

**Purwell Primary School**



**Behaviour and  
Discipline and Restrictive Physical Intervention (RPI) Policy  
2021**

To be approved by the Governing Body, for immediate implementation, on 24<sup>th</sup> May 2021.

To be reviewed – Summer Term 2023

## **Respect for all**

At Purwell Primary School, we believe that every person is equally important and that no one has the right to harass, insult or cause offence to any other person for any reason. At school, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils. We have adopted key elements of the Hertfordshire Steps therapeutic approach to behaviour management. This approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Teaching and learning staff were trained in level one 'Step on' training (July 2018, next training Sept 2021) and new staff joining the school will receive this training as soon as it is available to them. We have a member of staff who is an accredited Hertfordshire Steps tutor (Mr Cano) and delivers the initial training and future refresher training to our staff.

These aims and principles reflect the behaviour principles:

### **Aims**

- To be welcoming and inclusive.
- To create a firm and consistent approach throughout the school.
- To maintain, encourage and promote positive behaviour, self-discipline and respect.
- To encourage independence and personal confidence.
- To uphold our school values as a community who respects an individual's rights.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To develop pride in the school, in work, in effort as well as achievement.

### **Promoting positive behaviour**

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour. Using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.
- Comfort and forgiveness.
- Teaching pupils self-regulation techniques through the teaching programme called 'Zones of Regulation'.

## **Rights and responsibilities**

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

## **The curriculum and learning**

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti-Bullying topics. They are taught the principles of self-regulation during assemblies, circle time and through daily check-ins, which take place within each class. Children will be taught 'Zones of Regulation' tools for calming including the techniques, *six sides of breathing* and *lazy 8 breathing*. Children will be given the opportunity to consolidate these regularly. A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to positive behaviour as it is to positive learning. All children should be treated sensitively; criticism should never damage self-esteem, belittle or humiliate, but focus on the behaviour rather than the individual child.

## **Expectations**

At the start of the year each class works together to generate their own class rules. To ensure that expectations of behaviour are clear, are displayed, shared and adhered to by all. Some suggestions would be;

- Do be kind and helpful – Don't hurt people's feelings.
- Do be gentle – Don't hurt anyone.
- Do listen – Don't interrupt.
- Do work hard – Don't waste your or other people's time.
- Do be honest – Don't cover up the truth.
- Do look after property – Don't waste or damage things.

A distinction has to be made between developmental behaviour and persistently unacceptable, difficult, provocative and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school's expectations and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets (Individual Targets- see SEND policy) with specific rewards, alternative rewards or consequences and the use of outside agencies, (Hitchin Behaviour Support Team, Educational Psychologist etc.)

## **Praise, reward and celebration**

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by;

- Praise from adults and peers.
- Stickers for themselves (EYFS and KS1) or their sticker chart.
- Sharing in assembly.
- Showing good work to other classes, teachers or Headteacher.
- Good work and achievements being displayed all around the school and in class.
- Commendation certificates, given in assembly.
- Good manners pencil and certificate, also, given in assembly.

- Weekly SAM trophy presented to class with best weekly attendance. (Pre-Covid-19).

### **Consequences**

When positive behaviour is not being demonstrated, we believe it is key to begin to understand the underlying causes of the behaviour that have led up to that behaviour choice. Behaviour management and responses need to be personalised and designed to meet the very specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour, not just suppress it.

The Hertfordshire Steps 'Roots and Fruits' (appendix 2) exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

When a child is not demonstrating positive behaviour, staff will;

1. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
2. Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger. Staff will make use of the Anxiety Mapping tool and Zones of Regulation resources including the Zones Across the Day to track and identify triggers to behaviour (included in appendix 6)
3. Give a positive reminder of the expectations/ class rules that need to be adhered to.
4. Give a verbal warning that includes a reminder of consequences.
5. Time away at a different table may be needed.
6. Time away in a quiet and free of distraction place where a child can go to work or relax and reduce the level of social and sensory demands. This can be in the classroom or elsewhere in school.
7. Time should be spent in the classroom reflecting on the behaviour before having a discussion with the teacher considering any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete a think sheet (see appendix) for educational consequences at this time.
8. After the event, when the child is calm and has returned to the Zones of Regulation Green Zone, they should be supported to reflect on the behaviour.

Some behaviours exhibited can be more challenging. We use the Hertfordshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour and may include:

- Positive phrasing, e.g.: "Come and sit next to me for the story". "Stand next to me Peter. Stand next to me. Stand next to me Peter. Well done Peter you are standing next to me."
- Repetitive limited choice, e.g.: "We are going to talk now John. We can talk at the table or in the library, John. At the table or in the library". "Are you going to sit alone or with the group?" "Are you starting your work with the words or a picture?" "Would you like to sit on the chair or bean bag?"
- De-escalation script, e.g.: "(Child's name). I can see something has happened, I am here to help, talk and I will listen, come with me and....." (appendix 1)
- Disempowering the behaviour, e.g.: "You can listen to the story from there."
- Protective consequences: Limited access to areas, escorted in social situations, differentiated teaching space.

