

Managing behaviours of Concern Policy



Wheatley Hill Community Primary School

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Wheatley Hill Primary School is a caring, inclusive school at the heart of the local community. We currently have over 400 pupils on our school role and their safety our paramount importance.

As well supporting our mainstream children, we also support children with a wide range of complex needs and disabilities. We pride ourselves on having a specialist SEND inclusion approach that joins Special School and Mainstream teaching routes in a clear learning pathway. Our staff have an extensive amount of training to ensure that our pupils are supported to the very best of our abilities, in order to achieve the very best outcomes in all areas of their development.

There are occasions in school, like in any school, where a young person may exhibit behaviour that is significantly challenging, and where the usual strategies in school are not resolving the situation leading to an escalation of concerns, or there is a single event of significant impact. This policy outlines how Wheatley Hill Primary School will support and manage any of these behaviours of concern.

This policy has been written in conjunction with:

“Promoting Positive Behaviour Working Together to Support Inclusion Guidance for school leaders and service leads” Appendix A

“The Support and Inclusion Pathway” Written by David Wall Durham Local Authority - Appendix B

This policy intends to support pupils in order to avoid any form of formal exclusion.

The following chart will explain step by step how we will support and manage any behaviours of concern.

Key Task	Who?	When?
1	<p>Following an assault or outburst of violent and aggressive behaviour, parent's will be notified immediately and invited into school to either support their child in school, or they may choose to take them home.</p>	<p>Staff working directly with the student will notify SLT about the incident</p> <p>HT, DHT or Department Lead will notify parents</p>
2	<p>An investigation into the assault / incident will begin. Depending on what time of day the incident occurred, the child will be offered a remote learning package whilst working from home.</p> <p>Staff involved will provide an accurate account of the incident and record this onto the school's recording system- CPOMs.</p> <p>HT / DHT will contact Health and Safety Team at DCC, be contacted for advice regarding the specific incident.</p> <p>SEND pupils: If the child has an EHCP, their caseworker may be notified to discuss appropriate course of action. As well as SEND IASS or any other services involved with the pupil – ie EWEL Team, ASC Team etc.</p> <p>None SEND pupils: Discussions will take place to discuss what provision needs to be put in place following the incident or what services may need to be referred in to.</p> <p>If deemed necessary, appropriate support for the family will be sought, for example, request made for Early Help or One Point Service support</p>	<p>Key Worker for the student.</p> <p>All staff who witnessed the incident</p> <p>HT / DHT</p> <p>DHT / SEND caseworker.</p> <p>HT /DHT / SENCO / Department Leader / class teacher</p> <p>HT /DHT / SENCO / Department Leader</p>
3	<p>Risk assessment to be completed. Professionals agree a proposed plan to support the pupil moving forward. Usually this will be a reduced timetable. Starting with 1 hour in school with support staff, with the view to increase to 2 hours, 3 hours etc, once the known risks are assessed and ensure safety to pupils and staff. This may also include pupils being removed from school transport service if they are deemed to be a risk.</p>	<p>HT / DHT/ SENCO / Department Leader Class teacher</p> <p>Same day / day after incident depending upon the time the incident took place.</p>

4	<p>Parents will be invited in for a Reintegration Planning Meeting, and any amendments will be made to include parent's / pupils' views.</p> <p>The pupil will have a support/ intervention package agreed. Regular review meetings will continue to be held at agreed intervals.</p> <p>Parental Contract will be agreed and signed.</p>	<p>HT / DHT / department Leader and parents</p> <p>Student and their parent/carer.</p>	<p>Once school have spoken with SEND caseworkers / DCC Health and Safety Team</p>
5	<p>Pupil will return to school with a package of support. This may include things which are already in place or any new strategies (as discussed in stage 3 and 4) such as:</p> <ul style="list-style-type: none"> - Reduced timetable - Targeted support to change behaviours - Restorative Approaches - Behaviour Support Plan - School Mentor Support - EWEL involvement / Crisis support - Educational Psychology - Emotional Resilience Nurse Support - CAMHs - ASD Team - Cognition and Learning team Support - Early Help / One Point Support - LAC support (if appropriate) - Support from SEND Casework Team 	<p>Class teacher / SENCO / Parents.</p>	<p>Once the Parent Contract is agreed by all parties involved.</p>
6	<p>Any causes for concern, once the pupil is back to school, will be communicated directly to the parent/carer.</p> <p>Communication between all parties will take place to rectify any concerns. An emergency review meeting will be scheduled, if necessary, to stabilise the student.</p>	<p>HT / DHT / department Leader and parents</p> <p>HT / DHT / department Leader and parents</p>	<p>Following any further incidents</p>
7	<p>A review of the Parental Contract will also take place in the meeting.</p> <p>Date for a second Review Meeting will be scheduled to take place.</p> <p>At this point, if despite the above intense support is making little change or impact, and the child is still displaying high levels of physical behaviours, school may look to arrange a managed move, request Outreach Support or exclude the child. If the child has an EHCP, we may hold an early review to request a change of placement.</p>	<p>HT / DHT / department Leader and parents</p> <p>HT / DHT</p>	<p>Following any further incidents</p>