



Behaviour Policy

Reviewed by:	Snita Verma
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Links With Other Policies and Documents:

- 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', Coombswood School has produced a policy and guidance for learners, staff, and partner agencies to underpin Coombswood School's core beliefs and guidance. This behaviour policy will be reviewed at least once per year, be available on Coombswood School website (School Information (England) Regulations 2008) and provided to parents where required.

At Coombswood 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 Coombswood 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 Coombswood 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.

Coombswood School recognises that poor behaviour can have wider implications on other learners who attend. Core principles of Coombswood 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 a sanction every time behaviour falls below expectations.

Staff follow these guidelines and support a consistent approach to managing behaviour, both in the classroom and around Coombswood School. When learners know that teachers will consistently apply 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.
- Ensure that other senior leadership team members are a visible presence around Coombswood 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 arrive to school and come into the classroom.
- Have a system in place to follow through with all sanctions and rewards (e.g., stop and think, warning cards).
- 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 ones where incidents have occurred.
- Identify and understand the needs and specific strategies for each child as recorded in their ESP (see Appendix B).

Emotional Support Plans (see Appendix B) - Coombswood School ensures each learner who attends Coombswood School has an Emotional Support Plan (ESP). 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 Assistant Principal for Behaviour and Welfare 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 Coombswood School but is also reviewed once a term.

Support and Communication

To promote and support appropriate behaviour, Coombswood 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 cover – all available staff should directly walk to where cover 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, senior 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 Coombswood 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.

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 Coombswood 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 Coombswood 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 Coombswood 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 including positive phone calls.
- Additional responsibilities e.g. school council.
- 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 progress. 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 Coombswood 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 Coombswood 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.
- 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 Assistant 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 Executive Principal and parents

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

Safe Faces/Safe Places

Building relationships is a key part of the development of learning and support for learners within Coombswood 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.

Safe faces are learner nominated key members of staff who learners feel they have the best relationship with and can support them if they are feeling unhappy, anxious, if they are emotionally challenged or in crisis. Each learner will nominate up to 3 safe faces within school and, if required, the learner can have access to these staff where practicable (See Appendix B). We recognise that sometimes this may not be available all the time so work with 3 'safe faces' for each learner. We will also record 3 'safe places. An environment where the learner feels most safe and where they are more likely to be able to regulate their emotions.

Myspace

Time out 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 out and spend time with supportive elements of the care team or nominated safe face staff or if they request time alone.

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 Coombswood 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, Coombswood 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 Coombswood School principles of behaviour and policy are upheld. Parents will have the ability to contact directly and the lines of communication to Coombswood School will be open at all times including 'out of school hours' supported by the senior leadership team.

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

Parents will be invited into Coombswood 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 Coombswood School and will be a conduit to getting increased help and support from outside agencies.

Use of Specialist Support

Coombswood 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

Coombswood School use SharePoint, the online platform to upload the ABC and PI forms to record negative behaviours. Positive behaviours are also uploaded to SharePoint using the engagement data tool. 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
Positive Behaviour	Being kind / caring to others Following instructions Requesting help Completing classwork and homework Achieving targets / learning objectives Respect for self, others, and equipment Positive engagement in lesson / activity Positive school day / school week Positive school term / school year Positive attendance record Using agreed strategies	Kindness token Postcard home linked to our values Rewards Positive calls home Attendance Rewards Food reward for class Management praise - verbal or written Certificate, stickers Class prizes (e.g., board game) Extra breaktimes (choosing time)
Level One Behaviour	General swearing / verbal aggression Refusal to follow instructions Disrupting others learning Lack of participation Being unkind to others / name calling Chewing gum / eating in class	Verbal warning Use of an agreed strategy from ESP Ask for a movement break Take 5 minutes Change of face/space/activity Use of Stop and think/warning/consequence Loss of minutes at break/golden time
Level Two Behaviour	Walking out of class Swearing at someone directly / verbal abuse / making threats Minor damage to property / throwing of items Being disrespectful to staff Repeated level one behaviour Persistent non-compliance Classroom disruption Causing an unsafe environment for others Refusal to work	Verbal apology Restorative intervention Teacher to address issues in weekly phone calls Intervention - time out Discussion with parents/carers Supervision meeting with SLT

<p>Level Three Behaviour</p>	<p>Theft Serious damage to property Discriminatory comments (*9 protected characteristics) Bullying Consistently not following instructions Intimidating and threatening behaviour Causing a severe health and safety hazard in Coombswood School environment Physically hurting someone / assault Possession of controlled substances or weapon 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</p>	<p>Parent / carers requested to attend meeting Implement support mechanisms Parent / carers charged for damage / replacements Intervention - time out Police advised Short term suspension / exclusion (up to 48 hours, 1-2 days) Long term suspension / exclusion (over 48 hours - 3-5 days) Short term suspension/ exclusion End of placement – permanent exclusion</p>
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Appendix B



