

Behaviour and Relationships Policy

Castledon School



Approved by:	FGB	Date: 28.3.23
Last reviewed on:	March 2023	
Next review due by:	March 2024	

This policy is used in conjunction with:

- Child Protection Policy
- Harmful Sexual Behaviour Peer on Peer Abuse Policy
- Exclusions Policy
- Universal support strategies
- Internet Safety Policy

At Castledon School we promote high expectations of behaviour and personal achievement for all of our pupils. By creating a caring and stimulating environment, we seek to promote the principle that the School is a community within which all members share a mutual responsibility for the care and wellbeing of others. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. We are committed to ensuring that a positive way forward may be found for individuals who may experience difficulties with personal behaviours, relationships and attitudes. We are committed to developing skills within Castledon that enable all pupils to be independent, have self-control, are safe, happy and have respect when out in the wider community. A wide variety of behaviours are tolerated but not accepted as inevitable and unchangeable. Pupils are encouraged to be independent, develop self-control and show respect for others.

We believe that positive behaviour promotes effective learning. It is essential that staff, parents and pupils ensure that this is understood and maintained.

Equal Opportunities

All pupils and staff should have the same expectations of behaviour, whilst taking into account the needs of individuals as recognised by the School. The system is there to support the whole school community and ensure clear boundaries are established that benefits everyone.

Aims

Our aim is to create a culture of:

- Compassion and kindness
- Opportunity
- Achievement and recognition
- Connection and belonging
- Hope

Code of Conduct

Staff, parents and students helped devise the Castledon Code which encourages all within our community to:

- Be safe – we take care of ourselves
- Be kind – we take care of others
- Be responsible – we make good choices

The development of the whole child is important to us and as a result, we endeavour to fulfil the School's core purpose of 'Unlocking Potential'.

General Principles

- 1) Know and understand pupils' behaviour and their influences
 - Understanding a pupil's context will inform effective responses
 - Every pupil has a supportive relationship with a member of the school staff
 - Appropriate forms of communication – verbal and non-verbal including signs/symbols
- 2) Teaching learning behaviours
 - Teaching learning behaviours reduces the need to manage anti-social behaviour
 - Adults can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
 - Staff encourage pupils to be self-reflective of their own behaviours
 - Progression throughout the academy from teaching and modelling to independence and being ready to learn
- 3) Use simple approaches as part of a regular routine
 - Behaviour policy is clear and consistently applied
 - Use of specific behaviour-related praise and working with parents to support pro-social behaviour (*catch them getting it right*)
- 4) Targeted approaches to meet the needs of individuals in your school
 - For pupils with more complex needs, the approach is adapted to individual needs
 - Teachers are trained in specific strategies if supporting pupils with complex behaviour needs in line with the Essex Steps approach
- 5) Consistency and coherence at a whole-school level are paramount.
 - Behaviour systems are implemented at a whole-school level

Staff Expectations

Our behaviour system allows pupils to be recognised for their progress irrespective of their ability. The long-term goal is that as pupils mature, they will be intrinsically motivated lifelong learners.

To promote positive behaviours it is expected that in each part of the School there will be:

- Consistent application of strategies in line with whole-school approach and individual pupil needs (as outlined in EHCP/Pen Portrait/Risk Management Plan)
- Effective use of positive language and approach
- Staff need to praise pupils and 'catch them getting it right'
- Use of pupil voice
- Communication with parents
- Liaison with staff and other professionals
- Supportive approach and style
- High expectations
- Learning consequences
- Effective match of curriculum to the individual
- Team responsibility
- Suitable environment

Understanding and Managing Behaviour through Essex Steps

Castledon staff are trained in supporting behaviour for learning in our School through **Essex Step** training which includes:

- The use of tools to understand behaviour (see Appendix)
- The use of positive behaviour strategies
- De-escalation (use of de-escalation script - see Appendix)
 - **Regulate** - First: We must help the child to regulate and calm their fight/flight/freeze responses.
 - **Relate** - Second: We must relate and connect with the child through an attuned and sensitive relationship.
 - **Reason** - Third: We can support the child to reflect, learn, remember, articulate and become self-assured.
- Risk Management Plans (RMPs) - see Appendix
- The use of physical intervention (PI) - see Appendix
- The use of restrictive physical intervention (RPI) - see Appendix

Whole School strategies and interventions to support prosocial behaviour

- Therapeutic approach
- Building transferable skills for adulthood
- Communication - whole community approach
- Essex Steps
- Zones of Regulation
- Trauma Perceptive Practice
- Wellbeing and mental health support

Parental/School Partnership

Parents/carers play a crucial role in shaping attitudes and behaviours. It is one of the school's roles to support with this and it accepts responsibility for the care and welfare of pupils during the School day.