- Educational consequences: Completing tasks, rehearsing (e.g.: how to walk), research (why an action is dangerous), assisting with repairs.

### **Physical Contact**

There may be situations where physical contact with a child is used. These may include;

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

### **Behaviour plans**

Learners who may need a behaviour plan (appendix 3) are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/ places/ lessons when the child moves into the yellow or red zones. Work to identify triggers that could lead to difficult behaviours using the *anxiety mapping* and *zones across the day* tools.
- Once triggers have been identified, put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at school.
- Support the child to recognise their triggers and develop strategies to enter the green zone. Use the *size of the problem* worksheet, *me in my zones*, *tools for each of my zones* and the *zones toolbox*. These can all be found in the Zones of Regulation curriculum reference book, held in then SEN office and in the appendix.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours. Recognise that the script may need to be repeated slowly and with pauses many times before a de-escalation is observed.
- For children with behaviour plans, a personalized script should be developed once triggers and tools are understood. The child can then be supported to create their own script referring to the key words or places that they find calming. These should be reviewed regularly to ensure they reflect the child's current tools.

### **Reflect, repair and restore**

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult.

The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships? Summarise what we have learnt so we are able to respond differently next time?

### **Restrictive Physical Intervention**

NB - Where minimum force is stated, below, it is advised that members of staff should

use their judgement as to the appropriate, and proportionate, level of force required in the situation.

Members of school staff are legally authorised, by the Headteacher, to control, or restrain, pupils in circumstances that meet the following criteria:

- To prevent a pupil from committing a criminal offence (this applies even if they are below the age of criminal responsibility).
- To prevent a pupil from injuring self or others.
- To prevent, or stop, a pupil from causing serious damage to property (including their own property).

In the above situations, the following are guidelines:

- Use your voice first; verbal instructions should be given before and during any physical intervention
- Use force only when necessary to resolve the incident – this should be the minimum force necessary, lasting for the shortest practicable time.
- The purpose should be restraint and the reduction of risk.
- Parents will be kept informed as soon possible after a restraint has taken place.
- In pursuit of this policy, a ratio of school staff is adequately trained to use physical restraint. This ratio is according to the Headteacher's judgement.
- If there is an incident, it should be recorded in the Restraint Log and kept in the child's records.
- Training levels will be reviewed every two years.

Current training provider – School Staff Safety Training

Current Safeguarding Officer – Mr Cano, Headteacher

Current number of staff trained - 3

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the government guidelines, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

### **The role of parents**

The parents are informed about the expectations of the school through Parent consultations and through various documents: Home-School Expectations, Prospectus, Newsletters, Parent Questionnaire, and we expect parents to read these and support them. The Behaviour and Discipline Policy is also available on the website.

We encourage parents to support their child's learning, and to co-operate with the school, as set out in the home-school expectations. We aim to build a supportive dialogue between the home and the school, and we inform parents, immediately, if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the school office. If the concern remains, they

should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

The Headteacher has the day-to-day authority to implement the school's Behaviour and Discipline Policy, and the role of the governors is to support the Headteacher in doing this.

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, (up to a maximum of 45 school days in a single academic year). The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the LA and the Governing Body about any permanent exclusion or fixed terms above 5 days in a term. They also inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Governing Body will form a Discipline Committee, if required, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents and the LA, and considers whether the pupil should be reinstated.

### **Monitoring**

The Headteacher and staff monitor the effectiveness of this policy on a regular basis. A report is made to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## APPENDIX 1

**De-escalation script is displayed in all classroom and corridors for staff to follow;**

- 1. Child's name**
- 2. I can see something has happened**
- 3. I am here to help**
- 4. Talk and I will listen**
- 5. Come with me and.....**

### **Guidance on using the de-escalation script:**

- Practise the script regularly so it is familiar.
- When practising and using the script, speak slowly, quietly, calmly and with pauses.
- Recognise that the script may need to be repeated many times.
- You can repeat the script in whole or repeat parts of it. For example:  
'(child's name) I can see something has happened',  
'(child's name) I am here to help you',  
'(child's name) I can see something has happened, I am here to help you'.

