

# Strathmore School

## Behaviour & Safety Policy

The AURIGA Academy Trust Document Control System	
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### Introduction

At Strathmore School, we are committed to creating a safe, respectful, and inclusive learning environment where every pupil is supported to thrive. Our Behaviour & Safety Policy outlines Strathmore School's approach to behaviour

support, ensuring a safe, inclusive, and nurturing environment for all learners. It provides clear guidance for staff, supports safeguarding, ensures legal compliance, and promotes consistency and accountability across the school community. It also reflects our belief that behaviour is a form of communication and that all pupils, regardless of their needs, deserve to be understood, supported, and empowered.

This policy is aligned with the values of the Auriga Academy Trust and the UN Convention on the Rights of the Child. It is designed to promote emotional well-being, self-regulation, and positive relationships across our school community.

Our behaviour policy is grounded in a commitment to inclusion, dignity, and safety for all pupils. We recognise the diverse and complex needs of our learners and are committed to proactive, person-centred approaches that promote emotional regulation and positive behaviour. This includes the use of **individualised Behaviour Support Plans (BSPs)**, collaboration with families and professionals, and the meaningful inclusion of the **voice of the child** in all aspects of their support.

In line with current legislation and statutory guidance—including the **SEND Code of Practice**, the **Equality Act 2010**, and the **Education and Inspections Act 2006**—we ensure that reasonable adjustments are made to support pupils with disabilities and additional needs. Staff are expected to prioritise de-escalation strategies and maintain strong safeguarding awareness.

Under the **2025 guidance on the use of reasonable force**, physical intervention may only be used when absolutely necessary, proportionate, and as a last resort to prevent harm. All incidents must be recorded and communicated to parents or carers. Staff must also consider safe positioning and risk awareness when supporting pupils in crisis.

We use data, reflective practice, and ongoing professional development to continually improve our provision, ensuring every pupil has the opportunity to succeed.

### **Strathmore Values**



The staff community came together to create a set of values that we use every day in our work with each other, the learners and all those in our school community.

1. **Compassion** – we aim to be unbiased, non-judgmental and empathetic.
2. **Challenge** – with mutual trust and respect for each other, we remain inquisitive to challenge ourselves and each other to question and develop so we can continue to do our best in our offer to the learners.
3. **Creativity** – we will continue to explore and discover new, research-based ideas, make connections, find solutions to problems to foster resilience and spark joy in our curriculum offer and daily work.
4. **Commitment** – we are committed to work towards our whole school shared vision and values.
5. **Community** – we will remain open to working together with the collective purpose of enhancing learning for all.

### Rights Respecting School

Strathmore School has held the UNICEF Rights Respecting Schools Silver Award (Level 1). Although we are not currently accredited, we remain fully committed to upholding the core values and principles of the Rights Respecting Schools framework in our daily practice.

The schools in the Auriga Trust are proud to promote the United Nations Convention on the Rights of the Child, which the UK Government has signed, and ensure that the whole school community learns about their rights and shows respect for each other. In all our work, we strive to model and teach tolerance and respect for the similarities and differences in our community and the wider world.

The Convention underpins the ethos and curriculum of our schools; it has a significant, positive impact on student well-being and school improvement. It also has a positive effect on relationships, teaching approaches, attitudes and behaviour of the entire school community.

**Article 19:** Governments should ensure children receive proper care and protect them from violence, abuse, and neglect by their parents or anyone else who looks after them.

**Article 28:** You have the right to an education. Discipline in schools should respect children's human dignity.

### Vision

Strathmore School is dedicated to preparing every learner to become an active, confident contributor to their community. We achieve this by:

- **Championing independence** through personalised learning and life skills development
- **Engaging families** as partners in each learners' journey
- **Promoting inclusion** by fostering confidence, communication, and meaningful participation in society

### Rewards

At Strathmore School, learners are recognised for their various successes, including self-regulation and effective communication. Our Strathmore Poem, shared weekly in assembly, reinforces the message:

"If things go wrong, we will try again. We all learn from yesterday." (Appendix D)

We use token-based reward systems, personalised motivators, and consistent praise. Rewards are never removed once earned.

