



## Behaviour Policy

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<b>Approved by:</b>	Tracey Storey, CEO

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- Code of Conduct and Behaviour
- Anti-Bullying Policy
- Disciplinary Policy
- Use of Reasonable Force Government Guidance for Schools 2013

## **Legislation and Statutory Requirements**

Our policy takes account of:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation at School
- The Equality Act 2010
- Supporting Learners with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

## **Definition**

In accordance with the DfE advisory document 'behaviour and discipline in schools', Allerthorpe School has produced a policy and guidance for learners, staff, and partner agencies to underpin Allerthorpe School's core beliefs and guidance. This behaviour policy will be reviewed at least once per year, be available on Allerthorpe School website (School Information (England) Regulations 2008) and provided to parents where required.

At Allerthorpe School, we aim to meet the diverse needs of our learners through the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries, and an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.

Our general approach which we aim to embed throughout Allerthorpe School, centres around an unconditional positive regard for all learners, acknowledging and addressing any inappropriate behaviours which may arise. It is through this learner-centred and inclusive approach that learners will learn to understand, manage, and improve their own behaviour, and to build positive relationships with adults and other learners.

Consequently, all learners at Allerthorpe School have the right to a recognition of their unique identity and individual consideration of their needs and be treated with respect and dignity and feel valued members of the learning community, learn and work in a safe environment and be protected from harm, violence, assault and acts of verbal abuse.

Allerthorpe School recognises that poor behaviour can have wider implications on other learners who attend. Core principles of Allerthorpe School include:

- making sure all adults in the room know how to respond calmly and effectively to learners with special/specific needs.
- ensuring that learners receive rewards every time they have earned them and receive follow-up actions every time behaviour falls below expectations.

Staff follow these guidelines and support a consistent approach to managing behaviour, both in the classroom and around Allerthorpe School. When learners know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

## **Key Principles to Support Positive Behaviour**

- Ensure that this behaviour policy is clearly understood and followed by all staff, parents, and learners.
- Display the school values that underpin the rules clearly around the building. Staff and learners should know what they are.
- Display the rewards in each class (See Appendix 1.)

- Ensure that other senior leadership team members are a visible presence around Allerthorpe School.
- Check on behaviour outside of school.
- Check the building is clean and well-maintained.
- Ensure that staff praise positive behaviour and work.
- Ensure that staff understand special needs of learners.
- Put in place suitable support for learners with behavioural difficulties.
- Build positive relationships with the parents of learners with behaviour difficulties.
- Meet and greet learners when they come into the classroom.
- Have a system in place to follow through with all sanctions and rewards (e.g., stop and think.).
- Have a visual timetable displayed in all classrooms.
- Ensure that all resources are prepared in advance.
- Praise the behaviour we want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Teach children the class routines.
- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.
- Identify and understand the needs and specific strategies for each child as recorded in their RSP – Regulation Support Plans (see Appendix B).

**Regulation Support Plans (see Appendix B)** - Allerthorpe School ensures each learner who attends Allerthorpe School has a Regulation Support Plan (RSP). This document records the typical behaviours staff may expect from each learner, including what can prompt positive/poor behaviour and how the behaviour is managed/key personnel etc. This document is compiled in partnership with the learner, teacher, support staff and the Principal to work together to promote the best possible behaviour. It also documents what to expect when behaviour falls below what is expected and how this is managed effectively. This is a 'live' document open to change throughout the time a learner spends within Allerthorpe School.

### **Support and Communication**

To promote and support appropriate behaviour, Allerthorpe School is committed to ensuring that staff to learner ratios are kept as high as possible. However, there may be occasions when staff working with learners feel they require additional help and support, over and above the classroom team. In these cases, on hearing a call for SMT – all available staff should directly walk to where SMT has been requested or make sure other support staff are made aware of the request.

### **Staff Support**

Working in an environment that can sometimes be challenging can be stressful. As such we like to make sure that staff are supported in all possible situations and outcomes. The senior leadership team play a big part in managing behaviour and will be available whenever possible to support staff and deal with poor behaviour.

Working in high stress and challenging situations can have a detrimental impact on staff mental health. Following incidents or instances of high stress and challenge, staff can take time for themselves to support their own wellbeing and mental health. In instances like these, and if required, staff can provide extra resilience in the class where needed.

Staff are encouraged to take time away in safe spaces if required and have access to their support network if appropriate. We are committing ourselves to ensure Mental Health First Aid trained staff are available who can offer further support if required.

Other examples of staff support, and wellbeing can be addressed through, but are not limited to:

- Weekly/termly wellbeing activities.

- Tailored CPD, relevant to the individual and discussed at length with the senior leadership team.
- Access to wellbeing support.
- Membership of Westfield Health.

Instances of malicious accusations made against school staff will be investigated thoroughly and dealt with accordingly, with appropriate action being taken.

At Allerthorpe School we meet with staff daily to share best practice through a debrief. Discussion of incidents and case studies take place to ensure staff are upskilled continually and have a good knowledge of which strategies work well with each learner, further training or assistance or the sharing of best practice.

The senior leadership team have an 'open-door policy' which encourages the flow of information and can highlight areas of support or where improvements can be made.