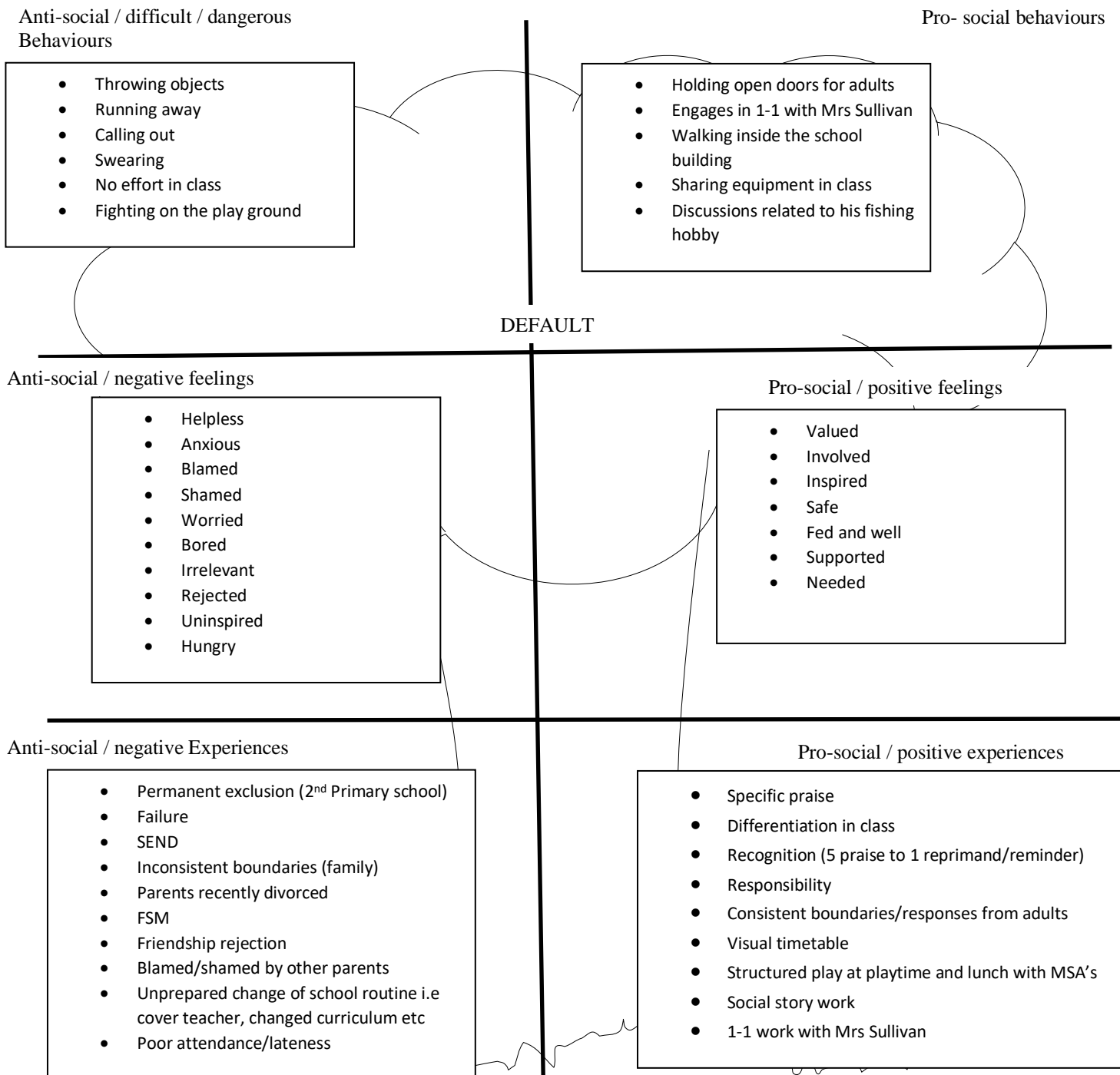


**APPENDIX 2**

**Roots and Fruits**

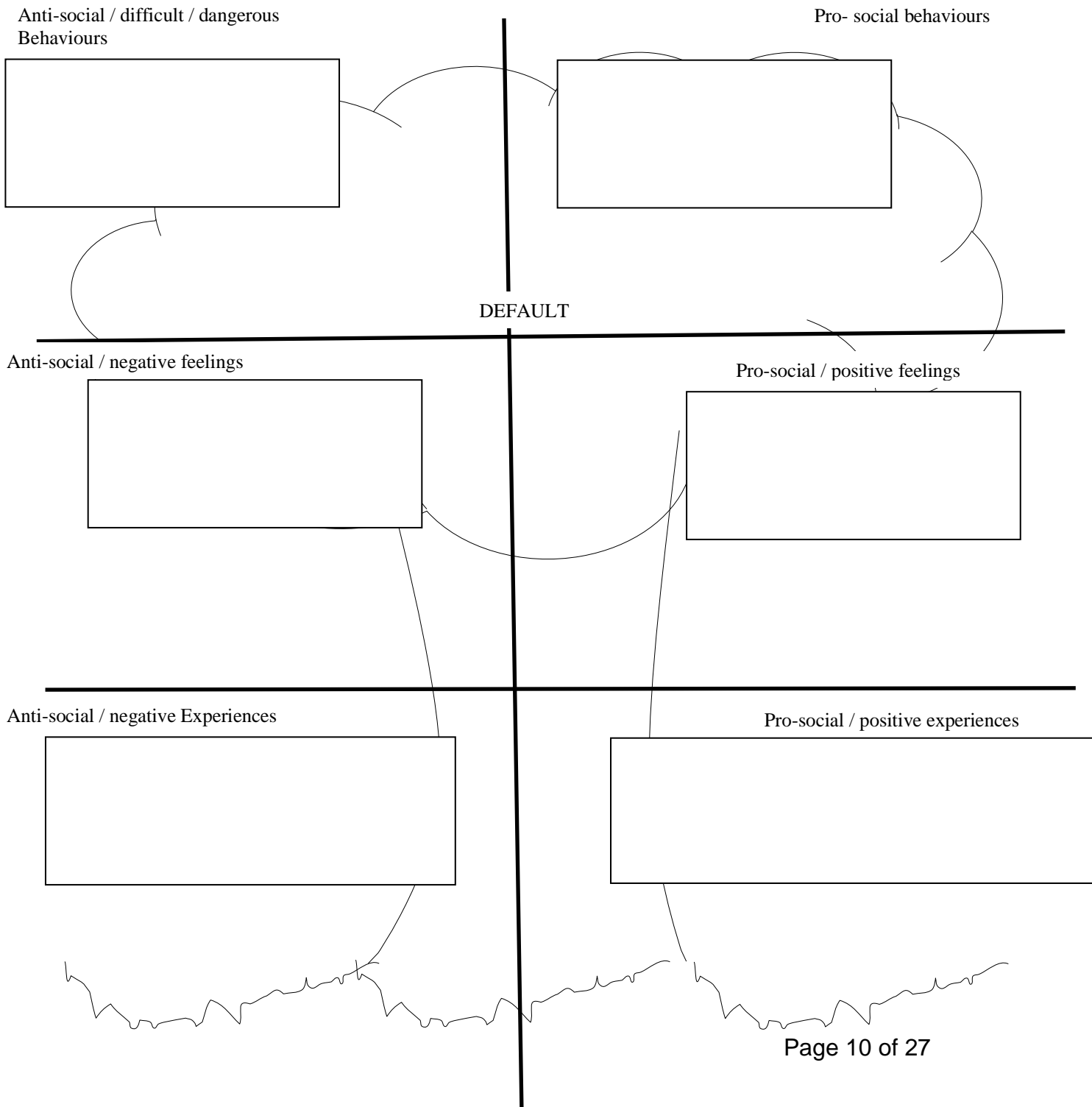
# Roots and Fruits

Name	
Supporting Staff:	
Date	
Review Date	



# Roots and Fruits

Name	
Supporting Staff:	
Date	
Review Date	



**APPENDIX 3**  
**Individual Risk Management Plan EXAMPLES**

## Individual Risk Management Plan 1 EXAMPLE

<b>Name:</b> Joe Bloggs	<b>DOB:</b> Year 4	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	<p>Risk reduction measures and differentiated measures (to respond to triggers)</p> <p><b><u>Feeling Hungry</u></b>, Joe often arrives in school having had no breakfast –</p> <p><b><u>Entering the class through reception as opposed to their classroom door</u></b> – (due to school lateness policy)</p> <p><b><u>Friendships breakdown</u></b>, Joe needs to feel a sense of fairness when playing/completing a joint activity with peers –</p> <p><b><u>Change of routine</u></b>, Joe struggles to manage his anxiety if the school routine changes without prior warning -</p> <p><b><u>Starting work/differentiation</u></b> – Joe feels he will struggle or be unable to complete tasks</p>
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<p><b>Pro social / positive behaviour</b></p> <p><b><u>Working independently (5 Minutes)</u></b> – Joe will work for 5 minutes without seeking support from his class team. Joe will need support to start the task to be confident enough to work independently.