Parents can expect:

- Their children to be in a safe environment when in School
- That their child will be treated in a manner that reflects the behaviour for learning policy of the School
- To be informed of instances where their child's behaviour has deserved congratulations
- To be informed of the significant issues or difficulties that may be affecting their child
- To be informed when a Restrictive Physical Intervention has had to be used for their child and when a new behaviour requires a Restrictive Physical Intervention

The School asks parents/carers:

- To support the School in enabling children to develop and progress
- To support and encourage their child to be a positive member of the School community
- Attend relevant meetings throughout the year
- Communicate with staff about issues that might affect the learning of their child/ward

Pupil Involvement

Pupils will contribute to the behaviour policy via questionnaires, meetings and informal question and answer sessions:

- to the development of good behaviour via the School council
- their views regarding
- anti-bullying
- safety of the school

Family Inclusion and Transition Team (FIT)

At Castledon, it is important that communication between home and School is effective and supportive. This is undertaken by all School staff with class teams with support from the FIT Team for:

- Regular liaison with parents/carers
- Working in partnership with other agencies
- Supporting pupils with behaviour in School
- Supporting pupils one-to-one with home/School issues

Working with Other Agencies

Castledon School works with a variety of external professionals and services and provision for pupils within the School and the local community.

Recording Student's Behaviour (see Appendix A for behaviour management information)

If a pupil's behaviour continually disrupts their own and other pupils' learning, behaves in a manner that causes or is likely to cause harm to themselves or others or damages property, staff will:

- Record the behaviour on electronic recording system - CPOMs
- Contact the parent or guardian and inform them of the behaviour and how we are going to help the pupil learn how to behave appropriately.
- If frequent and significant, assess using the Essex Steps analysis tool - this may then lead to a 'Roots and Fruits' meeting with parents and the writing or amending of a Risk Management Plan (RMP)
- Ensure copies of the previous, current and new RMP's are kept and saved in the RMP folder on the staff shared drive
- If a pupil targets or continually causes offence or upset to another pupil, record this on CPOMS under peer on peer abuse.

Anti-Bullying

Children and young people have the right to learn in an atmosphere that is free from bullying, harassment and discrimination.

While there is no universally accepted definition of bullying, Essex County Council defines bullying as ... *"any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless."*

Relational Conflict vs. Bullying

There can sometimes be misunderstanding or confusion between what is bullying and what is a friendship fallout or relational conflict between children. The following provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict:	Bullying:
Happens occasionally Accidental Equal Power Remorseful Effort to solve problem	Repeated hurtful behaviour Deliberate Imbalance of power No remorse No effort to solve problem

Types of Bullying

Bullying can take many forms and includes:

Physical bullying - Examples of physical bullying include punching, kicking or hitting. It could also include damage to schoolwork or another person's belongings.

Emotional bullying - This includes the deliberate isolation and rejection of an individual - often by taking their friends away. Emotional bullying can also include looks and stares.

Verbal - Verbal bullying will include name calling, put-downs and may include sexual or racial comments.

Prejudiced-based bullying - This form of bullying is generally driven by negative attitudes towards another group of people, or because the selected victim is seen as 'different' in some way. This can include homophobic bullying, racist bullying and the bullying of children with SEN.

Cyberbullying - This is the use of electronic communication to deliberately hurt someone. This includes the intentional sending of hurtful messages and inappropriate images.

Prevention and response

Bullying is something we take very seriously and we want to work in partnership with schools, parents / carers, young people and the wider community to tackle this issue.

At Castledon School our approach to prevention and response is underpinned by our aims and code of conduct outlined within this policy. We apply a trauma-informed approach, which focuses on creating and sustaining positive relationships and practises that support the process of regulate, relate and reason. We aim to support and teach skills to increase pro-social behaviours through the curriculum (which incorporates the new Relationships and Sex Education - RSHE) and the development of individual Personal Learning Intentions.

Staff are trained and feel confident to respond and effectively deal with all incidents of bullying. Staff are proactive and act upon early warning signs. If they are concerned that a pupil is being bullied or is the instigator they inform a Phase Leads, a member of the Family Inclusion Team or SLT. Suspected incidents of bullying should be recorded on CPOMs.

