Behaviour Regulation Policy

Approved by:	Ofsted / DfE	Date: June 22
Last reviewed on:		
Next review due by:	Summer 23	

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1. **POLICY STATEMENT**

Here at Keystone Academy, we have a holistic approach to education, valuing all aspects of learning. We are an attachment aware school, which means we focus on building positive relationships between children and staff and between children and their peers.

All staff are committed to fostering a nurturing approach to education where children feel safe and supported. We aim to enable pupils to overcome any barriers so they can build upon their resilience and achieve their full potential, socially, emotionally and academically.

Using attachment aware approaches, staff are committed to understanding, nurturing and meeting the various needs of all pupils. Underpinning the behaviour policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and behaviour. We recognise that our pupils will be at differing stages of their development and will require a bespoke approach to enable them to achieve this.

We promote and expect standards of behaviour from the whole school community which are respectful. Building on a foundation of compassion and mutual respect, our staff model and support everyone to be responsible for the choices they make, encouraging self-reflection and learning from all experiences and situations. We understand that part of our role, in partnership with home, is to help pupils understand what is right and wrong, building their confidence and capacity to grow into positive and happy members of society.

2. **SCOPE**

This policy is for all staff, pupils, parents and carers, associates of the board, visitors and other agencies working within the Academy and provides guidelines and procedures as to how our school supports and responds to behaviour.

3. **AIMS**

This policy aims to:

- Provide a **consistent approach** to understanding and responding to behaviour, using a nurturing, trauma-informed and attachment-aware approach
- Outline the **behaviour expectations** of Keystone Academy, which apply to the whole school community

- Summarise the **roles and responsibilities** of different people in the school community with regards to promoting positive relationships and behaviour
- Detail how Keystone Academy staff work with pupils to **promote positive relationships and behaviour**
- Outline approaches to managing **high risk behaviours**

4. <u>LEGISLATION AND STATUTORY REQUIREMENTS</u>

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#) (last updated 2022)
- [Searching, screening and confiscation at school](#) (last updated 2018)
- [The Equality Act 2010: advice for schools](#) (last updated 2018)
- [Use of reasonable force in schools](#) (last updated 2013)
- [Supporting pupils with medical conditions in schools](#) (last updated 2017)
- [Keeping Children Safe in Education](#) (last updated 2021)
- [Working Together to Safeguard Children](#) (last updated 2020)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (last updated 2021)
- [Cyberbullying: Understand, Prevent and Respond](#) (last updated 2017)
- [Teachers' Standards](#) (2021)

It is also based on the [special educational needs and disability (SEND) code of practice](#) (last updated 2020)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate student's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

5. <u>OUR APPROACH</u>

We pride ourselves in celebrating what pupils can do and achieve, emphasising positives over negatives wherever possible. We work collaboratively with pupils, parents / carers and agencies to gain as full an understanding as possible of each individual pupil, so we can support them effectively. This may include aspects of SEND, past experiences, family background, health, activities out of school, etc.

Staff understand that all behaviour is a form of communication and it reflects our emotions; and many factors can influence it. Our philosophy places relationships, respect and responsibility at the heart of our practice with staff using solution-focused approaches to help pupils learn from their experiences. We show compassion towards all pupils, seeking to identify reasons behind behaviour early, so that preventative measures can be taken to care for and support them, reducing the likelihood of situations escalating. Promoting good behaviour and understanding challenges around it, is the responsibility of every single member of our school community.

By adhering to this policy, our approach will enable us to achieve the following:

- To maintain a caring, nurturing, orderly community in which effective learning can take place and where there is mutual respect between members
- To help pupils develop a sense of worth, identity and achievement
- To help pupils develop a sense of awe and wonder
- To help our pupils become independent and confident learners
- To help all pupils to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all pupils the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

6. BEHAVIOUR PRINCIPLES AND EXPECTATIONS

At the Keystone Academy we believe all of our pupils can do well. We encourage success by supporting everyone to meet the following expectations:

Be ready to learn by:

- Being on time for lessons
- Being organised and wearing the correct uniform
- Having or developing a positive mindset to learning
- Being curious and challenging yourself to try new things

Be respectful by:

- Being positive, kind and having good manners
- Listening to others
- Respecting the personal space of others
- Resolving issues
- Being responsible for your choices and actions
- Looking after the school environment

Be safe by:

- Following the rules for health and safety
- Being in the right place at the right time

7. ROLES AND RESPONSIBILITIES

The Keystone Academy recognises that it is not just the role or responsibility of a few key staff for dealing with behaviour in the school; it is a shared responsibility. Maintaining good behaviour is the responsibility of all staff, associates and parents/carers. We expect our staff and parents/carers to be good role models for our pupils as we develop their attitudes and outlook for all aspects of life.

