessed at the following web address. <https://springmeadow.cpoms.net/> This means that all staff, whatever their role in school, are able to record and alert the relevant safeguarding staff and school leaders to any incident of concern. In order that incidents can be clearly tracked, **all staff should use their own logins to record incidents** and not record the reports of others under their name. Please ensure that each incident is recorded separately so that numbers and types of incidents can be accurately tracked. It is important that the date and time of the incident is recorded accurately, by changing the date of the report. Otherwise, the chronology of incidents cannot be tracked. Writing the date and time in the body of the report does not replace the need to ensure that the report is dated correctly.

Please ensure that all adults involved in a situation are named fully within the body of the report. Using initials can lead to confusion, and using the term 'adults' makes follow up very difficult.

Please also use the full name of the child who the report is about. Any other children involved should be referred to by their initials within the report itself and then linked to the incident so that their full names are visible outside of the main report.

All adults involved in a situation must record the incident from their perspective. This applies even if you initially deal with an incident and then request support from a teacher or senior leader. It remains the responsibility of the person dealing with the initial incident to make the report, and then additional adults will detail their involvement as actions.

When reporting incidents of any kind, please make sure that reports are accurate and factual. You should avoid the use of emotive language such as 'decided to', 'kicked off' or 'trashed the room', instead please describe the behaviours themselves e.g. he then shouted "xxxxx" at Mrs Smith and ran out of the door throwing two chairs at the cupboard and overturning a table. Please also ensure that any adults involved are named and their involvement is accurately recorded. So instead of 'the incident was witnessed by 2 other adults', please state for example, 'the incident was witnessed by Miss Smith and Mr Brown. Miss Smith was standing next to the tree and Mr Brown was observing from a distance'. Please also include information about the lead up to an event. This will allow us to identify and address any possible triggers.

It is absolutely imperative that actions are recorded when making a report on CPOMS. Please do not upload any incident without noting the actions that you have taken. For LSAs this may simply say passed the incident to x teacher or x senior leader to speak to address. But it is then important that you have actually spoken to that member of staff because they must record an action to the incident report so it can be closed. Teachers will need to note if they sought SLT involvement, whether they spoke to parents, and what consequences or protective measures were put in place.

Senior Leaders and the Inclusion Team have additional permissions which allow them to see and act on all reported incidents and undertake analysis of the information stored. Their logins are protected by two-factor authentication to ensure confidentiality.

Some users have permission to edit reports after they are written. Please be aware that this feature should only be used when absolutely necessary, and on every occasion that a report is edited, a reason for editing must be logged. This may simply be a spelling mistake, or because the wrong adult or child had been linked to the incident. If substantial changes are needed due to additional information becoming clear, please add as an additional action. Please note that the full editing history of any recorded incident can be viewed by administrators of the system. This also applies to deleted items.

If you have a concern with safeguarding or behaviour you must update CPOMS as soon as possible after the event and at least by the **end of the next day**. If you do not have time to make the report on the same day, please ensure that you have verbally updated the relevant people or sent a short email to alert them to an incident. It is always advisable to complete CPOMS as soon as you can while events are fresh in your mind.

The table below shows who should be **assigned** to an incident (i.e. they need to take action / responsibility) and who should be **alerted** (i.e. those who need to be aware of the situation but do not necessarily need to act). Nicky Patrick, Emma Donegan, Claire Pallett, Lisette Seaman, Lauren

Kioussis and Marcia Gois are automatically alerted to all incidents uploaded to CPOMS so do not need to be included in any alerts.

Please do not assume that assigning an incident to another person means that they have accepted responsibility for taking action to resolve a situation. Please make sure that agreement has been reached as to what the next steps will be and who is responsible.

Kind of Concern	Assign to....	Alert....
Safeguarding Concern (low level)	Emma Donegan	Classteacher
Safeguarding Concern (high level)	Emma Donegan	
Behaviour (high level)	Classteacher	Lead Teacher
Behaviour (very high level)	Lisette Seaman	Class Teacher Lead Teacher

All safeguarding concerns (however small) should be logged as they may be part of a bigger picture. Low level concerns should be flagged to the classteacher, but serious concerns should not as a matter of course. Emma Donegan will consult with Nicky Patrick to agree who else needs to be made aware of serious concerns and referrals.

It is important that high level or persistent behaviour concerns are recorded so that an accurate picture can be built up over time to inform support requirements. The Inclusion Team may well be involved in dealing with high level incidents but they should also be alerted to reports on CPOMS. Minor behaviour issues such as refusal to complete work, or low level disruption in class does not need to be recorded on CPOMS (although you may wish to keep your own records in class).

The vast majority of behaviours should be dealt with by class with escalation to the Senior Leadership Team used only in the most serious incidents (e.g. high levels of dysregulation that place others in danger and the child cannot be calmed). For behaviour that does not require escalation to the Senior Leadership Team the incident should be assigned to the class teacher who should follow this up with parents / carers if appropriate and **record any actions taken**.