Where a suspected incident of bullying has been identified, further investigation will take place. This investigation will then be used to identify appropriate strategies and interventions to support the development of prosocial behaviours for any bullying incidents. Parents and Carers will be informed of the incidents and the steps that the school will be putting into place to support all children involved.

We recognise the importance of listening to the voice of the child. It is important to support the child who is the victim of the bullying behaviour, particularly as they may have difficulty communicating about their experiences. Opportunities will be created for the child to communicate with adults about how they may be feeling.

Physical intervention (control and restraint) - the use of reasonable force

At our school, we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'

[Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings \(Including the use of restrictive / non-restrictive physical intervention\)](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils: 'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child

or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Exclusions and Suspensions

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help trustees, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

Please see our Exclusion Policy for more information.

Further Guidance

1. [Keeping Children Safe \(DfE, 2021\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Use of Reasonable Force \(DfE, 2013\)](#)
4. [Behaviour and Discipline in Schools \(DfE, 2016\)](#)
5. [Exclusion from maintained schools, academies and PRUs in England \(DfE, 2017\)](#)
6. [Searching, screening and confiscation \(DfE, 2018\)](#)
7. [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#)

Appendices

Documentation to support the Behaviour for Learning Policy

Appendix Number	Document
A	The Castledon Model for Behaviour Management
B	Regulate, Relate, Reason from Beacon House
C	PACE model
D	De-escalation Script
E	Learning consequences
F	Chat Cartoon/Reflective Chat/ABC
G	Roots and Fruits
H	Risk Management Plans
I	Restrictive Physical Intervention Record
J	Health and Safety Incident Form

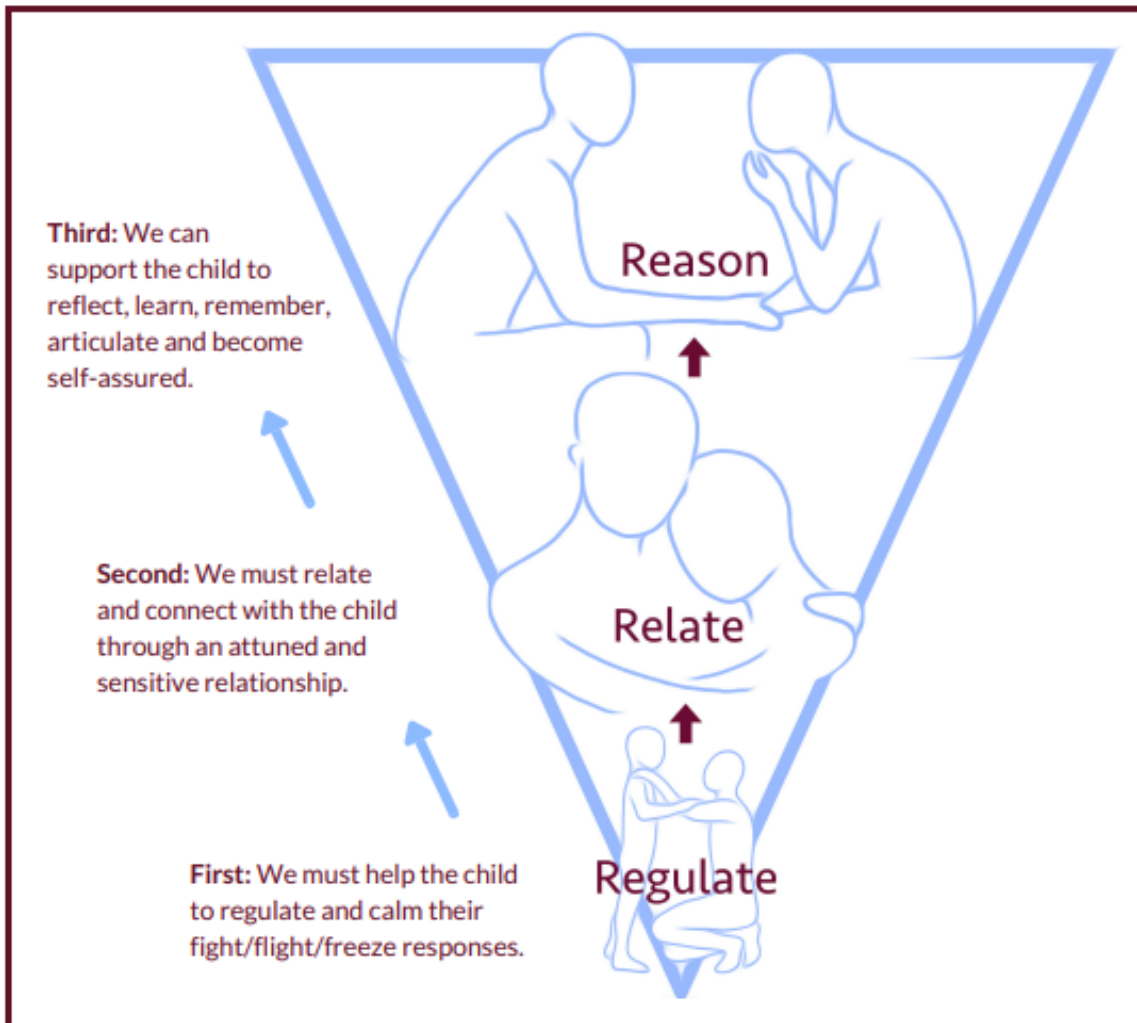
A - THE CASTLEDON MODEL FOR BEHAVIOUR MANAGEMENT