The Local Support Board (LSB)

The LSB is responsible for reviewing and approving the written statement of behaviour principles *(Appendix 1)*.

The LSB will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this policy in conjunction with the LSB, giving due consideration to the school's statement of behaviour principles *(Appendix 1)*. The Headteacher will approve this policy.

The Headteacher will ensure that the school environment encourages positive relationships and behaviour and that staff respond appropriately and effectively to poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are consistently applied.

Staff

Staff at The Keystone Academy are committed to and will:

- Implement the behaviour regulation policy, modelling consistent and calm adult behaviour
- Take responsibility for setting the tone and context for positive behaviour
- Model positive relationships and behaviour by using attachment aware and emotion coaching approaches, with a focus on these central principles:
    - Empathy, connection, attunement, trust and co-regulation
    - Connection before correction

- ○ Remain in control, be less controlling
- Provide a personalised approach to the specific needs of pupils
- Reflect on their own practice, learning from all experiences
- Keep accurate records of pupil behaviour, using our information management system

The senior leadership team will support staff in responding to behaviour incidents and will respond to any welfare concerns.

Parents / Carers

We request that parents / carers:

- Establish good communication with staff and support the behaviour regulation policy
- Inform staff about anything that may affect their child's work and / or well-being at school
- Encourage independence and self-discipline in their child
- Encourage respect and good behaviour
- Work with Keystone Academy staff to address and review any educational, behavioural, emotional and / or social needs with their child

Pupils

Pupils are expected and will be supported to:

- Follow our behaviour expectations
- Develop an awareness of their own resilience and work to progress and improve themselves, through self-learning and through support from others
- Make positive choices about their actions, having the confidence to seek support and advice, when needed, to help them improve their behaviour
- Cooperate with other pupils and adults in all aspects of school life

8. <u>PROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOUR</u>

At Keystone Academy, we understand that to promote positive behaviour we must first focus upon building positive and trusting relationships.

Relationships are vital for everyone in school. Through relationships, children and young people learn to feel safe, belong, and to understand themselves and others. Relationships and a sense of belonging are key to good mental health for everyone but they are especially important for people who have experienced multiple losses and trauma.

Children who have experienced trauma, have insecure attachments or who have had adverse childhood experiences may present with complex behaviours. This behaviour is often an expression of an emotional or unmet

need and in order to support them staff make every effort to read and understand their behaviour.

For many children and young people, their needs will be best met through our relationships with them. Positive behaviour can be promoted, negative behaviour can be prevented and diverted and conflicts can be resolved. We base our approach on the following model:

<u>Developing Relationships</u> – This involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.

<u>Responding and Calming</u> – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crises.

<u>Repairing and Restoring</u> – using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

9. **<u>A PREVENTATIVE APPROACH</u>**

One of the most effective behaviour management strategies in schools, aside from building relationships, is careful planning to prevent difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.   This preventative mindset is embedded throughout Keystone Academy.

10.   **<u>A GRADUATED APPROACH</u>**

Staff take a graduated approach to supporting, understanding and helping children to modify their behaviour.

<u>Quality first teaching</u> – ensuring that we are providing an appropriate and engaging learning experience for each learner. Staff will always reflect upon their own practice, ensuring they have understood and met the needs of the children.