</p> <p><b><u>Sharing equipment in class</u></b> – Joe shares his and class equipment,</p> <p><b><u>Walking inside the school building</u></b> – Joe will be observed walking inside the school building without prompting.</p> <p><b><u>Holding a door open for an adult/peer</u></b> – Joe holds a door open for staff of peers rather than rushing through or ahead of them</p>	<p><b>Strategies to respond</b></p>
<p><b>Anxiety / DIFFICULT behaviours</b></p> <p><b><u>Running inside the building</u></b> – Joe is observed running inside the school building.</p>	<p><b>Strategies to respond</b></p>

<p><b><u>Refusing to start a task</u></b> – Joe refuses to pick up his pen/pencil and closes his book or turns the worksheet over</p> <p><b><u>Calling out</u></b> – Joe will call out when he knows the answer, this is sometimes conscious but at other times subconscious</p> <p><b><u>Swearing at peers on the playground due to game/friendship breakdown</u></b> – Joe will escalate very quickly and begin to swear at peers or run onto the field</p>	
<p><b>Crisis / DANGEROUS behaviours</b></p> <p><b><u>Throwing Chairs</u></b> – Joe will throw his chair across the room, targeting adults or peers</p> <p><b><u>Running away</u></b> – Joe manages to leave the building (Joe is at risk of a road traffic accident) on the roads immediately surrounding the school.</p> <p><b><u>Repeatedly punching peers on the playground</u></b> – Joe will target and hit out at peers, often pinning other pupils to the ground whilst he repeatedly punches them</p>	<p><b>Strategies to respond</b></p>