Individual Emotional Support Plan

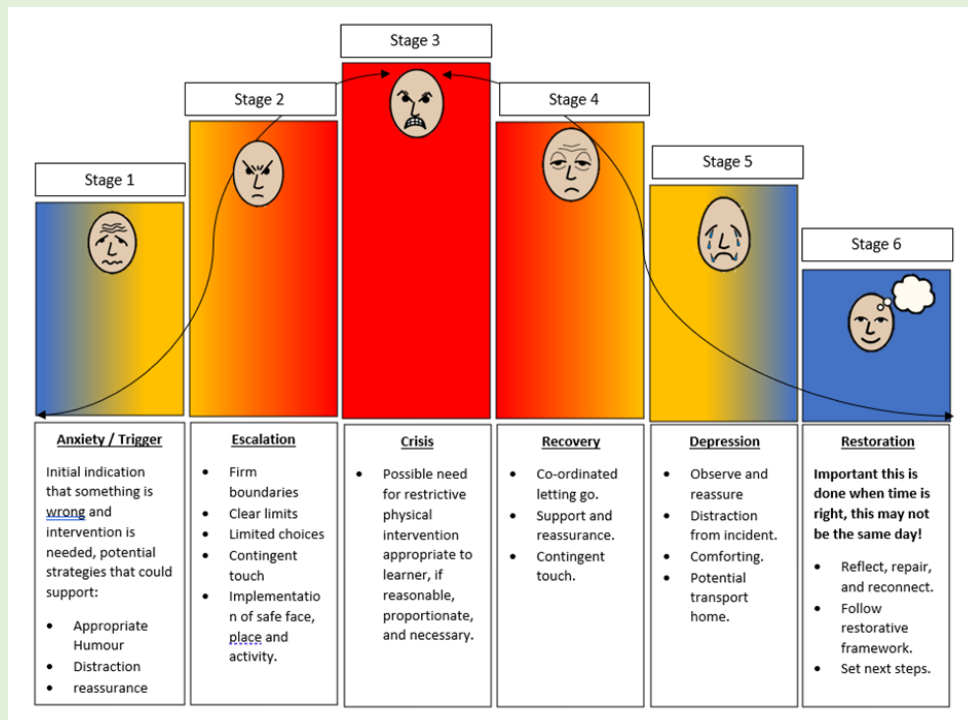
Learner's Name	
-----------------------	--

Safe Faces	1.
	2.
	3.
Safe Places	1.
	2.
	3.
Safe Activities	1.
	2.
	3.

<i>I find it difficult to control my emotions when... (Include date)</i>	<i>The emotions / actions I might display are...</i>	<i>My goals that will help me in the future are...</i>	<i>What staff can do to help this</i>
<i>Learner Voice – my goals for the year to improve my attitude and engagement in school.</i>			
<i>Staff Comments</i>			

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:



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.

Appendix C - ABC form

Learner Name:	Day:	Date:	Start of Incident Time:	End of Incident Time:																																						
What level is the behaviour? <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	Report Writer (Full name)	Other Staff involved:	Was a PI form needed and completed? <input type="checkbox"/> YES <input type="checkbox"/> NO	ABC #:																																						
Antecedent: What was the learner doing beforehand/What was said to the learner?		Have parents alerted school of any incidents leading up to this? (e.g., telephone call). <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:	Location of Incident:																																							
			<table border="1"> <tr><td>Classroom Name:</td><td><input type="checkbox"/></td></tr> <tr><td>Corridor</td><td><input type="checkbox"/></td></tr> <tr><td>Hall</td><td><input type="checkbox"/></td></tr> <tr><td>Outdoor area</td><td><input type="checkbox"/></td></tr> <tr><td>Toilet area</td><td><input type="checkbox"/></td></tr> <tr><td>Reception</td><td><input type="checkbox"/></td></tr> <tr><td>Intervention room</td><td><input type="checkbox"/></td></tr> <tr><td>Other:</td><td></td></tr> </table>		Classroom Name:	<input type="checkbox"/>	Corridor	<input type="checkbox"/>	Hall	<input type="checkbox"/>	Outdoor area	<input type="checkbox"/>	Toilet area	<input type="checkbox"/>	Reception	<input type="checkbox"/>	Intervention room	<input type="checkbox"/>	Other:																							
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What do you think was the function of the Behaviour:	Visual Signs/Changes you noticed:	What did you try:	What worked well? Tick and comment																																							
<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> </table>	Wanted something	<input type="checkbox"/>	Sensory reasons	<input type="checkbox"/>	Escaping demand/ situation	<input type="checkbox"/>	<table border="1"> <tr><td>Avoiding eye contact</td><td><input checked="" 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 checked="" type="checkbox"/></td></tr> </table>	Avoiding eye contact	<input checked="" type="checkbox"/>	Silence	<input type="checkbox"/>	Red faced	<input type="checkbox"/>	Head on table	<input checked="" type="checkbox"/>	<table border="1"> <tr><td>Visual Support</td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Verbal Instruction</td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Reminder of Success</td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Distraction</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Time</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Planned ignoring</td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Sensory break</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Change of staffing</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	Visual Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Verbal Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reminder of Success	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Distraction	<input type="checkbox"/>	<input type="checkbox"/>	Time	<input type="checkbox"/>	<input type="checkbox"/>	Planned ignoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sensory break	<input type="checkbox"/>	<input type="checkbox"/>	Change of staffing	<input type="checkbox"/>	<input type="checkbox"/>		
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Change of staffing	<input type="checkbox"/>	<input type="checkbox"/>																																								