### **Expectations**

Our school's expectations set out the expected behaviour of learners and staff and constitutes the rules to maintain a good working environment. These are displayed around Allerthorpe School in different formats.

Learners should:

- Be helpful and supportive of one another.
- Respect everyone, the school, and its property.
- Be the best version of themselves.
- Be kind and considerate.
- Understand the expectations placed on themselves and on those learning and working within Allerthorpe School.
- Keep lines of communication open and two-way.
- Keep each other safe and feeling secure.

Staff understand:

- The behaviour is NOT the child.
- All behaviour is a form of communication about how the child is feeling at that point in time.
- Positive communication equals positive relationships.

### **Behaviour and Actions**

#### ***Continual Positive Reinforcement***

Each member of staff within Allerthorpe School is encouraged to use their own interpretation of positive reinforcement to maintain a natural and friendly relationship with learners. Guidance is given and generally reflected across Allerthorpe School with teachers, senior leaders and support staff all utilising positive reinforcement in building relationships with learners (see Appendix A).

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the learner or groups of learners.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books, home communication books.
- Displaying good work.
- Work towards an activity chosen by the learner.
- Recognition and celebration of learning.

Formal rewards are targeted and individualised according to age and need, celebrated with the peers and the whole school as appropriate e.g., certificate presentations in assemblies for achievements and presentations of rewards. A focus on restorative approaches to addressing and changing behaviour. Staff recognition of positive behaviour is clearly based on learners' level of development, their needs, and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Consistency of praise and appropriate challenge is essential in giving both learners and staff an understanding of how learners should behave. Clear definitions and sharing of best practice are important in making sure Allerthorpe School's vision is shared between learners, staff, partner agencies and parents/carers. All learners need to be aware of the rules and routines and the consequences of meeting or not meeting rules and expected standards of behaviour.

### **Choice and consequence: rewarding positive behaviour.**

Behaviour that leads to rewarding consequences are more likely to be repeated if:

- All staff are actively involved in consistently rewarding positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- The types of consequences used across Allerthorpe School reflect the individual nature of class groups and learner.

Informal consequences may include, but are not limited to:

- Use of planned ignoring, where possible.
- Use of another member of staff/SLT/support staff/Safe Face.
- Facial expression of disapproval.
- Verbal warnings and reprimands.
- Loss of privileges or rewards.
- Restorative conversations and discussions.
- Temporary withdrawal from the learning environment/working with another support member of staff/class.

Formal consequences are implemented following due consideration of any incident and the learner's age and needs:

- Agreed withdrawal of privilege (in accordance with sanctions list).
- Meeting with the Principal/parents/partner agencies.
- Restorative methods – repairing damage, writing letters of apology, verbal apology.
- Suspension: the use of fixed term exclusion.

### **Graduated Approach to Support Behaviour**

Should staff become concerned about a learner's behaviour over a period of time, Staff will follow a Graduated Approach to support behaviour. This should be read alongside Appendix A – Behaviour and Action Chart. All meetings follow a restorative framework as outlined further below. The meetings should not be deemed punitive but restorative in nature to provide additional support to all parties involved.

#### **Stage 1 – Meeting with Support Staff**

This initial meeting could be prompted by a rise in Level one behaviours and is in place to share concerns and offer early intervention within the classroom. This meeting can be completed over the phone, virtually, home visit or at school at an appropriate time.

#### **Stage 2 – Meeting with Teacher/Tutor**

This meeting would be prompted in a rise of Level one and Level two behaviours and/or if a Stage 1 Meeting was unsuccessful OR deemed inappropriate due to behaviours shown.

Stage 3 – Meeting with Assistant Principal and/or Principal

This meeting would be prompted by unsuccessful Stage 1 and/or 2 Meetings OR a rise in Level two behaviours or Level three behaviours. These may prompt a learner to be placed on an agreement to monitor and support positive behaviour and/or explore other strategies.

### **Suspensions or Permanent Exclusion**

When a young person is sent home due to negative behaviour, it will be marked as a suspension on our register unless there are extenuating circumstances. In any instance where children/learners walk offsite without permission and cannot be regulated and supported back into the building, this will be recorded as suspension.

On occasion, for Health and Safety reasons or if there is continuous negative behaviour, it may be necessary to send a learner home. Parents/carers/guardians are called prior to learners being sent home. The following day the learner will be offered a fresh start following a conversation with a member of SMT and/or having attended a restorative meeting.

Any incident, which breaches the school's Code of Conduct, is liable to result in a suspension and/or withdrawal of placement. Please see our suspension and permanent exclusion policy for further information.

### **Supportive Strategies**

Building relationships is a key part of the development of learning and support for learners within Allerthorpe School. By having positive relationships with staff, we can help learners work through any issues that may arise by offering a supportive approach to their individual need.

### **Myspace**

Time away from the classroom or class group can be a very effective way in which we can support a learner. When used positively it can help reduce anxiety, aid communication and be an area in which a learner can feel supported away from the classroom. If required a learner can access this safe place (Myspace Room), where they can access time away from others and spend time with supportive elements of the care team or nominated staff.

### **Restorative Practices**

Wherever possible the school will adopt a restorative approach when challenging or sanctioning of poor behaviour.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practice involves helping the learner think through their behaviour, its consequences and what they can do to make it better.

