

Trinity School Behaviour & Physical Intervention Policy Summary Points

(Behaviour)

At Trinity School we strive to teach all our children and young people to manage and regulate their feelings and distress in positive ways. In order to do this all staff, adopt a positive and proactive approach to their interactions with children and young people over the course of the school day.

We recognise that children who are beginning to show escalating behaviour need time to calm and regulate before they are challenged with demands, this will avoid incidents from escalating through our tracking system. All class teams should recognise the whole school approach to proactive behaviour support and management and recognise and understand the following documents:

- Behaviour Support Structures
- Procedures for Developing a Behaviour Plan
- Emergency Response Protocol Update

At Trinity we view seeking support for the management of complex behaviour as a strength, not a weakness.

Colour Code	What we might see	What you should do
Green - Baseline Behaviour	<ul style="list-style-type: none"> -Can follow structure -Happy, calm, regulated -Completes work -Follows routines -Responds to instructions 	<ul style="list-style-type: none"> -Transition to lessons with subject specialists -Introduce new tasks -Teach new skills -Take on community visits
Yellow – Escalating Behaviour	<ul style="list-style-type: none"> -Displaying some signs of dysregulation -Low level physical behaviour with low intent to hurt another person (hitting, kicking, pinching, slapping, punching, pushing etc) -Some self harm -Begin to get upset -Vocalisations and body language changes -May choose to be alone 	<ul style="list-style-type: none"> -Reduce demands -Reduce verbal language -Offer an alternative choice/ activity -Honour requests made by child/ young person if it does not pose a Health and Safety Risk -Avoid transitions to outside lessons and/or other locations Offer regulation strategies
Orange – Pre Crisis Behaviour	<ul style="list-style-type: none"> - Behaviour from the yellow section continues and is likely to further intensify - Self harm may increase which the aim of hurting self more -Loud vocalisations/ crying intensifies -Destructions of belonging or property -Spitting at others -Defecating/ urinating on the floor, smearing -Physical behaviour with moderate force and intent to harm including: (hitting, kicking, pinching, slapping, punching, pushing etc) 	<ul style="list-style-type: none"> -No demands placed on child or young person -Verbal language kept minimal -Make environment safe -Offer items which are known to calm a child or young person eg: snack/ bubbles/ favourite object -Give child/ young person time and space -Rotate staff/ change of face may alleviate some distress/ anxiety -Call on phase team for support -Call for an emergency response protocol if necessary -Physically intervene if child or young person is a danger to themselves, others or are at risk of injuring themselves using reasonable, necessary and proportionate interventions <p>Following the incident: Record, report and debrief with a manager, parent/ carer and if applicable the allocated Social Worker should be informed of the incident</p>
Red – Crisis behavior	<ul style="list-style-type: none"> -Behaviour from the yellow & orange sections continues and is likely to further intensify -Physical behaviour and self-harm is now at an extreme level, there is a serious risk to health and safety of the child/ young person and other children and staff in the vicinity 	<ul style="list-style-type: none"> -Consider the location and the feasibility of creating an Emergency Safe Space to ensure the health and safety of the child/ young person and those around them -Ensure there is a line of vision to that they child or young person can be seen at all times -Physically intervene to get a child or young person to a safe space -Call for an Emergency Response Protocol to enable SLT to facilitate further actions as necessary - Remove and/or monitor any potential threats -Follow the direction of the Emergency Response team as necessary, this may include removing self from the situation <p>Following the incident: Record, report and debrief with a manager within 24 hours</p>
This list is an example and is not exhaustive, each child or young persons will need an individualised approach at all times		