Attention	<input checked="" type="checkbox"/>			Offer space out of the classroom, to go for a walk with an adult	<input type="checkbox"/>	<input type="checkbox"/>
Hunger	<input type="checkbox"/>	Fidgeting	<input checked="" type="checkbox"/>	Offer an alternative activity	<input type="checkbox"/>	<input type="checkbox"/>
Discomfort	<input type="checkbox"/>	Upset	<input type="checkbox"/>	Removal of audience	<input type="checkbox"/>	<input type="checkbox"/>
Other (Comment here)		Other (Comment)		Reminder of Safe Face	<input type="checkbox"/>	<input type="checkbox"/>
				Reminder of Safe Place	<input type="checkbox"/>	<input type="checkbox"/>
				Physical Intervention	<input type="checkbox"/>	<input type="checkbox"/>
				Other	<input type="checkbox"/>	<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?

	Consequences	Tick and Comments
	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"/>

Have you informed the Parent: <input type="checkbox"/> Yes <input type="checkbox"/> No	Discussion with Parent:	Teacher Signature:	SLT Comment:	SLT Signature: Date:
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Appendix D - Physical Intervention Record

PI Number:			
1. Name of Learner:			
2. Your Name:			
3. Date:			Time
Staff Members Involved:			
4. Location of Incident			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Outdoor Area	<input checked="" type="checkbox"/> Hall	<input type="checkbox"/> Corridor
<input type="checkbox"/> Reception	<input type="checkbox"/> Multi-Purpose Room	<input type="checkbox"/> Toilets	<input type="checkbox"/> My Space
<input type="checkbox"/> Other Location – Please specify _____			
5. Why was it necessary to restrain?			
<input type="checkbox"/> Harm to Self	<input type="checkbox"/> Harm to Others	<input type="checkbox"/> Damage to property	
<input type="checkbox"/> Other – Please specify _____			
6. Was any verbal reasoning / de-escalation used prior to the need to restrain?			
<input type="checkbox"/> Yes		<input type="checkbox"/> No	
Advice & Support <input type="checkbox"/>	No Distraction <input type="checkbox"/>	Time out offered <input type="checkbox"/>	
Reassurance <input type="checkbox"/>	Basic needs check <input type="checkbox"/>	Personal space <input type="checkbox"/>	
Calming <input type="checkbox"/>	Stepping away <input type="checkbox"/>	non-thinking body language <input type="checkbox"/>	
Humour <input type="checkbox"/>	Change of face <input type="checkbox"/>	Redirection <input type="checkbox"/>	
Reminded of Rewards <input type="checkbox"/>	Other (Please specify)		
7. Did you rate the risk posed by the person restrained as:			
<input type="checkbox"/> Low		<input type="checkbox"/> Medium	<input type="checkbox"/> High
8. How would you rate the amount of force applied by you:			
<input type="checkbox"/> Low		<input type="checkbox"/> Medium	<input type="checkbox"/> High
9. Which technique/s position of restraint did you use?			
Technique	Duration	Technique	
Single elbow <input type="checkbox"/>		Leg Support <input type="checkbox"/>	
Figure of 4 <input type="checkbox"/>		Seated Position <input type="checkbox"/>	
Double Elbow <input type="checkbox"/>		Standing Position <input type="checkbox"/>	



Appendix D - Physical Intervention Record

Post Incident Support			
<input type="checkbox"/> Quiet Time	<input type="checkbox"/> Praised for appropriate actions/on task behaviour	<input type="checkbox"/> Other	<input type="checkbox"/> Learner views recorded via debrief sheet
Parents Informed	By Telephone <input type="checkbox"/>	Home visit <input type="checkbox"/>	Letter/Email <input type="checkbox"/>
10. Please list any injuries to you			
11. Please list any injuries to the learner			
12. Child offered medical attention			
Yes <input type="checkbox"/> No <input type="checkbox"/>			
Please explain _____			
13. Damage to property			
Yes <input type="checkbox"/> No <input type="checkbox"/>			
Please explain _____			
14. Your statement – what occurred in your own words			
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.			
The use of force must only be used when it is: Reasonable in the circumstance, meaning: <ul style="list-style-type: none"> i. You believed that it was absolutely necessary and ii. Proportionate to the seriousness of the situation 		When restraint was used, please tick your primary role: <ul style="list-style-type: none"> <input type="checkbox"/> Right arm initials: SV <input type="checkbox"/> Left arm initials: NK <input type="checkbox"/> Supervising initials: _____ 	
Please provide as much detail as possible below, including:			
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.			



Appendix D - Physical Intervention Record

Senior Leadership Team
Has CCTV been reviewed? <input type="checkbox"/> Yes <input type="checkbox"/> No, explain why.
SLT Comment/Actions:
SLT Signature
Date