See Appendix A for examples.

Every day is a new day, and, in that way, we try to ensure that pupils' self-esteem is preserved and any events that have previously happened do not taint the experiences of the learners after the incident.

Some learners who are on the PECS (Picture Exchange Communication System) pathway use a 'token' system to earn immediate rewards. Some learners earn points throughout the day to earn rewards. We do not run a system where tokens are removed once earned, even if there is an escalation in behaviour. We must honour what the learner has earned aside from any other event.

**Rewards** offered are overseen by the members of staff who know the learners and will only provide things that can happen rather than an open option, as this can be confusing when the staff cannot deliver. (see **Appendix A**)

### **Sanctions**

When learners show behaviours of concern, we do not practice sanctions. We follow the 'Team Teach' behaviour advice that we must nurture preferred behaviour rather than focus on behaviours that challenge. When guided by our Educational Psychologist, we may use sanctions if the learner is cognitively able to understand the link between their behaviour and consequences. Any sanctions would be discussed with the learner's parents as well as other professionals.

Sanctions, where necessary, must consider all mitigating circumstances and be explained to the pupils. Where possible, they should be adapted to suit the incident and hopefully promote a positive outcome without compromising the student's self-esteem. This could also lead to referral for an additional intervention if required, which may include support from outside agencies – for example, the Primary Mental Health Team, CAMHS, and Educational Psychology Service.

### **Forbidden Sanctions**

- Corporal (i.e. physical) punishment in any form, including rough handling.
- Excessive shouting.
- Deprivation of food or drink.
- Restriction or refusal of contact with friends or familiar adults, except where it is an agreed plan or for protection.
- Wearing of distinctive or inappropriate clothing as a punishment.
- Use or withholding of medication or medical treatment.
- The locking of a pupil/student in a room at any time, even when accompanied by an adult.

### **Behaviour Support Plans BSPs**

At Strathmore School, de-escalation is a core principle embedded within our Behaviour Support Plans (BSPs). Learners who need additional support to self-regulate or display behaviours of concern have a Behaviour Support Plan. These plans follow the structure of the **six stages of crisis** (see Appendix G), with behaviours and strategies listed at each stage to guide staff in consistent, proactive responses. BSPs are developed by class-based staff and shared with Behaviour Leads, Senior Leadership, Parents, Therapists, and other relevant professionals. To support staff in accessing key information quickly, each pupil also has a **one-page profile** (see Appendix F), summarising essential details and complementing the BSP.

Staff are trained to use a range of **de-escalation techniques**, including:

- **Active listening and validation** to help pupils feel heard and understood
- **Use of calm, non-threatening body language and tone of voice**
- **Offering choices and redirecting attention** to promote a sense of control
- **Visual supports and structured routines** to reduce anxiety and uncertainty
- **Access to safe spaces or calming areas** when pupils show signs of escalation
- **Use of sensory tools or personalised regulation strategies** based on individual needs

These techniques are tailored to each pupil and documented within their BSPs. Staff are expected to familiarise themselves with these plans and refer to the **one-page profiles** (see Appendix F) for quick access to key information. This ensures a consistent and informed approach across all settings and transitions.

De-escalation is not only a reactive strategy but a proactive mindset. Staff are encouraged to build trusting relationships, maintain predictable environments, and use positive reinforcement to support emotional regulation and wellbeing.

#### **The BSPs are rated 1 to 4 (internal use only)**

**Rating 1:** Low-level behaviours can be managed through classroom routines and universal strategies with minimal disruption to others' learning.

**Rating 2:** Moderate, recurring behaviours that interfere with learning and require targeted, personalised interventions beyond universal strategies.

**Rating 3:** Persistent behaviours that significantly interfere with learning or safety require intensive individualised support.

**Rating 4:** Severe behaviours that pose immediate risk to the student or others and require urgent crisis intervention and risk assessment.