'It's all about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.'

How does the school implement restorative practices?

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it: The school can work through key questions to aid the restorative approach.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

### **Searching of Learners**

The school reserves the right to search learners prior to entering the school or at appropriate times should the need arise. Any search for weapons or prohibited items must be done in accordance with the DFE guidance "searching, screening and confiscation advice for schools 2022" respecting the lawful rights of the learners. Any refusal to search would see the learner refused entry to the school or sent home. Should any search take place this should always be done with somebody else present, and a note made on the safeguarding file.

### **Mobile Phones**

Mobile phones are prohibited on Allerthorpe School site. There may be times when learners are found with mobile phones in their possession and if this occurs, they will be required to hand this into school staff where it will be stored safely until the end of school day. If a learner refuses to hand in their phone, then efforts must be made to work on compliance and in worst cases parents will be called to pick up the mobile phone from school. If a learner fails to comply, learners will not be allowed into the learning area, Allerthorpe School has not excluded the learner and the learner's absence should be treated as unauthorised. The learner should comply with the rules and attend.

### **The Team Teach Approach**

We strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

This may also mean that there are times when their behaviour requires staff physical intervention to ensure the learners' own safety, the safety of other learners and staff, or that property is not seriously damaged. Physical intervention is only used as last resort when deemed appropriate. Learners who are persistently having a negative impact on the learning of others may also be required to be moved using positive handling approach. All intervention will be appropriate, proportionate and reasonable.

In these cases, restraining would be exercised under (and in line with) the statutory rights of government's July 2013 guidance "Use of reasonable force" document.

All incidents of positive handling are reported, recorded, monitored, and evaluated onto ABC and PI Forms. Parents/carers and the local authority will be informed of any that involve a learner being held with more restrictive holds. Any injury sustained during an incident involving positive handling is also reported to the parent/carer.

### **Parental Involvement**

Parents can play a significant role in making sure that Allerthorpe School principles of behaviour and policy are upheld. Parents will have the ability to contact directly and the lines of communication to Allerthorpe School will be open at all times including 'out of school hours' supported by the senior leadership team.

Parents are encouraged to support Allerthorpe School and work in partnership to get the very best outcomes in behaviour.

Parents will be invited into Allerthorpe School regularly to discuss learner progress with their child's teacher.

Use of single assessment/early intervention – school will take a lead role in supporting parents with issues outside of Allerthorpe School and will be a conduit to getting increased help and support from outside agencies.

**Use of Specialist Support**

Allerthorpe School recognises that in some instances further support may be required for our learners that requires specialist intervention. School makes sure these areas are covered wherever possible.

**Speech and Language Therapy**

External specialists will be sourced to support any learner with speech, language, or verbal communication difficulties.

**Educational Psychologists**

External specialist who will support with further strategies to ensure success at school.

**Referral to External Services:**

Where appropriate referrals to external providers, such as CAMHS, GP, OT will be made to support.

**Recording and Reporting**

Allerthorpe School use SharePoint, the online platform to upload the ABC and PI forms to record negative behaviours. The information is gathered timely and consistently, which enables the senior leadership team to analyse and review positive trends, informing learning and strategic development. Incidents are reported timely and are reviewed by the senior leadership team. This is completed within 24 hours of any incident with any follow up actions actioned as soon as possible.

Data is collated and analysed to inform strategy and practice, highlighting any additional support needs. Behaviour data is collated each month and shared with all relevant stakeholders.



### Appendix A – Behaviour and Action Log





Levels of Behaviour	Types of Behaviour	Rewards/Actions
<b>Positive Behaviour</b>	Being kind / caring to others	Kindness token
	Following instructions	Postcard home
	Requesting help	Golden tickets / rewards
	Completing classwork and homework	Positive calls home
	Achieving targets / learning objectives	Attendance Rewards
	Respect for self, others, and equipment	Food reward for class
	Positive engagement in lesson / activity	Management praise - verbal or written
	Positive school day / school week	Certificate, stickers
	Positive school term / school year	Class prizes (e.g., board game)
	Positive attendance record	Extra breaktimes (choosing time)
Using agreed strategies		
<b>Level One Behaviour</b>	General swearing / verbal aggression	Verbal warning
	Refusal to follow instructions	Use of an agreed strategy from RSP
	Disrupting others learning	Ask for a movement break
	Lack of participation	Take 5 minutes
	Being unkind to others / name calling	Behaviours logged and monitored
	Chewing gum / eating in class	Change of face/space/activity
	Pen tapping	Use of Stop and think/warning/consequence
		Loss of minutes at break
<b>Level Two Behaviour</b>	Walking out of class	Verbal apology
	Swearing at someone directly / verbal abuse / making threats	Restorative intervention
	Minor damage to property / throwing of items	Teacher to address issues in weekly phone calls
	Being disrespectful to staff	Intervention - time out
	Repeated level one behaviour	Discussion with parents/carers
	Persistent non-compliance	Supervision meeting with SLT
	Classroom disruption	Individual Risk assessment may be needed
	Causing an unsafe environment for others	
Refusal to work		
<b>Level Three Behaviour</b>	Theft	Parent / carers requested to attend meeting
	Serious damage to property	Implement support mechanisms
	Discriminatory comments (*9 protected characteristics)	Parent / carers charged for damage / replacements
	Bullying	Intervention - time out
	Consistently not following instructions	Police advised
	Intimidating and threatening behaviour	Short term suspension / exclusion (up to 48 hours, 1-2 days)
	Causing a severe health and safety hazard in Allerthorpe School environment	Long term suspension / exclusion (over 48 hours - 3-5 days)