<u>Rewards</u> - positive behaviour expectations form the basis of our reward system, with a number of opportunities to earn rewards throughout the school day, week, term and year, associated with positive relationships, behaviour and learning. Examples of rewards that pupils can expect to receive may include:

- Praise - verbal and written
- Celebration boards
- Class Dojo points (see below for more information)
- Raffle tickets
- Weekly and/or half termly certificates
- Rewards assemblies
- Positive phone calls and text messages home
- Positive postcards home
- Celebration breakfast
- Enrichment time each Friday afternoon
- Half termly attendance and positive behaviour trips

Class Dojo – this system will be used as a positive behaviour tool throughout the school to both capture successes as well as areas for improvement. Pupils have the opportunity to earn five points per lesson, linked to personal behaviour, learning and personal development targets. These points are cumulatively added up at the end of the week with the highest scoring pupil receiving a reward. Other high scoring pupils are acknowledged and praised.

Students with less than 95% positive behaviour for the week will spend some of their enrichment time on a Friday, reflecting upon their behaviour choices that week, and discussing behaviour regulation strategies with a member of the pastoral team.

Class Dojo allows school to link closely with families, via an app. The use of our behaviour points system provides an excellent way for parents and carers to see their child's progress in real time, throughout the school day. This then allows parents and carers to talk to their children about their behaviour choices each day, including the opportunity to reward and praise their children at home.

Tackling low level behaviour

Sometimes there is a need to use a variety of strategies, alongside rewards to promote positive behaviour from students. These are used to address low-level behaviours, aiming to redirect and diffuse any potential difficulties. Examples of these strategies include:

- Non-verbal gestures (e.g. use of eye-contact, thumbs up, etc)
- Praise
  - The student - catch them getting it right
  - Others nearby - highlight the positives
- Light-hearted humour
- More positives than negatives
- Distraction (humour, change of subject)

- Tactical positioning (e.g. placement of staff between students when supporting)
- Movement breaks
- Seating plan
- Quiet chat - find out if everything is ok
- Quiet reminder of the expectations / instruction
- Reminder of past successes
- Reference to personal targets / goals - acknowledge achievements
- Reminder of rewards they are working towards
- Set limits (when… then… / if… then…)
- Allow 'thinking time'
- Have a 'chat' out of class - away from an audience, aiming for a quick turnaround and return to learning in class

Consequences

Sometimes our pupils can display behaviour which is not in line with our expectations. Our aim is to help them develop skills and strategies to regulate their own emotions and take responsibility for their actions. This requires positivity and encouragement from all staff when responding to behaviours causing concern and involves a common thread of emotion coaching and offering choices and consequences to help the student make decisions. Using a restorative approach, reparation of relationships is encouraged and pupils are supported to understand and learn from an incident. When a consequence is required, it must be fair and proportionate to the behaviour and consistently applied by staff. Prior to any consequence, students are given rule reminders and verbal warnings, helping them to make an informed choice about their actions.

All approaches are graduated, starting with the lowest appropriate strategy. Any decision taken to enforce a consequence takes into account any safeguarding needs, ensuring the care, welfare, safety and security of all is the highest priority.

Examples of consequences may include:

- Less Dojo points earned
- Time owed (break, lunch, end of day)
- Time out of class
- 1:1 conversation with pupil
- Phone call home
- Short term separation from class / 1:1
- Meeting with parent / carer
- Internal Fixed Term Exclusion

- Fixed Term Exclusion

Detentions (time owed)

Whenever possible, staff will avoid the need for detentions during break and lunchtimes as we value the importance of having a break from lessons during the school day. However, as a consequence to earn back time lost due to non-compliance with our expectations, staff can use detentions during these times or in some circumstances out of hours.   Pupils will not have their right to eat or drink removed from them during this time. It is not a legal requirement for parental consent to be obtained to give a detention, however staff will always ensure that the safety of students is a paramount consideration.

Staff will always seek parental consent for detentions after the school day. If contact with parents has not been possible, a student will only be kept behind for a maximum detention of 15 minutes after the end of the school day.

Consequences when off site

Consequences can be applied for any inappropriate behaviour off site, including:

- Outside the Keystone Academy building or in close proximity to it
- When travelling to and from Keystone Academy
- During activities arranged by school e.g. educational visits, external educational providers etc.
- Harassment of a pupil or staff member via the internet or mobile devices, out of school hours

Exclusion

As we are and aim to be an inclusive provision, the vast majority of behaviour is managed in school however; on occasion a pupil might be required to leave school premises due to an exclusion. In cases where they refuse to leave, an appropriate staff member will contact parents and, if necessary, the police.