#### **Physical Interventions**

Strathmore School does not operate a "no touch" policy. We recognise that physical contact may be necessary in certain situations to ensure safety and wellbeing. In line with UK Government guidance and the **Auriga Trust Behaviour and Safety Policy**, physical intervention is used only when absolutely necessary, proportionate, and as a last resort to prevent harm.

All incidents involving physical intervention must be recorded and reported to parents or carers. Staff are trained in safe handling techniques and must consider positioning, circles of danger, and safeguarding principles when supporting pupils in crisis.

Given the complex needs of our learners, physical interventions may be used as a last resort when a pupil is at risk of harming themselves or others, and when all other de-escalation strategies have been exhausted. Any use of physical intervention

must be reasonable, proportionate, and in the best interests of the child. Staff are trained in safe handling techniques and are expected to follow clear protocols, including recording, and reporting all incidents and informing parents or carers.

We are committed to maintaining a safe, respectful, and supportive environment, and physical contact is always used with care, sensitivity, and in line with safeguarding principles. Our approach prioritises proactive support, emotional regulation, and the dignity of every pupil.

All members of school staff have a duty of care and legal power to use reasonable force, as well as 'people whom the Headteacher has temporarily put in charge of pupils/students, such as unpaid volunteers, agency staff or parents accompanying pupils on a school-organised visit or agency staff'.

Physical interventions are only used when **necessary** to keep pupils or others safe. The following principles always apply:

- Only when necessary and proportionate: Physical intervention is used as a last resort and if essential to prevent harm, with the level of force being the minimum required.
- When all other possible alternatives have been considered.
- It is in the pupil's best interest: Every decision considers the pupil's safety, dignity, and rights.
- Legal compliance: All actions comply with Section 93A of the Education and Inspections Act 2006.
- Trained staff: All of our staff are trained in accredited Team Teach techniques as soon as possible. When they are available, they should be the ones using physical interventions unless their intervention might exacerbate the situation.
- Prevention first: Staff always try de-escalation and proactive strategies before considering any physical intervention
- Full recording and review: Every incident is recorded, reviewed, and shared with parents/carers and safeguarding leads.
- Respect for the pupil: All interventions respect the pupil's dignity, communication needs, and trauma history.

#### **Physical interventions may include:**

- **Prompts** – gentle physical guidance to support a pupil in initiating or continuing a task.
- **Guides** – light touch to direct a pupil away from danger or towards a safe space.
- **Escorts** – supportive holds used to help a pupil move safely from one area to another.

## **Additional safeguards and good practice**

- **Behaviour Support Plans (BSPs):** Every pupil with known behavioural challenges has a BSP, created in partnership with families and regularly reviewed.
- **Regular training:** Staff receive regular training, including updates on de-escalation techniques.
- **Proactive support:** Staff use proactive strategies such as sensory support (sensory diets), structured routines, and adapting the environment to reduce triggers.
- **Least restrictive approach:** Staff always use the least restrictive option and seek to understand each pupil's individual triggers and functions of behaviour.
- **Use of Physical Interventions:** After any physical intervention, a review is held to support the pupil and staff, identify patterns, and improve practice and these incidents are tracked.
- **Trauma-informed approach:** The school is committed to a trauma-informed and inclusive ethos.
- **Data analysis:** All incident data is analysed to inform staff training and policy updates, to reduce the need for physical interventions through better support and understanding.

## **Pupil voice and support systems**

At Strathmore School, we are committed to listening to and valuing every pupil's voice, in line with Article 12 of the UN Convention on the Rights of the Child, which upholds every child's right to express their views freely in all matters affecting them. We recognise that every pupil communicates differently and behaviours that challenge are also due to a communication breakdown. To ensure all voices are heard, we use a wide range of inclusive communication methods, including:

- Visual supports
- AAC (Augmentative and Alternative Communication) tools
- Key worker support and advocacy
- Pupil input is meaningfully embedded in:
  - Behaviour Support Plans
  - Risk Assessments
  - Post-Incident Reviews

Staff are expected to adapt their communication approaches to meet individual needs and to advocate for pupils who may not be able to speak for themselves. We also provide structured opportunities for pupils to influence school life more broadly. Our Student Council meets regularly to discuss key issues, decide on focus areas, and help shape school events. In addition, we conduct an annual pupil

survey to gather feedback on their experiences, views, and suggestions. The insights gained are carefully reviewed and acted upon to improve support and promote inclusion.