# Individual Risk Management Plan 2 EXAMPLE

Name Sam Brown	DOB 2/2/ 1998	Date xx	Review Date xx+ 2 weeks
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<b>Photo</b>	<p><b>Risk reduction measures and differentiated measures (to respond to triggers)</b></p> <p><b>Sam will be become possessive of 1:1 worker</b>            One –to- one staff using Red Badge system (the staff member who is working with Sam wears a red badge to identify themselves, staff are to reinforce to Sam that this is the person he is working with and who will attend to his needs ( SCRIPT - .....is wearing the red badge,.....will help you),            The designated 3 staff will be rotated at least every 45 mins</p> <p><b>Busy, noisy environment</b>            Sam does not eat lunch in the communal dining area, he has his lunch at the breakfast bar in the kitchen with 1 member of staff.</p> <p>Staff should leave the room before having a conversation with other staff members</p> <p>Child PJ should be guided from the breakout room when making screeching noises.. Sam should not be in the same room as Child PJ if PJ has raised anxiety as PJ will scream</p> <p><b>Sam can become over stimulated when he has an audience.</b>            Sam works in the breakout room with his 1:1 and no more than 1 other child.</p> <p>Sam can have short breaks of up to 15 mins in the communal areas.</p> <p><b>Boredom - Sam has a short attention span and finds it difficult to remain focused on one activity for more than 20 minutes.</b> There must be at least 4 activities prepared for Sam before he arrives at 9-30, two must be computer based Sam must be offered the chance to change between these activities every 10 mins, (SCRIPT Sam do you want to change activity” If he chooses to keep the activity we repeat the offer every 5 mins. Sam can choose any activity and does not have to do them in any rotation. Sam can choose to remain on a chosen activity for as long as he chooses.</p> <p><b>Being asked to wait – Sam becomes very impatient if he does not have requests for drinks, snacks met immediately.</b>            As soon as Sam asks for food or drink staff are to immediately move away, if he requests the low calorie foods or drinks on his list use either the SCRIPT “Sam I will go get it now” and go straight to collect the food from the kitchen, or if the request is not on his food list staff should use the script “ Sam we don’t have any..... but I will get you..... instead. (picking any item from his list)</p> <p><b>Not being able to do something he wants to do.</b>            As soon as Sam ask to change what he is doing immediately move away and use the SCRIPT “Sam do you want to change activity” If he chooses to keep the activity we repeat the offer every 5 mins. Sam can choose any activity and does not have to do them in any rotation.</p> <p>Sam can choose to remain on a chosen activity for as long as he chooses.            If he requests an activity not on his rotation SCRIPT “ Sam that’s not next</p>
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	..... but we can do.....” instead. (choosing an activity from his rotation)
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<p><b>Pro social / positive behaviour</b></p> <p>Sam engages in the activity with another child within the breakout room</p> <p>Sam <u>walking</u> with his support staff while in the building</p> <p>Sam smiling and keeping his hands below shoulder height when an activity is suggested or when participating.</p>	<p><b>Strategies to respond</b></p> <p>Join in the activity with the 2 children, take part rather than supervise, Reinforce with SCRIPT, ‘Sam we are all doing this together, I am happy we are doing this together.’ Reinforce with script every 10 mins as long as the engagement and co-operation continues. Remember to still offer a rotation as above.</p> <p>Use the script “Sam is walking, I like it when Sam is walking it makes me happy, thank you for walking Sam” Give Sam a commentary as you walk ‘Sam that is Debbie’s office, that is the notice board where our photos go, etc’</p> <p>Place a hand on Sam’s shoulder and use the script “we are all enjoying .....(state the activity) Sam is being very safe, I am very happy that we are having fun and Sam is safe” Repeat every 5 mins.</p>
<p><b>Anxiety / DIFFICULT behaviours</b></p> <p>Sam attempting to fist bump. Sam does this at home and it regularly escalates to punching.</p> <p>Sam uses repetitive swear words</p> <p>Sam is spitting on the carpet</p> <p>Sam unzips his trousers and is weeing on the floor</p>	<p><b>Strategies to respond</b></p> <p>Distract Sam by asking him questions about his trains or buses, music or food from his list.</p> <p>As soon as this starts hum or sing a tune (any tune) if he continues Immediately remove yourself from the activity to another part of the room use SCRIPT. “ When Sam says ..... (repeat word to Sam) I don’t want to be near Sam. If Sam stops wait 1 minute and then return to the activity with no further comment.</p> <p>If this is not successful dial Sam’s mum and hand the phone to Sam’s using the SCRIPT ‘Mum is on the phone, talk to mum’</p> <p>If this is not successful staff should withdraw from the breakout room with any other child who is working with Sam. If Sam stops wait 1 minute and then return to the activity with no further comment.</p> <p>This is an empowering behaviour at home. Completely ignore Sam spitting turn away immediately and walk away. As soon as Sam stops spitting return him to his planned rotation activities a second member of staff should clear up and disinfect without any comment or reference to the spit or the spitting.</p>