	Physically hurting someone / assault	Short term suspension/ exclusion
	Possession of controlled substances or weapon	End of placement – permanent exclusion
	Disruption on transport	
	Incitement	
	Criminal behaviour outside of school	
	Inappropriate use of social media	
	Walking out of school / absconding / absent without authorization	
	Refusal to hand in / switch off phone or other personal, non-authorized device	

Appendix B

# Regulation Support Plan

Name:  
 Class:  
 Date:  
 Reviewed by:  
 To be reviewed:

 <b>Likes and Interests</b>	 <b>Language and social communication</b>	 <b>Sensory Needs and Learning Style</b>	 <b>Other Information</b>
<ul style="list-style-type: none"> <li>• Sensory room</li> <li>• My space room</li> <li>• Music</li> <li>• Singing</li> <li>• Art</li> <li>• Craft</li> <li>• Colouring</li> <li>• Specific toys</li> <li>• Specific books</li> <li>• trampoline</li> <li>• Laptop</li> <li>• Playground</li> <li>• Football</li> <li>• Boxing</li> <li>• Lego</li> </ul> <p>Special interests :</p>	<ul style="list-style-type: none"> <li>• Verbal language – learned phrases and key words</li> <li>• Total communication environment needed by all staff</li> <li>• Prefers communication with adults</li> <li>• Struggles to maintain conversation with peers</li> <li>• Lack of understanding when initiating conversation with peers</li> <li>• Lack of understanding of peers' humor or language</li> <li>• Uses of inappropriate language and terms in everyday speech</li> <li>• Not able to understand banter or non-logical sayings eg "its raining cats and dogs"</li> </ul>	<ul style="list-style-type: none"> <li>• Needs access to low arousal, calm learning environment</li> <li>• One staff speaking at a time to support language processing</li> <li>• Highly structured day which is consistent and displayed visually with pictures of a timetable.</li> <li>• Regular access to quiet, calm learning breaks</li> <li>• Needs constant reassurance by staff</li> <li>• Movement breaks</li> <li>• Use of wobble stools in class</li> <li>• Use of wobble cushions</li> <li>• Use of fiddlers</li> <li>• Sensory breaks – light, sound, vibration, music therapy</li> <li>• Kinesthetic learning</li> <li>• Photographic memory – influences reading strategies.</li> </ul>	<p>ASD                      ADHD                      SEMH                      PDA traits                      HI                      VI                      MLD                      SLD                      Dyslexia                      Dyscalculia                      Medical</p> <p>Anger / red mist</p> <p>Low-level violent reactions: push, light slap or hit.</p>
<p><b>General challenges and difficulties</b></p>	<p><b>Proactive strategies</b></p>		
<ul style="list-style-type: none"> <li>• Will react with 'No' to any suggestion</li> </ul>	<ul style="list-style-type: none"> <li>• give learner processing time, and allow xxx to join in conversation /activity in some capacity when ready</li> <li>• listen to what the learner wants to do and agree a way forward</li> </ul>		