We are committed to continually reviewing and improving how pupil voice is captured and used, ensuring that every child feels heard, respected, and empowered.

### **Family and Multi-Agency Collaboration**

We work closely with families and professionals to ensure a consistent, holistic approach to behaviour support. Parents and carers are involved in developing and reviewing Behaviour Support Plans, and we maintain open communication about progress and concerns whenever necessary.

We also collaborate with external agencies—such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and CAMHS—to ensure holistic and consistent support tailored to each pupil's needs.

### **Recording Incidents & CPOMS (Child Protection Online Management System)**

Behavioural incidents are recorded using CPOMS (an online tool where Strathmore draws data from to summarise behaviour across the school and note patterns or concerns). Entries onto CPOMS should be made at the earliest convenience after a behavioural incident has taken place. Senior Leaders and teacher will discuss individual learners/classes to ensure appropriate follow up, interventions agreed, and outcomes met. Staff receive training and follow a checklist (Appendix C). Data is reviewed termly by SLT and governors.

### **Homophobic and Racist Log**

Both homophobic and racist incidents are to be recorded using CPOMS. In both cases, the victim and perpetrator must be clearly identified – these incidents must be assigned directly to the Headteacher. Data is shared with the local borough and the local governing body on a termly basis.

### **Reporting, Analysis & Monitoring**

Entries on CPOMS are analysed on a termly basis by the Behaviour Leads and/or Senior Leadership Team. The analysis is also monitored termly by the appropriate sub-committee of the Local Governing Body.

Information obtained from CPOMS data helps to inform teachers and leaders of the types of behaviours evidenced across the school and the difficulties for individual pupils as well as times of the day that are more challenging and guide our CPD training needs.

**We have access to the following supportive interventions:**

- CPOMS
- Medical and Supervision cards (risk assessment of learners)
- Functional Behaviour Analysis
- Behaviour support plans
- One Page Document and sensory diet (in class)
- EHCP Outcome Reviews/Annual Reviews
- Behaviour Team
- Educational Psychology support
- Learner Keyrings

**Incidents outside of school**

Learner's behaviour outside of school tends to mirror that inside of school as many of the learners are learning how to self-regulate, manage change and transition between destinations with less support. Learners are sufficiently supported when outside school on Educational Visits and all visits planned are differentiated and appropriate for the learners, reducing the risks of behaviours that challenge. Many visits are undertaken each week to support and enhance the curriculum and provide opportunities for learning in the community. All learners have a Medical and Supervision card specifically written about them and their needs. This supports the staff member working with them to know how best to support the learner outside of school and what levels of prompting they need.

A Risk Assessment will need to be undertaken before any visits out of school (advice can be given by the person responsible for Health & Safety in each school) and all risk assessments must be approved by the Leadership Team.

It is not unusual for members of the public to show concern or alarm when witnessing an incident which may contain an element of physical intervention or de-escalation strategies. In this event a card is provided to give to members of the public and to avoid their intervention in the situation. (Staff should always carry these cards when out of school on a visit or journey.)

**An example of the wording on the card is as follows:**

- *We are staff from Strathmore School.*
- *We are supporting this pupil who is in crisis.*
- *We are trained in positive handling techniques to protect this pupil and keep everyone safe.*
- *Please give us space and privacy.*

- Any questions or concerns please do not hesitate to contact our Head of School on 0208 948 0047.
- Alternatively, phone 101 but do not intervene with what we are doing. Thank you.

Behaviour issues should be dealt with along the lines of this policy when outside of school and incidents recorded on CPOMS.