There are a number of more serious behaviours that stop pupils doing well and could result in exclusion or a review of placement. These include, but are not limited to:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others

- Carrying an offensive weapon
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Gambling

The Keystone Academy is founded on the principle that all pupils have the right to an education that meets their needs, and strives to support pupils as they work through issues in school. However, there are occasions when young people breach the behaviour policy and need to be separated from their peer group. To this end, designated areas of the school have been established to provide a sanction that isolates students whilst maintaining the learning opportunities ordinarily removed by fixed term exclusions. These areas are isolated from the main learning areas, but remain within the school building. Use of these areas for internal exclusions will be minimal, and always with the goal of successful reintegration of the student into the general cohort.

Fixed Term Exclusions are avoided where possible but when there is a need, the decision lies with the Headteacher or the designated named person in their absence.

Further information and clarification about exclusions used within The Keystone Academy can be found in the Exclusions Policy.

11. HEALTH AND SAFETY – RESPONDING TO HIGH RISK BEHAVIOUR

Whilst every effort is made to promote positive behaviour, there may be times when our pupils display high risk behaviour. To help pupils learn from their experiences as well as ensuring their safety, Individual Behaviour Plans may be completed by staff, detailing known risk behaviours, triggers and planned responses to the high-risk behaviour. Pupils and parents / carers are involved in the development of these plans, so as to ensure a bespoke approach is agreed. All plans will include strategies and approaches to try to diffuse and de-escalate situations.

Reasonable force

In some circumstances, behaviours escalate rather than de-escalate, leading to emergency situations. At these times staff may have no other option but to use reasonable force, as a last resort, to maintain safety and fulfil their duty of care to pupils, staff and / or visitors. Reasonable force may be used by any member of staff to prevent a pupil from:

- hurting themselves or others

- damaging property
- causing disorder

As a result, a number of staff at Keystone Academy receive specialist training in Team Teach. This training is renewed every 2 years. A list of staff who are currently trained is held by the Headteacher.

All staff trained in Team Teach understand the responsibility of using physical interventions. Any decision to use it will always depend upon individual circumstances and will only be used when there is no safer alternative to managing the risk behaviour. Strategies to attempt to diffuse and calm a situation will always be employed first. The use of reasonable force is never used as a substitute for good behaviour management.

If physical intervention is necessary the following rules apply:

- Communication between colleagues; seeking support from an additional member of staff, wherever possible
- Pupil(s) will be warned verbally that physical restraint will be used if the risk behaviour doesn't stop
- Restraints will be used as an act of care, welfare, safety and security - not as a punishment
- Only the minimum force will be applied, for the minimum amount of time
- Any use of force will be reasonable and proportionate to the presenting risk and must be justifiable
- Opportunities to release holds and restraints will be sought
- Any acts of restraint will be carried out respectfully, with dignity and in a firm and calm manner, without any aggression (either physically or verbally) towards a pupil

Application of force may involve:

- Physical positioning between pupil
- Blocking a pupil's path
- Guiding a pupil away from a situation
- Techniques to separate and / or break free (if a pupil has hold of a member of staff or another pupil)
- Holding / restraining a pupil
- Use of a safe space, away from others

Following any use of reasonable force:

- Supportive safety and wellbeing checks will be carried out regarding pupil(s) and staff (including first aid, drink of water, etc).
- The pupil will be taken to a safe place within the school and given an opportunity to discuss the incident.

- Where possible, staff will facilitate a restorative meeting with the pupil (and parent / carer if required) aiming to rebuild relationships, understand the reasons for the escalated behaviour and plan to avoid repetition in the future. This may be at a later time.
- Some incidents will require a consequence which will be agreed by the designated senior staff.
- Immediate measures will be taken to maintain safety within the building
- At the earliest opportunity, the incident will be reported to parents / carers, the Headteacher and any designated staff assigned by the Headteacher.
- Details of the incident and outcomes (including a body map if required) will be recorded on a physical incident sheet which is uploaded onto CPOMS. The incident is also recorded on our information management system and parents / carers will be informed.
- All staff involved in the incident will participate in a debrief with a designated senior member of staff and complete a written account of the incident using the Physical Incident Form *(Appendix 2)*.
- Members of SLT will monitor any use of reasonable force and will deliver regular reports to the Local Support Board.