<p>Sam moves to the door and is banging his head against the glass</p> <p>Sam will grab clothing and pull it.</p>	<p>This is an empowering behaviour at home. Completely ignore Sam turn away immediately and walk away. As soon as Sam stops weeing return him to his planned rotation activities a second member of staff should clear up and disinfect without any comment or reference to the wee or the weeing.</p> <p>Do not over react the glass is reinforced and the banging is because he gains comfort from the sound. Staff are to use the script 'Sam, sit on the comfy green bean bag to relax, Sam go now' Use open mitten guide to reinforce when necessary.</p> <p>Fix and stabilise as shown in Steps, Remain neutral in tone, use the script 'Sam open your hand' as soon as Sam opens his hand. Walk away and say nothing. Do not return to Sam or communicate with Sam for 1 min, then re-engage without mentioning the grab.</p>
<p><b>Crisis / DANGEROUS behaviours</b></p> <p>Sam kicking punching or grabbing customers.</p> <p>Sam is stroking the breasts of another child or grabbing genitals of other children this will often be accompanied by descriptive sexual suggestions.</p> <p>Sam manages to leave the building (Sam is at risk of a RTA on the roads immediately surrounding the home.</p> <p>Staff have lost contact with Sam in the community</p>	<p><b>Strategies to respond</b></p> <p>2 member of staff to support Sam using Elbow tuck figure 4 (from Steps) if Sam resists this should become a restraint which must be recorded. As soon as Sam is independently safe direct him back to the breakout room and offer a rotation activity. SCRIPT 'Sam is not Safe, we need to hold Sam until Sam is safe'</p> <p>2 member of staff to support Sam using Elbow tuck figure 4 (from Steps) if Sam resists this should become a restraint which must be recorded. As soon as Sam is independently safe direct him back to the breakout room and offer a rotation activity. SCRIPT "Sam is not Safe, we need to hold Sam until Sam is safe'</p> <p>Staff should notify reception. Reception should ensure at least 1 other Staff member immediately goes to help. Staff should follow Sam and as soon as possible use figure 4 to contain Sam. Once contained staff should stay where they are until assistance arrives once Sam is safely contained by staff the home should be notified to send a vehicle to collect Sam. Staff should not attempt to walk Sam in a restraint any distance a vehicle should be used. Usually Sam will happily get into a vehicle once it is in his sight with the door open.</p> <p>Staff should look for Sam. After 5 mins of Sam being out of contact, staff should inform reception at the home and the police should be called. (the police have an agreed protocol for when Sam is missing) once the police are informed all available staff should attempt to locate Sam. Once Sam is located use the</p>

<p>Sam is alleging violence from staff.</p>	<p>guidance above.</p> <p>Sam is to be told SCRIPT we take your concerns very seriously, Sam should be immediately taken to the waiting area outside the office where he should wait until the senior on duty is available. A full statement should be taken by the senior on duty (using the protocol and adaptive communication plan) Sam's mother should be asked to come in and support him through this process. If Sam's mother is not contactable there should be two statements taken one immediately so Sam can return to his activities and a second as soon as Sam's mother is available. Staff should work 2:1 following an allegation of violence until the senior on duty gives permission to return to the standard plan.</p>
<p><b>Post incident recovery and debrief measures</b></p> <p>ALL CRISIS (DANGEROUS) BEHAVIOUR MUST BE DE-BRIEFED USING SAMS ADAPTIVE COMUNICATION PLAN BEFORE HE RETURNS HOME TO HIS MOTHERS HOUSE. IF THIS IS NOT POSSIBLE BEFORE THE TAXI ARRIVES SAM SHOULD REMAIN AND MRS BROWN SHOULD BE INFORMED TO COLLECT HIM AT A LATER AGREED TIME.</p>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**



**APPENDIX 4**

**Individual Risk Management Plan EXAMPLE**

**Individual Risk Management Plan 1 BLANK**

<b>Name:</b>	<b>DOB:</b>	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>

# Individual Risk Management Plan 2 BLANK

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b> weeks
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**