### **Staff training**

New staff will be introduced to the principles of the Trust and School's Behaviour and Safety Policy as part of their induction and mentoring process. Team Teach training will be planned and delivered within the first two terms of employment. Other in-service training needs on behaviour management will be identified through the school improvement plan and accommodated in the Continuing Professional Development Calendar, surveys, and performance management interviews with senior leaders. Staff can also request peer observations to promote the sharing of knowledge and expertise.

At Strathmore School, we have between three to four Intermediate Team Teach trainers who work closely as a team to provide behaviour training to all permanent staff, including physical intervention techniques. These trainers are based across all Strathmore campuses and are available to support staff in refreshing their knowledge as needed. They also collaborate with other Team Teach trainers across the Auriga Trust to deliver behaviour training for new staff both within their own school and across the Trust.

All staff likely to use physical interventions must receive accredited training, and this training should be refreshed regularly. Risk assessments must also be conducted for pupils with known behavioural challenges to ensure that interventions are appropriate, proportionate, and safely managed.

### **Staff support**

The school leadership team recognise the stress supporting learners who present challenging behaviour can have on staff. To protect other children, staff can become at risk themselves. We need to support staff physically and emotionally.

All staff will:

- Be given the opportunity to undertake training on behaviour management.
- Contribute to Behaviour Support Plans.
- Support colleagues dealing with stressful situations and all staff following the Team Teach 'help' scripts.
- Not attach blame regarding pupil's behaviour.

- Give time for de-briefing to colleagues after a major incident.
- Have access to confidential counselling through the Education Assistance Programme.

### **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and guidance from the Department for Education (DfE), including:

- Behaviour and discipline in schools: advice for headteachers and school staff (2016)
- Behaviour in schools: advice for headteachers and school staff (2022)
- Searching, screening and confiscation at school (2018 and 2022)
- The Equality Act 2010
- Keeping Children Safe in Education (2025)
- Exclusion from maintained schools, academies and pupil referral units in England (2017)
- Suspension and permanent exclusion guidance (2022)
- Use of reasonable force in schools (updated 2025)
- Supporting pupils with medical conditions at school (2014)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)

In addition, this policy is informed by:

- **Section 175 of the Education Act 2002**, which outlines a school's duty to safeguard and promote the welfare of pupils.
- **Sections 88 to 94 of the Education and Inspections Act 2006**, which require schools to regulate behaviour and publish a behaviour policy and statement of behaviour principles.
- **Schedule 1 of the Education (Independent School Standards) Regulations 2014**, which outlines duties to safeguard pupils, maintain a written behaviour policy, and implement an anti-bullying strategy.
- **DfE guidance for academies**, which states that academies must publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

### **Key points**

- All staff have the authority to manage behaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their 4 functions are carried out with a view to safeguarding and promoting the welfare of children.
- The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010.
- They must ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Teachers have a statutory authority to discipline children, whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- (Section 91 of the Education and inspectors Act 2006)

**All staff working for the Auriga Academy Trust have a duty of care for our pupils.**

### **Appendix A: Rewarding students at Strathmore School**

Rewarding pupils at Strathmore School very much depends on the individual pupil's **interests and motivators**. Staff therefore initially spend a lot of time getting to know each pupil and identify what they like and what type of activities or objects they are motivated by.

These motivators are outlined on the Learner Keyrings, Supervision Cards and Behaviour Support plans

#### **Learners may be given:**

- Verbal praise

- Work on display
- Responsibility within the class/school e.g. a job
- A positive note to parents in the daily email communications
- Stickers for personalised charts
- Tokens on 'I am working for' chart (combined with individual reward)
- Certificates, Strathmore Star of the Week or other recognition as part of the celebration assembly
- Time with favourite objects including:
  - Sensory toys/objects for sensory stimulation, e.g. sensory room, light toys, noisy toys, vibrating toys, dark tent
  - Toys, e.g. favourite characters (Disney, Fireman Sam etc.), puzzles, soft toys etc. books, magazines, newspapers
- Musical instruments
- Comforters such as blankets or bean bags
- Time with playground equipment including trampoline, spinners and swings
- Attention/play with an adult or peer
- Outings, including work experience such as participation in school-based enterprise projects, participation in sports competitions
- Jack Petchey nominations and school council nominations
- Relaxation activities, including TACPAC and massage
- Access to favourite IT equipment such as iPad or laptop
- Food (whilst food is not used as a direct reward, students may be referred to a 'now and next' timetable stating 'work first, then snack')

No matter what the individual reward or recognition of good behaviour is, all staff continuously celebrate each achievement across the day and through the curriculum and praise progression through their positive language and attitude. Our online assessment tool, Earwig, is one way we can share progress and success with families through videos and photos of their child's achievements.

