

Managing behaviours of Concern Policy



Wheatley Hill Community Primary School

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1. Vision and Values

Wheatley Hill Primary School is a caring, inclusive school at the heart of the local community. We currently have over 450 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 intends to support pupils in order to avoid any form of formal exclusion.

2. Legislative and Local Authority Framework

This policy is written in accordance with Durham Local Authority guidance to ensure a consistent, graduated response to behavioral needs. It must be read in conjunction with:

- **Durham LA:** "Promoting Positive Behaviour: Working Together to Support Inclusion" (Appendix A).
- **The Support and Inclusion Pathway:** Written by David Wall, Durham LA (Appendix B).
- **The SEND Code of Practice (2015):** Ensuring behaviors are assessed for underlying SEND or Mental Health needs.

3. Defining "Behaviours of Concern"

There are occasions where a young person may exhibit behaviour that is significantly challenging, where usual school strategies are not resolving the situation, or where a single event of significant impact occurs. We define these as "Behaviours of Concern"—actions that may pose a risk to the safety of the student, their peers, or staff.

4. The Graduated Response & Management Pathway

When an escalation of concern occurs, the school follows a 7-stage systematic process to ensure safety and reintegration.

Stage 1: Immediate Crisis Management

- Following an assault or violent outburst, parents are notified immediately.
- Parents may be invited to support the child to regulate in school once school resources are exhausted, or parents may choose to take the child away from school for a period of time and bring them back later.
- **Responsibility:** SLT and Lead Staff.

Stage 2: Documentation and Multi-Agency Liaison

- **Recording:** Accurate accounts are recorded on **CPOMs**.
- **H&S Advice:** HT/DHT will contact the **DCC Health and Safety Team** for advice regarding specific incidents.
- **SEND Pathway:** If the child has an EHCP, the SEND Caseworker, SEND IASS, or specific teams (ASC, EWEL) are notified.
- **Mainstream Pathway:** Referrals to **Early Help** or **One Point** may be initiated, if parents are in agreement.

Stage 3: Risk Assessment and Stabilisation

- A formal Risk Assessment is completed/updated by HT/SENCO and behaviour plans are updated
- **Reduced Timetables:** These may be used as a temporary measure to ensure safety, starting with a shorter time in school and increasing as risks decrease.
- **Transport:** Safety on school transport is assessed; if the risk is deemed too high, school transport may be temporarily suspended.

Stage 4: Reintegration and Parental Partnership

- A **Reintegration Planning Meeting** is held to incorporate parent and pupil views.
- A **Parental Contract** is signed, outlining the agreed intervention package.
- Updated Behaviour Plans and Risk Assessments are agreed with parents and other professionals involved.

Stage 5: Targeted Intervention Package

The return to school is supported by a bespoke menu of strategies, which may include:

- **Therapeutic Support:** School Mentor, EWEL Team, or Emotional Resilience Nurse.
- **Specialist Teams:** Educational Psychology, ASD Team, or Cognition and Learning Team.
- **Restorative Practice:** Using restorative approaches to repair relationships.
- **In House Pastoral Support:** School pastoral team allocated to support

Stage 6: Monitoring and Emergency Review

- Any new concerns are communicated directly to parents immediately.
- If the situation does not stabilise, an **Emergency Review Meeting** is called to prevent further escalation.

Stage 7: Long-term Provision Review

- If intense support makes little impact and high-level physical behaviours persist, the school may:
 1. Request Outreach Support such as a referral to Pupil Inclusion Panel
 2. Arrange a SOP, if appropriate and all parties agree (for those without an EHCP)
 3. **For EHCP pupils:** Hold an **Early Annual Review** with the potential request of additional funding to ensure school can meet need, or request a change of placement to a more specialised setting.

5. Staff Training and Wellbeing

As noted, Wheatley Hill staff undergo extensive training. Following any "extreme" incident, a staff debrief will occur to ensure the wellbeing of those involved and to identify "triggers" to update the student's **Behaviour Support Plan**.