If the incident requires the intervention of the Senior Leadership Team, this should still be recorded by all adults who were involved. This ensures that a full and accurate account is on the system.

Each incident will need to be assigned to one or more predefined categories within the system. Again, the accurate assignment of categories will support accurate tracking and analysis. Please do not use Safeguarding or Child Protection categories unless advised to do so by Emma or Nicky. If you are worried about a child, you should record it as a Cause for Concern and Emma or Nicky will decide whether to raise this to Safeguarding. Please do not use Cause for Concern for behaviour incidents. It is vital that the correct categories are noted for records and for gathering data from the system moving forwards.

Please speak to Emma Donegan, or Nicky Patrick if you require any additional support and / or training in using CPOMS effectively

Appendix 2 - A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful. Examples of reframing-	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them
<p>Be the stress detective - why and why now?</p> <p>What is the typical adult response?</p> <ul style="list-style-type: none"> • Is there an adult response plan? • Is the plan helpful, shared, used and understood? • Is there a personalised stress/distress management plan? <p>Consider the environment Is there adequate differentiation for learning and sensory</p>	<p>Avoidant: in 'fight/flight' survival mode</p> <p>Defiant: in 'fight/flight' survival mode, coping with threat</p> <p>Aggressive(controlling): outside window of tolerance. Dysregulated in the hyperarousal state as a result of becoming distressed. Now in 'fight' survival mode, adaptive strategy to manage underlying vulnerability e.g. fears, anxieties, helplessness, confusion, shame, or feeling frightened</p> <p>Attention seeking: attachment/connection needing: they need time and attention for something in that moment (they do not feel safe and secure yet and trying to gain a sense of belonging)</p> <p>Withdrawn: cautious possible indicator of an emerging 'flight/hypoarousal and or freeze' response being used to cope with the situation</p> <p>Rude: self-protective: "I need you to know how I feel so I'm going to make you</p>	<p>The impact of trauma For example-How have any adverse experiences affected their ability to trust, share attention? (confirmed or assumed)</p> <p>Feelings fuelling the behaviour Is the child/young person projecting their feelings onto you? Are you inadvertently re-enacting previous relationships? Are you too distressed by the behaviour to co-regulate?</p> <p>Attachment history- what is their survival strategy? How have earlier experiences shaped the child/young person's preference for connecting with others? How is this being challenged/affirmed?</p> <p>Social development</p>	<p>Structure and Predictability Visual routines, preparation for transitions, opportunities for sensory input and relaxation</p> <p>Adapt the learning Small steps, time limited, clear and realistic expectations, choice and use the child/ young persons's strengths Rhythmic/repetitive intervention/support.</p> <p>Relationships with the staff Compassionate and kindness in the greetings, verbal language and body language; genuine empathy for tough times, exploration of feelings, use of regulate/relate/reason. Use PACE.</p> <p>Relationships with peers Role playing and social stories, mentors, clear roles</p>

<p>needs and personal strengths</p> <p>How are rules shared, talked about and explained?</p>	<p>feel like it too so you will help me”, or “I don’t think you like me/don’t care”. In fight mode.</p> <p>Not engaging: doesn’t feel safe yet. possible indicator of an emerging dysregulation response being used to cope with the situation.</p>	<p>Can they play with or are they better alongside? Can they share and negotiate? Do they show empathy?</p>	<p>in any group activity, reduce competition, increase play and fun.</p>
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A Tool for Understanding and Reframing Behaviour

<p>Describe the behaviour Review and be curious</p>	<p>Reframe the Behaviour</p>	<p>Reflections How is this behaviour understandable? What’s getting in their way/what are the barriers? How can we help?</p>	<p>Adult response What do we need to intentionally teach? Find the barriers and remove them</p>

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Appendix 3: STAR Analysis

What happened at the time?	What staff could do differently in the future.
Setting (Time, environment, relationships, etc.)	
Trigger (stressors)	
Action (What happened?)	
Response (What the adults did?)	

Appendix 4: Adult Response Plan

Window of Tolerance What the child/young person is like when regulated, calm and engaged?	How best to support and maintain this and support regulation
Dysregulation What are the first signs that things are becoming too stressful?	Strategies to support and to co-regulate
Hyperarousal What are the communicating behaviours?	Interventions necessary to support and co-regulate
Hypoarousal What are the communicating behaviours?	Interventions necessary to support and co-regulate

Appendix 5: Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school?		
Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		

Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	Y/N n/a	What needs to be done
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child/young person?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		

Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		
Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		
Are adults using positive language around and to the child/young person?		
Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		

Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		
Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		
Do all staff know how to react to the child/young person and his/her		

communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		

Social interaction (less structured environments)	Y/N n/a	What needs to be done
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		

Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		

Appendix 6: Risk Assessment Guidance

Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the child or young person in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and Children's Social Care shared?

The assessment will include:

- Identified vulnerable child/young person (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified child/young person or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