### **Appendix B – Responses to behaviours of concern**

Responses to behaviours of concern very much depends on the individual learner and techniques or strategies are clearly outlined in each learner's Behaviour Support Plan.

All staff at Strathmore strive to de-escalate inappropriate behaviours as early as possible. Our philosophy is that we see behaviour as a 'language' and we therefore strive to create an environment and culture in which learners have the tools to communicate their needs in an acceptable and successful way.

All permanent staff are trained and continuously develop their skills and knowledge of Team Teach and **Strathmore Specialist Strategies** in order to respond to learners' individual communication and self – regulation needs.

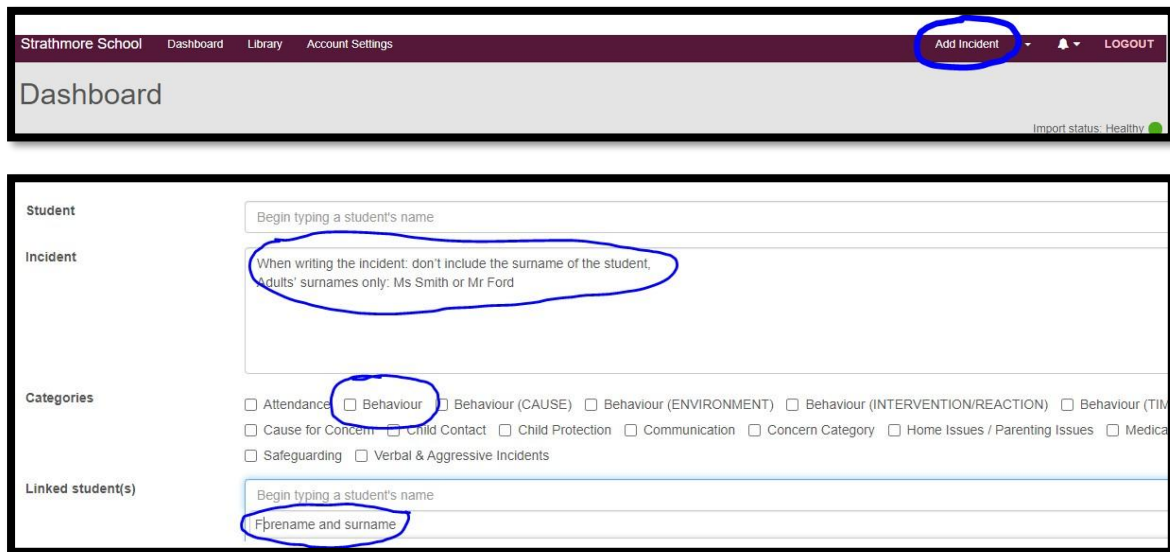
All staff can also seek the support of the Behaviour team using the Behaviour email to seek early help and prevent from behaviours escalating.

**Appendix C – CPOMS**

CPOMS is an online tool that is used to record behaviours and monitor/analyse behaviour patterns. It is also a system used to record Safeguarding incidents. It is accessed online via <https://www.cpoms.co.uk/>. All staff employed by Strathmore School have access to CPOMS via their own login and this is on our school website for easy access. For those not employed by Strathmore (e.g. agency staff) they must verbally report all behaviour concerns or injuries to the class teacher or a member of support staff who will report the incident on their behalf.

Behaviours are only reported on CPOMS if they are persistent or if they are high level or serious incidents.