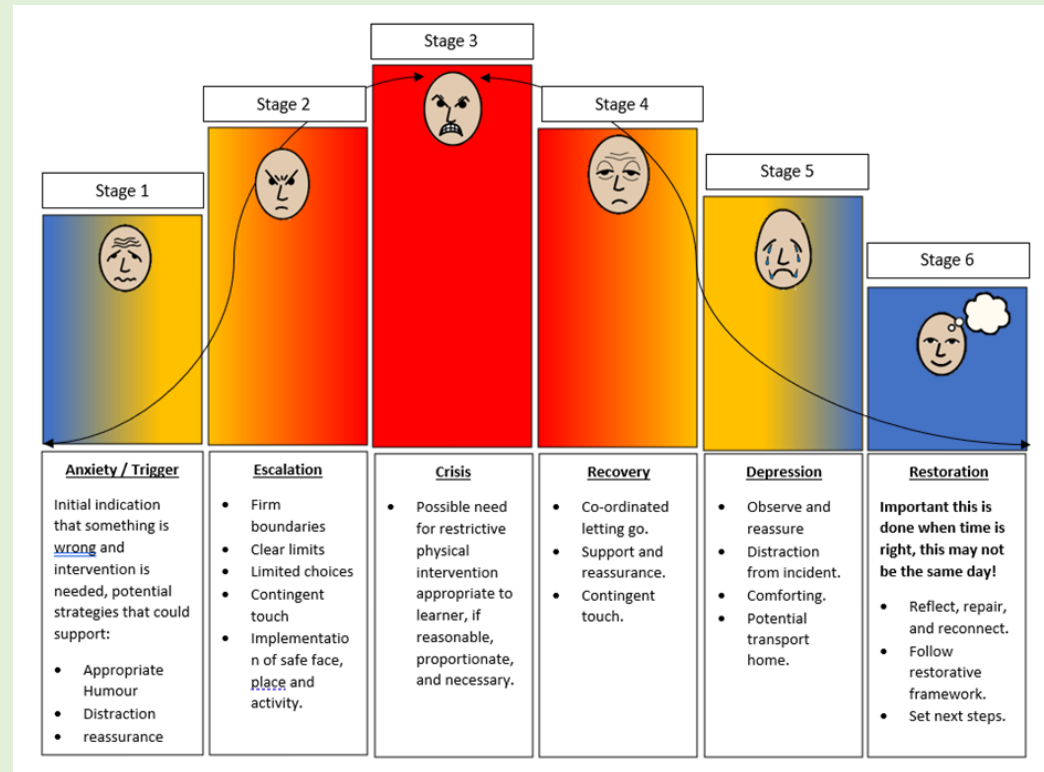
<ul style="list-style-type: none"> <li>• <b>Any changes to the routine, timetable</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff will ensure that Xxxx has access to a daily visual timetable that is consistent for each day that is in school.</li> <li>• Staff will reduce any changes to Xxxx's routine to ensure he is aware of his routine and all staff deliver it consistently</li> </ul>
<ul style="list-style-type: none"> <li>• <b>PE or Games</b></li> </ul>	<ul style="list-style-type: none"> <li>• listen to what the learner wants to do and agree on a way forward</li> <li>• show understanding and compassion – teenagers have body image issues, smell, don't like to sweat.</li> <li>• May not want to change for PE. This is ok – we only offer changing for those learners that want to.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Social times</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff will use Xxxx's 5-point scale to ask xxx how xxx is feeling four times a day. If Xxxx communicates xxx is a 3, 4 or 5 then staff will offer xxx xx.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Unstructured times</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff will ensure that Xxxx has access to a daily visual timetable that is consistent for each day that is in school.</li> <li>• Staff will reduce any changes to Xxxx's routine to ensure he is aware of his routine and all staff deliver it consistently.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Food</b></li> </ul>	<ul style="list-style-type: none"> <li>• Offer an alternative to what the learner may not be able to have.</li> <li>• Offer a range of foods</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Staff inconsistencies</b></li> </ul>	<ul style="list-style-type: none"> <li>• If there is a planned absence of staff – prepare learners for this occasion.</li> <li>• Prepare learners for any changes in daily staffing, this could be use of pictures to show learners who is supporting,</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Noisy, busy environments</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff will ensure that the classroom is a low-arousal, calm space for Xxxx. All background noise will be kept to a minimum.</li> <li>• Staff to support Xxxx in noisy situations by offering him some ear defenders</li> <li>• Staff to offer outside or the learners kitchen at dinnertimes as an alternative to the Hall.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Regulating emotions and struggling with feelings of anxiety</b></li> </ul>	<ul style="list-style-type: none"> <li>• Xxxx will be offered movement and sensory breaks throughout the school day</li> <li>• Xxxx will have constant access to xxx calming choices. Staff are to ensure these are honoured consistently when Xxxx requests them.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Seeking reassurance from staff through repetitive questioning and seeking praise</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff are consistent in saying ' just once'</li> <li>• Staff can write the answer to the repeating question on card and offer this to the learner as reassurance.</li> <li>• Staff praise only the behaviour and actions that are consistent with the school expectations</li> </ul>

- **Turning to slapping others when provoked**

- Staff will ensure that they are reassuring and praising Xxxx when xxx is showing xx is dysregulated.
- When Xxxx demonstrates that xx is upset, staff will offer reassurance and support.
- Staff are not to use terms like 'you're fine' in response to Xxxx, as xx is experiencing high levels of anxiety or frustration.
- Offers of alternative rooms and spaces away from anxiety issues or

## Emotional Support Guidance and Stages of Crisis

In the event a physical intervention is required to support the learner whilst they are in an emotionally heightened state, this section of the plan will outline what strategies work most effectively when working through the stages highlighted in the stages of crisis outlined in the model below:



### **Stage 1: Anxiety / Trigger**

In this stage – the learner is at the beginning of the stages of crisis and is displaying low level behaviours to suggest that something has happened that has caused them to go into a state of anxiety, reasons for this are highlighted at the beginning of this document. This stage where possible should be dealt with by members of staff within the classroom.

### **Stage 2: Escalation**

In this stage – the learner has been unable to calm, and behaviour has further escalated and is now displaying potentially more volatile and aggressive behaviours. Strategies used by staff now much change to reduce the risk of a potential physical handling incident. Potential support strategies **must** include:

1. Calm stance – Staff must remain in control of their emotions and display a calm stance, arms by sides and relaxed. Position yourself strategically to give them a way out towards a safe space.
2. Calm voice – Lower, relaxed tone of voice.
3. Limited vocabulary – key phrases rather than too much information, (I can see your upset, I'm here to help).
4. Firm boundaries and clear limits – Explain simply what they need to do to turn it around, whilst explaining what the next course of action will be if they do not co-operate.
5. Implementation of safe face, safe place, and safe activity individualised to the learner.