**APPENDIX 5**

**Think sheet**

**Name and class:**

**Date:**



**What happened?**


**Which of the expectations did I not follow?**

**What can I do to make it better?**

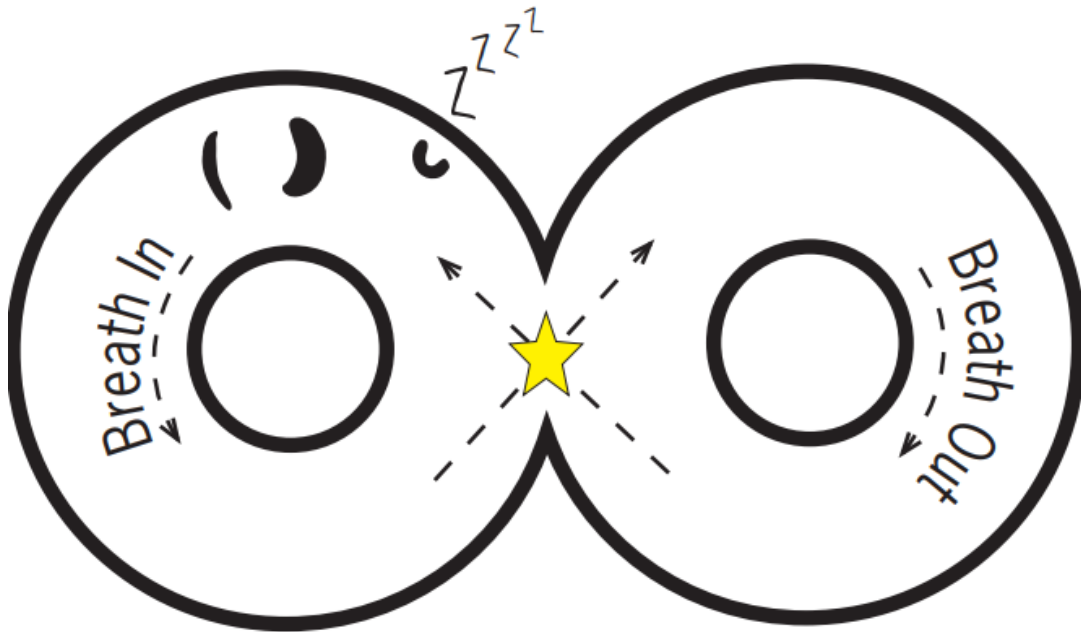
**What shall I do next time?**

**ZONES** Check-In

 I  feel  .

 I'm in the  Zone.