How to record an incident on CPOMS:



Categories

Attendance  Behaviour  Behaviour (CAUSE)  Behaviour (ENVIRONMENT)  Behaviour (INTERVENTION/REACTION)  Behaviour (TIME OF DAY)

Cause for Concern  Child Contact  Child Protection  Communication  Concern Category  Home Issues / Parenting Issues  Medical Issues

Safeguarding  Verbal & Aggressive Incidents

**Behaviour Subcategories**

Absconding  Biting  Destroying property  Grabbing  Hair pulling  Headbutting  Headlock  Hitting  Inappropriate touch  Jumping onto others

Kicking  Pinching  Pulling  Purposeful wetting/soiling  Pushing  Scratching  Self harm  Slapping  Smearing  Spitting  Stabbing

Strangling  Swearing or using inappropriate language  Throwing objects

**Behaviour (CAUSE) Subcategories**

Adult expectations too high  Attention Seeking  Boredom  Dehydration/thirst  Ending of an activity  Hunger  Medical Needs  Non-preferred activity

Others' behaviour  Over stimulated  Personal Space Invaded  PMT (monthly cycle)  Preferred object taken away  Reaction to injury  Sensory Needs

Tiredness  Transition  Triggers (words, sounds, actions; personal to that pupil)  Unexpected change  Unfamiliar adult  Unknown

**Behaviour (ENVIRONMENT) Subcategories**

Bus  Classroom (Andromeda)  Classroom (Aquila)  Classroom (Capella)  Classroom (Delphini)  Classroom (Hercules)  Classroom (Leo)

Classroom (Luna)  Classroom (Mira)  Classroom (Nova)  Classroom (Pegasus)  Classroom (Perseus)  Classroom (Phoenix)  Classroom (Vega)

Corridor  Educational Visit  Flat  Food tech room  Front of school  Hall  Hygiene Room  Lift  Mainstream (Inclusion)  Outdoor Area

Playground  Reception Area  Sensory Room  Small work room  Soft Play room  Stairwell  Toilet  Washing room (washing/tumble driers)

**Behaviour (INTERVENTION/REACTION) Subcategories**

Beanbag barrier  Caring C's (Team Teach)  Change of environment  Change of face  Deep pressure/massage  Distraction  Double elbow (Team Teach)

Ignore  Moved away from peers  Movement Break  Offered motivator  Peers moved away  Physical Intervention  Single Elbow (Team Teach)

**Behaviour (TIME OF DAY) Subcategories**

Registration

Categories

Attendance  Behaviour  Behaviour (CAUSE)  Behaviour (ENVIRONMENT)  Behaviour (INTERVENTION/REACTION)  Behaviour (TIME OF DAY)

Cause for Concern  Child Contact  Child Protection  Communication  Concern Category  Home Issues / Parenting Issues  Medical Issues

Safeguarding  Verbal & Aggressive Incidents

**Behaviour Subcategories**

Absconding  Biting  Destroying property  Grabbing  Hair pulling  Headbutting  Headlock  Hitting  Inappropriate touch  Jumping onto others

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Ignore  Moved away from peers  Movement Break  Offered motivator  Peers moved away  Physical Intervention  Single Elbow (Team Teach)

**Behaviour (TIME OF DAY) Subcategories**

Registration

Linked student(s)    
Type a student's name to link them to this incident.

Body map

Date/Time

Status

Assign to

Files

Alert Staff Members    
    
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.