The Keystone Academy has a policy of 'Safe Touch' and 'Restraint' where pupils present a danger to the building, themselves or other members of the school community. For further information, please refer to The Keystone Academy's Safe Touch Policy.

Searching, screening and confiscation of students' property

Sometimes part of an Individual Behaviour Plan might include the need to search, screen or confiscate an item from a pupil, due to a high risk in relation to unsafe, prohibited items.

Any prohibited item (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils:

- knives, weapons or small blades/sharps
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that staff reasonably suspect has been, or is likely to be used to:
    - commit an offence

○ cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents / carers, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any searches will be carried out with dignity and respect.

12. RECORDING AND REPORTING

The Keystone Academy uses the Class Dojo system for recording individual and whole school behaviour. All parents/carers have access to the free Class Dojo app, allowing them to observe their child's behaviour on an ongoing basis. Class Dojo is used to monitor and identify patterns of behaviour over time, resulting in interventions, rewards and consequences.

At the Keystone Academy any behaviour deemed by staff to be of a more serious nature will be recorded on the school's Management Information System (MIS), the following will be recorded:

A – Antecedents (what happened immediately beforehand)

B – Behaviour (description of incident or event)

C – Consequence (for all concerned, both long and short term if applicable)

When completing the record staff members are expected to:

- Record the information in full, including date and time of day
- Avoid personal or emotional responses, sticking to the facts.
- Ensure that all those present during an incident are listed - this can be useful as it is not always those most closely involved who trigger or exacerbate an event.
- Make decisions (where possible) about outcomes (e.g. discussed with student or telephoned home) and mark the incident as resolved. Where members of staff feel unable to resolve an incident they should first refer to the appropriate member of SLT

13. BULLYING

The Keystone Academy has a zero tolerance for bullying or harassment on any level. We will ensure all our pupils are supervised at all times throughout the day and any form of bullying will be dealt with in a timely and serious manner. For

further information, please refer to The Keystone Academy's Preventing Bullying policy.

14. STUDENT SUPPORT

At Keystone Academy, we recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach when responding to inappropriate behaviour may be differentiated to cater to the needs of the students.

Staff work with the SENCO to evaluate and better understand any underlying needs behind any presenting behaviours. We work alongside a speech and language therapist, ensuring individual interventions are in place and staff are well trained to understand and support speech, language and communication needs, when tackling presenting behaviour. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and / or others to identify or support specific needs. When acute needs are identified in students, we will liaise with external agencies and plan support programmes for them, working with parents / carers to create the plan and review regularly.

We have a skilled team of staff on site, including a full-time mental health counsellor, pastoral lead and support staff as well as learning support professionals. With different areas of expertise, all staff provide a variety of targeted and supportive approaches and interventions to support individual pupils. Using attachment aware principles, such as attunement, empathic listening and co-regulation, we support our students to identify and recognise their own triggers to enable them to seek a safe space to self-regulate.

Structured "Time Out" spaces are available to allow pupils to articulate concerns whilst simultaneously giving staff the opportunity to 'reset' boundaries. Where possible it is always our aim to enable young people back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

15. TRAINING

Staff are provided with training on understanding behaviour and using strategies to promote positive behaviour, including how to respond to inappropriate behaviour. This is part of their continuing professional development and is included, in Trust-wide and academy specific staff meetings.

Key staff are trained in Team Teach, which is renewed every 2 years. The training is delivered by an external provider, affiliated with BILD.

16. MONITORING ARRANGEMENTS

This policy will be monitored and reviewed annually or sooner if changes to legislation are issued or if it is deemed necessary to do so by The Keystone Academy (or The YES Trust).

Policies are reviewed by our Senior Leadership Team, Staff and Associates in order to evaluate and shape practice accordingly.

17. LINKS WITH OTHER POLICIES

This behaviour regulation policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Online safety policy
- Safe Touch policy
- Preventing Bullying policy

Appendix 1 – Written statement of behaviour principles

All of our pupils have the right to access education within a caring, orderly and safe environment. We ensure we provide this by embedding the YES Trust's moral purpose and vision throughout all aspects of academy life, including our approach to supporting and understanding behaviour.