# Lazy 8 Breathing

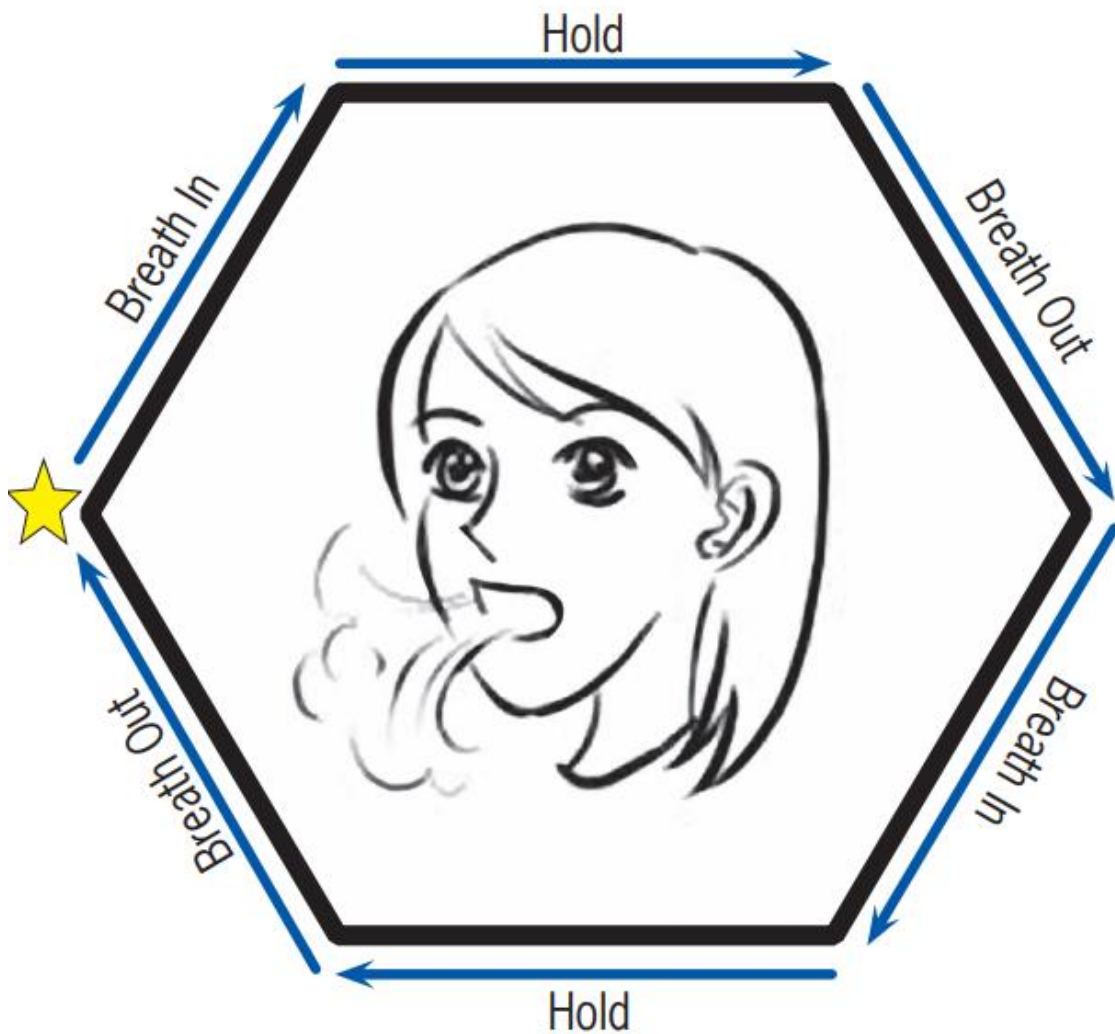


Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

# The Six Sides of **Breathing**



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

# Size of the Problem Worksheet

## Big vs. Little Problems

People see these as Big Problems	<b>5</b>	
	<b>4</b>	
People see these as Medium Problems	<b>3</b>	
	<b>2</b>	
People see these as Little Problems	<b>1</b>	

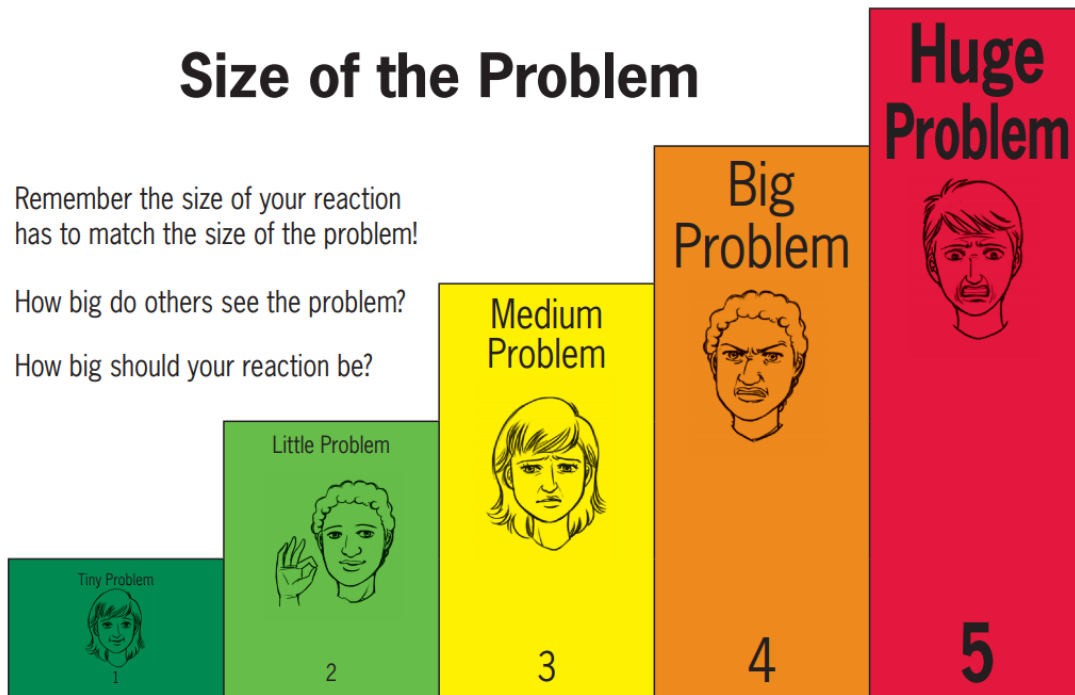
Adapted for *The Zones of Regulation*™ from the original work of Winner's *Think Social* (2005), pages 44-46, [www.socialthinking.com](http://www.socialthinking.com) and Buron and Curtis' *The Incredible 5-Point Scale* (2003).

## Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation™ from the original work of Winner's *Think Social!* (2005), pages 44-45, [www.socialthinking.com](http://www.socialthinking.com), and Buron and Curtis' *The Incredible 5-Point Scale* (2003), [www.5pointscale.com](http://www.5pointscale.com)



\_\_\_\_\_ 's **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# Tools for Each of My ZONES

When I feel...

I can try...

<p><b>Tired or Sad</b></p> 	
<p><b>Calm or Happy</b></p> 	
<p><b>Frustrated or Silly</b></p> 	
<p><b>Angry or Mad</b></p> 	

Adapted for "The Zones of Regulation" from the original work of Buron and Curtis' "The Incredible 5-Point Scale" (2003), [www.5pointscale.com](http://www.5pointscale.com).

# Tracking My Tools

Tools I Can Try:

Did It Work?:

	Yes																			
	No																			
	Yes																			
	No																			
	Yes																			
	No																			
	Yes																			
	No																			
	Yes																			
	No																			
	Yes																			
	No																			
	Yes																			
	No																			