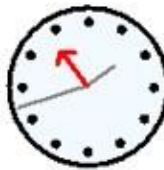
Agency involved

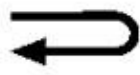

Checklist for follow when recording a behaviour





Recording a behaviour incident on CPOMS Checklist	
1.	Open CPOMS
2.	'Add incident'
3.	Select the student who displayed the challenging behaviour
4.	Write the incident overview.  <b>DO NOT</b> include the surname of the victim if it was another pupil – only use the first name.  When an incident involves an adult, add 'Ms/Mr' and their surname  e.g. Ms Crew used Caring C's to support the pupil to move away from Jonny.
5.	Select ' <b>Behaviour</b> '
6.	Scroll down, select which behaviour/s the learner displayed
7.	Scroll up, select ' <b>Behaviour - (ACTIONS/FOLLOW UP)</b> '
8.	Scroll down, select which actions/follow up happened afterwards
9.	Scroll up, select ' <b>Behaviour (CAUSE)</b> '
10.	Scroll down, select what you thought was the cause of the behaviour
11.	Scroll up, select ' <b>Behaviour – (ENVIRONMENT X)</b> ' choose which campus it happened on
12.	Scroll down, select which room/place the behaviour happened in
13.	Scroll up, select ' <b>Behaviour (INTERVENTION/REACTION)</b> '
14.	Scroll down, select which interventions or reactions were put in to place when the behaviour happened
15.	Scroll up, select ' <b>Behaviour (TIME OF DAY)</b> '
16.	Scroll down further, select who was the link student (victim of the behaviour).
17.	Insert the date and time OF THE INCIDENT <b>not</b> the time and date of when you are recording it on CPOMS.
18.	Assign all incidents to Adriana (GC and RUSS) and Lauren (SRR).
19.	<b>Do not</b> alert any members of staff.
20.	<b>Do not</b> add anything to 'Agency involved'
21.	<b>Do not</b> add to planner
22.	Submit incident.





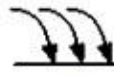
staff to they are incident.




Appendix D – Strathmore Poem




   
Let us be quiet, for a minute,

   
before we go back to class.

     
Help us today to make good choices.

      
If things go wrong, we will try, try, try again.

    
We all learn from yesterday,

    
and tomorrow is a new start.

**Appendix E – Behaviour Support Plan blank**



Strathmore School  
Behaviour Support and Risk Assessment

**Name of pupil:**

**Class group:**

**Date plan start date:**

**Date of next review:**

**Name of teacher:**

Identification of Risk	
Describe the foreseeable risk(s)	
Is the risk potential or actual?	
What are the triggers?	
List who is affected by the risk.	
What kinds of injuries or harm is likely to occur?	
How serious are the adverse outcomes?	
Behaviour that Challenge and Possible Functions	
-use incident forms, FBA charts to inform this section -what does it look like -what triggers it	-
Positive Behaviour Interventions	
-what are we working towards?	-
-interventions to reinforce positive changes	-

**Assessment completed by:**

**Signature:**

**Date:**



Pupil: Pupil

Agreed Behaviour Support Plan & School Risk Management Strategy	
<b>Behaviours:</b>	
Context/Environments: All environments.	
Proactive and Preventative Strategies	Measures to be employed
What supports need to be in place for this pupil?  How do we maintain positive behaviour?  How do we support the pupil to achieve their target?  Phrases/scripts to be used.  Interventions/specialist strategies	-
<b>Early interventions to manage risks.</b> What strategies will need to go into place as a distraction to de-escalate behaviours?  What to look out for?  How to respond?	-
<b>Reactive interventions to respond to adverse outcomes</b>  This is at crisis point where <u>reasonable, proportionate, and necessary physical intervention may need</u> to be used.  Use name of holds and number of staff	-
<b>Recovery interventions post incident has de-escalated</b> Letting go, continuous support and reassurance, recovery approach e.g. puzzle, adult time, personal space, etc	-
<b>Follow up post incident.</b> Recording and reporting to SLT (CPOMS assigned to Behaviour Lead and alert Head of Site), parents, review and reflection time  Strategies to use to further support reduction of behaviour	-

Written by: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix F – One page document (students' passport)**

Creator of this document: Luis Ferreira



<p><b>Name:</b> <b>Class:</b></p>	<p><b>Communication</b></p> <p>Receptive: Expressive: Timetable: In crisis use:</p>	<p><b>Sensory needs / Self-regulation</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Behaviours / Functions/ Responses:</b></p> <p><b>Behaviours to Praise and Focus on:</b></p>	<p><b>Other relevant information:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

**Appendix G – 6 Stages of a Crisis (Team Teach)**

**Six Stages of Crisis**