Moral purpose
Keystone Academy and the wider Trust, strive for equity - providing exactly what each learner needs, maximising their potential and fostering an unwaveringly positive outlook that is healthy and vibrant for all.

Vision
To support all vulnerable learners, raising their aspirations through high quality engaging education which empowers and liberates their futures.

Here at Keystone Academy, we have a holistic approach to education, valuing all aspects of learning. We are an attachment aware school, which means we focus on building positive relationships between children and staff and between children and their peers.

All staff are committed to fostering a nurturing approach to education where children feel safe and supported. We aim to enable pupils to overcome any barriers so they can build upon their resilience and achieve their full potential, socially, emotionally and academically.

Using attachment aware approaches, staff are committed to understanding, nurturing and meeting the various needs of all pupils. Underpinning the behaviour policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and behaviour. We recognise that our pupils will be at differing stages of their development and will require a bespoke approach to enable them to achieve this.

We promote and expect standards of behaviour from the whole school community which are respectful. Building on a foundation of compassion and mutual respect, our staff model and support everyone to be responsible for the choices they make, encouraging self-reflection and learning from all experiences and situations. We understand that part of our role, in partnership with home, is to help pupils understand what is right and wrong, building their confidence and capacity to grow into positive and happy members of society.

Appendix 2 – Promoting positive behaviour STAFF GUIDE

(see separate document)

Appendix 3 – Physical intervention report

INCIDENT REPORT - Use of Physical Intervention

Date of incident:	Date of report:
Report completed by:	

PUPIL details	
Name:	**Yr group:**
Gender: Male / Female / Other	
CATEGORY OF SEND: SEMH / Cognition & Learning / Communication & Interaction / Physical & Sensory	

STAFF details
Name(s) of staff who used physical intervention:
Trained in Team Teach? Yes / No

Other adult witnesses:	Other pupil witnesses (initials only):

INCIDENT details		
Time:	**Location:**	**Lesson:**
No. of restraints used:	**Length of time in holds / restraints:**	

Preventative / de-escalation strategies and techniques used:

(it is expected that staff will remain calm and polite throughout any incident)

Reassurance		Offer to help		Distraction	
Humour		Tactically ignore		Quiet chat	

Walk and talk out of class		Reasoning / explaining expectation		'Take up time'	
Offered choices		Rule reminder		Change of staff	
Time out offered		Time out directed		Given space / stepped away	
Consequences clear and linked to choices		Verbal warning prior to any physical intervention *(to offer last chance to stop risk behaviour)*		Other (state):	

Details of incident:

A - Antecedent -what happened immediately beforehand? What led up to the risk behaviour?

B - Behaviour – describe the facts about what happened. How did the behaviour escalate? What actions were taken by staff (up to and including physical interventions)? Include details to justify actions and demonstrate your reasoning

C – Consequences (NB – complete this in outcomes section below)

Physical intervention method(s) used:

	Low	Medium	High
Standing			
Seated			
Transition			
Intervention (e.g. to separate a fight)			

Details of any INJURIES / DAMAGE *(any injuries sustained must be reported to the Local Authority using the accident report within the Health & Safety manual)*

To pupil: *(include body map)*	To staff: *(include body map)*

Details of any damage to property:

FOLLOW UP to incident

Support to pupil:

Drink offered	
Medical attention *(details)*	
Calm space to work	
Personal space given	
1:1 support	
Other	

Support to staff:

Drink offered	
Medical attention *(details)*	
Calm space to work	
Personal space given	
1:1 support	
Other	

Investigation:

Statements taken (staff)	Yes / No	Statements taken (pupils)	Yes / No

Outcomes / Consequences:

Returned to group / class		Time out / work in a different classroom / area		Restorative Process	
Detention after school		Internal exclusion		Fixed Term Exclusion	
Parent / carer meeting		Police		Other *(details)*	

LEARNING from incident

Details of any agreed changes / amendments: *(support, strategies, staff key workers, to risk assessment)*

REPORTING	
Parents informed	Date:
SLT informed	Yes / No
Report added to CPOMS	Yes / No