### **Positive Handling Plan**

*(to be completed when a physical intervention has taken place)*

### **Stage 3: Crisis**

In this stage the learner has lost control, and it **MAY** be reasonable proportionate and necessary to physically intervene to ensure the learner is able to regain control, and ensure staff and learners are safe. The following physical intervention strategies work most effectively for this learner when in crisis: (Tick appropriate)

#### **One person:**

- Friendly hold
- Single person Double elbow
- Half shield

#### **Two people:**

- Single elbow
- Figure of 4
- Double elbow

**Seated hold:**

- Single elbow (Chairs)

To ensure the physical intervention is for the shortest time possible – the following de – escalation strategies are known to help the learner calm further:

- 1.
- 2.
- 3.
- 4.
- 5.

**Stage 4: Recovery**

In this stage it has become apparent that the learner is beginning to calm and is regaining control. It is extremely important to continue to support the learner effectively through this stage otherwise they can loop back into crisis. Strategies to support **MUST** include:

1. Co-ordinated letting go – if a physical intervention has taken place, a planned disengagement must take place to safely come out of the intervention. This must be done through the team teach model and be co-ordinated between the staff using the intervention.
2. Take up time – allow the learner time to calm at their own rate. A time limit should not be set on this.
3. Implementation of safe face, safe place and safe activity.

Other strategies that may support include:

- 1.
- 2.
- 3.
- 4.
- 5.

**Stage 5: Depression**



During this stage the learner has sufficiently calmed but may be in a state of depression and exhaustion due to their emotionally heightened state and the potential impact of a physical intervention. The learner must be supported effectively at this stage to ensure they do not loop back into crisis.

Strategies that **MUST** be used:

1. Monitoring – Learners must be closely monitored to ensure they are not suffering from any form of injury from physical intervention, and to ensure their mental state is okay following their emotionally heightened state.
2. Limited expectations – The learner should not be expected to follow their usual timetable whilst in this stage, alterations should be made to ensure they are safe, this may include potentially going home.

Other strategies may include:

- 1.
- 2.
- 3.
- 4.
- 5.

### **Stage 6: Restoration**

This stage is a vitally important stage for the learner to be able to reflect on what had happened following an incident, to ensure learning takes place and steps are put in place to ensure the likelihood of it happening again is reduced. It is also important to repair any harm that may have occurred during the incident, whether this is physical damage or damage to relationships.

The school's restorative framework must be followed at this stage when appropriate for the learner, it may not be on the same day as it depends when the learner is ready. The following questions must be explored with the learner post incident:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think you need to do to make things right?

**These restorative questions can be used in addition to the CBT hot cross bun.**

### **Examples of Potential Strategies to be used by Staff**

- Distraction – Different distraction techniques to be used to divert the learner's attention, based on their specific interests, appropriate humour may be used to distract the learner.
- Change of face – Swapping the member of staff supporting the child, through no fault of their own it could be a member of staff who has caused the anxiety, and a change of face could support the learner to calm more effectively.
- Persuasion – Using the relationship you have with the learner to persuade them to make the right choice.
- Take up time – Giving the learner time to take in what has been asked of them, give them an instruction, and then come back to them when they have had time to process the information.
- Reassurance – Supporting the learner to understand that they can turn their behaviour around, and that everything will be okay.
- Option offered – Give the learner an option of something different to do, especially if the work has caused their anxiety, then when calm exploring why it made them anxious.
- Time out offered / directed – Give the learner a way out to get away from a situation – have a safe place to go to enable the learner to calm effectively.
- Appropriate touch – This can be used to both direct the learner using a physical prompt to move in a specific direction, or it may be used as a comforting tool to support the learner whilst they are emotional.
- Praise - Focussing on what they are doing well rather than the negative.
- Verbal reminders and support.
- Choices, limits, consequences – Give the learner a maximum of 3 choices rather than overloading them with information. And simply explain the consequences of what each choice will bring.



## Summary of Progress

### Autumn

Incidents	Exclusions	Physical Interventions
Total:	Total:	Total:

Overview of progress – Positives and Areas for Improvement

SMT comments

### Spring

Incidents	Exclusions	Physical Interventions
Total:	Total:	Total:

Overview of progress – Positives and Areas for Improvement

SMT comments

### Summer

Incidents	Exclusions	Physical Interventions
Total:	Total:	Total:

Overview of progress – Positives and Areas for Improvement

SMT comments

**ABC Chart Appendix C**

<b>Learner Name</b>	<b>Day:</b>	<b>Date:</b>	<b>Start of Incident Time</b>	<b>End of Incident Time</b>																																																									
<b>What level is the behaviour?</b> <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	<b>Report Writer (Full name)</b>	<b>Staff involved:</b>	<b>Was a PI form needed and completed?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	<b>ABC #:</b>																																																									
Antecedent: What was the learner doing beforehand.		<b>Have parents alerted school of any incidents leading up to this? (e.g., telephone call).</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  Comments:	<b>Location of Incident:</b>																																																										
			Classroom Number																																																										
			Corridor																																																										
			Multi-purpose Room Number																																																										
			Hall																																																										
			Outdoor area																																																										
			Toilet area																																																										
			Reception																																																										
			Other																																																										
<b>What do you think was the function of the Behaviour:</b>	<b>Visual Signs/Changes you noticed:</b>	<b>What did you try:</b>	<b>What worked well? Tick and comment</b>																																																										
<table border="1"> <tr><td>Wanted something</td><td><input type="checkbox"/></td></tr> <tr><td>Sensory reasons</td><td><input type="checkbox"/></td></tr> <tr><td>Escaping demand/ situation</td><td><input type="checkbox"/></td></tr> <tr><td>Attention</td><td><input type="checkbox"/></td></tr> <tr><td>Hunger</td><td><input type="checkbox"/></td></tr> <tr><td>Discomfort</td><td><input type="checkbox"/></td></tr> <tr><td>Other (Comment)</td><td></td></tr> </table>	Wanted something	<input type="checkbox"/>	Sensory reasons	<input type="checkbox"/>	Escaping demand/ situation	<input type="checkbox"/>	Attention	<input type="checkbox"/>	Hunger	<input type="checkbox"/>	Discomfort	<input type="checkbox"/>	Other (Comment)		<table border="1"> <tr><td>Avoiding eye contact</td><td><input type="checkbox"/></td></tr> <tr><td>Silence</td><td><input type="checkbox"/></td></tr> <tr><td>Red faced</td><td><input type="checkbox"/></td></tr> <tr><td>Head on table</td><td><input type="checkbox"/></td></tr> <tr><td>Fidgeting</td><td><input type="checkbox"/></td></tr> <tr><td>Upset</td><td><input type="checkbox"/></td></tr> <tr><td>Other (Comment)</td><td></td></tr> </table>	Avoiding eye contact	<input type="checkbox"/>	Silence	<input type="checkbox"/>	Red faced	<input type="checkbox"/>	Head on table	<input type="checkbox"/>	Fidgeting	<input type="checkbox"/>	Upset	<input type="checkbox"/>	Other (Comment)		<table border="1"> <tr><td>Visual Support</td><td><input type="checkbox"/></td></tr> <tr><td>Verbal Instruction</td><td><input type="checkbox"/></td></tr> <tr><td>Reminder of Success</td><td><input type="checkbox"/></td></tr> <tr><td>Distraction</td><td><input type="checkbox"/></td></tr> <tr><td>Time</td><td><input type="checkbox"/></td></tr> <tr><td>Planned ignoring</td><td><input type="checkbox"/></td></tr> <tr><td>Sensory break</td><td><input type="checkbox"/></td></tr> <tr><td>Change of staffing</td><td><input type="checkbox"/></td></tr> <tr><td>Offer space out of the classroom, to go for a walk with an adult</td><td><input type="checkbox"/></td></tr> <tr><td>Offer an alternative activity</td><td><input type="checkbox"/></td></tr> <tr><td>Removal of audience</td><td><input type="checkbox"/></td></tr> <tr><td>Reminder of Safe Place</td><td><input type="checkbox"/></td></tr> <tr><td>Reminder of Safe Place</td><td><input type="checkbox"/></td></tr> <tr><td>Physical Intervention</td><td><input type="checkbox"/></td></tr> <tr><td>Other</td><td><input type="checkbox"/></td></tr> </table>	Visual Support	<input type="checkbox"/>	Verbal Instruction	<input type="checkbox"/>	Reminder of Success	<input type="checkbox"/>	Distraction	<input type="checkbox"/>	Time	<input type="checkbox"/>	Planned ignoring	<input type="checkbox"/>	Sensory break	<input type="checkbox"/>	Change of staffing	<input type="checkbox"/>	Offer space out of the classroom, to go for a walk with an adult	<input type="checkbox"/>	Offer an alternative activity	<input type="checkbox"/>	Removal of audience	<input type="checkbox"/>	Reminder of Safe Place	<input type="checkbox"/>	Reminder of Safe Place	<input type="checkbox"/>	Physical Intervention	<input type="checkbox"/>	Other	<input type="checkbox"/>	
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Physical Intervention	<input type="checkbox"/>																																																												
Other	<input type="checkbox"/>																																																												

**Behaviour**

Describe what you saw below, use the correct chronological order

**Consequences:**

What happened directly after the Behaviour? What was a consequence of the behaviour?

			<b>Consequences</b>	<b>Tick and Comment</b>
			Change in seating arrangement	<input type="checkbox"/>
			Loss of reward points	<input type="checkbox"/>
			Loss of break/golden time	<input type="checkbox"/>
			Catch up on work	<input type="checkbox"/>
			Other	<input type="checkbox"/>
<b>Have you informed the parent:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Discussion with parent:</b>	<b>Teacher signature</b>	<b>SLT Comment:</b>	<b>SLT Signature</b>  <b>Date:</b>

## Appendix D

### Physical Intervention Record

i. PI Number:

<b>2. 1. Name of Learner:</b>		3.	
<b>4. 2. Your Name:</b>		5.	
<b>6. 3. Date:</b>	7.	<b>8. Day:</b>	<b>9. Time</b>
<b>10. Staff Members Involved:</b>	11.		
<b>12. 4. Location of Incident</b>			
13. <input type="checkbox"/> Classroom	14. <input type="checkbox"/> Outdoor Area	15. <input type="checkbox"/> Hall	16. <input type="checkbox"/> Corridor
17. <input type="checkbox"/> Reception	18. <input type="checkbox"/> Multi-Purpose Room	19. <input type="checkbox"/> Toilets	20. <input type="checkbox"/> My Space
21. <input type="checkbox"/> Other Location – Please specify _____			
<b>22. 5. Why was it necessary to restrain?</b>			
23. <input type="checkbox"/> Harm to Self	24. <input type="checkbox"/> Harm to Others	25. <input type="checkbox"/> Damage to property	
26. <input type="checkbox"/> Other – Please specify _____			
<b>27. 6. Was any verbal reasoning / de-escalation used prior to the need to restrain?</b>			
28. <input type="checkbox"/> Yes		<input type="checkbox"/> No	
29. Advice & Support <input type="checkbox"/>	No Distraction <input type="checkbox"/>	Time out offered	
30. Reassurance <input type="checkbox"/>	Basic needs check <input type="checkbox"/>	Personal space	
31. Calming language <input type="checkbox"/>	Stepping away <input type="checkbox"/>	non-thinking body	
32. Humour <input type="checkbox"/>	Change of face <input type="checkbox"/>	Redirection	
33. Reminded of Rewards <input type="checkbox"/>	Other (Please specify)		
<b>34. 7. Did you rate the risk posed by the person restrained as:</b>			
35. <input type="checkbox"/> Low	36. <input type="checkbox"/> Medium	37. <input type="checkbox"/> High	
<b>38. 8. How would you rate the amount of force applied by you:</b>			
39. <input type="checkbox"/> Low	40. <input type="checkbox"/> Medium	41. <input type="checkbox"/> High	
<b>42. 9. Which technique/s position of restraint did you use?</b>			
<b>43. <u>Technique</u></b>	<b>44. <u>Duration</u></b>	<b>45. <u>Technique</u></b>	<b>46.</b>

47. Single elbow <input type="checkbox"/>	48.	49. Leg Support <input type="checkbox"/>	50.
51. Figure of 4 <input type="checkbox"/>	52.	53. Seated Position <input type="checkbox"/>	54.
55. Double Elbow <input type="checkbox"/>	56.	57. Standing Position <input type="checkbox"/>	58.
<b>59. Post Incident Support</b>			
60. <input type="checkbox"/> Quiet Time	61. <input type="checkbox"/> Praised for appropriate actions/on task behaviour	62. <input type="checkbox"/> Other	63. <input type="checkbox"/> Pupil views recorded via debrief sheet
<b>64. Parents Informed</b>	65. By Telephone <input type="checkbox"/>	66. Home visit <input type="checkbox"/>	67. Letter/Email <input type="checkbox"/>
<b>68. 10. Please list any injuries to you</b>			
69.			
<b>70. 11. Please list any injuries to the learner</b>			
71.			
<b>72. 12. Child offered medical attention</b>			
73. Yes <input type="checkbox"/> No <input type="checkbox"/>			
74. Please explain _____			
<b>75. 13. Damage to property</b>			
76. Yes <input type="checkbox"/> No <input type="checkbox"/>			
77. Please explain _____			
<b>78. 14. Your statement – what occurred in your own words</b>			
79. Your statement must set out what happened; give details of your part in the use of force, any holds you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident.			
80. The use of force must only be used when it is: 81. Reasonable in the circumstance, meaning:  82. You believed that it was absolutely necessary and  83. Proportionate to the seriousness of the situation	<b>84. When restraint was used, please tick your primary role:</b>  85. <input type="checkbox"/> Right arm            initials: 86. <input type="checkbox"/> Left arm            initials: 87. <input type="checkbox"/> Supervising            initials:		
88. Please provide as much detail as possible below, including: 89. Before the incident (i.e., what lead to the incident, any de-escalation techniques used), during the incident (i.e., what types of force were employed, duration of the restraint and			



why it was necessary), and after the incident (i.e., where learner was relocated to, and any injuries sustained). You may want to include how you were feeling during the restraint.

90.

91. Senior Leadership Team

92. Has CCTV been reviewed? Yes No, explain why.



93. SLT Comment/Actions:

94. SLT Signature

95. Date

## Appendix E

### Post Physical Intervention De-brief Sheet

Learner Name	Date	Day	Supported by:
<b>Learner Self-reflection form</b>			
<b>How were you feeling before or at the time of your physical intervention? (Circle the face)</b>			
<b>(Use the below space to write your feelings).</b>			
			
<b>How are you feeling now?</b>			
			
<b>What could we do next time, so that we do not have to use a Physical Intervention? This must be reasonable and appropriate.</b>			
<input type="checkbox"/> Sensory Toy <input type="checkbox"/> Time out <input type="checkbox"/> Quiet time <input type="checkbox"/> Walking Time <input type="checkbox"/> Other			
<b>NOTE:</b> if a learner would like to say how they felt, or are unable to write themselves, a member of staff can transcribe in the space above please remember to add quotation marks, a learner may wish to draw their reflection and explain to an adult who will transcribe.			
<b>Learner Signature:</b>			
<b>Date:</b>			