UNACCEPTABLE BEHAVIOUR
<p>Low-level strategies</p> <ul style="list-style-type: none">● Identify situation causing difficulty● Regulate, Relate, Reason● PACE● Differentiate the task set/support given to task● Scripts● Chat cartoon/ABC approach● Social stories● Tactical ignoring/distract / redirect● Redeploy human resources● Zones of Regulation● Movement breaks● Sensory input● Limit choice (e.g. put the pen on the table or give it to me)
<p>High-level strategies</p> <ul style="list-style-type: none">● Contact with parents/ carers● Set up / follow plans / RMP● Small Garden● Support from external provisions● Call button pressed when a student reaches or is likely to reach crisis● Appropriate areas for students identified during break times● Support from therapy team to advise (including external advice)● Individual timetable
<p>Dangerous situation</p> <ul style="list-style-type: none">● Where behaviours are dangerous or causing significant disruption to learning, pupils' well-being a member of SLT is called. In dangerous situations, there are 'call for support' buttons in rooms● Use of Restrictive Physical Intervention where appropriate and where training has been received.● Removal – return after specified learning has taken place and is completed● Information to parents recording of patterns of behaviour programmes● Meeting with parents/carers● This situation should be followed up with a review
<p>Repair</p> <ul style="list-style-type: none">● Learning consequences to be carried out at an appropriate time● Chat Cartoons● Talking Mats Style approach to support conversation

B - Regulate, Relate, Reason from Beacon House

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

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P.A.C.E.

Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It is an open, ready, calm, relaxed and engaged attitude.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety. Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour.

Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

Empathy

[Empathy](#) lets the child feel *the adult's* compassion for them. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times. The adult is demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone.

D - De-escalation Script

De-escalation Script

Name

I can see something's happened

I'm here to help

Talk and I'll listen

Come with me and

E - Learning Consequences

Learning Consequences

Setting high expectations for behaviour throughout the School means that learning consequences will be used to allow pupils to learn how to meet the behaviour expectations which are set.

Wherever possible 'logical' consequences for behaviours will be employed. This will support and encourage pupils to learn how to behave in a prosocial manner and reflect on how a more positive approach can be sustained.

Learning consequences used in School may include:

- Logical consequences linked to the behaviour displayed e.g. tidying up, playing with younger pupils, working with members of staff using parts of break times/lunchtimes for learning
- Reporting to parents/guardians
- Removal of pupils from peers
- Removal from own class for learning and then return
- Time out
- 'Small Garden'

Small Garden Guidelines:

- If a pupil needs time staff members to take the student to a designated area for a set time and monitor. Exclusion from the classroom needs to be supervised by relevant adults or staff members and should only occur if the safety of others is at risk.
- If a pupil is finding it hard to engage with their differentiated learning and continues to become anxious, disrupt others and not able to focus then a small garden approach should be adopted and written into their RMP or pupil passport.
 - *Identify a quiet area where they can work independently*
 - *Set a learning task for the pupil to do and monitor their progress*
 - *Use a social story or a learning strategy that is appropriate to their ability to help them learn how to re-engage with their peers*

Should behaviours be deemed to be more serious then more formal sanctions will be used.

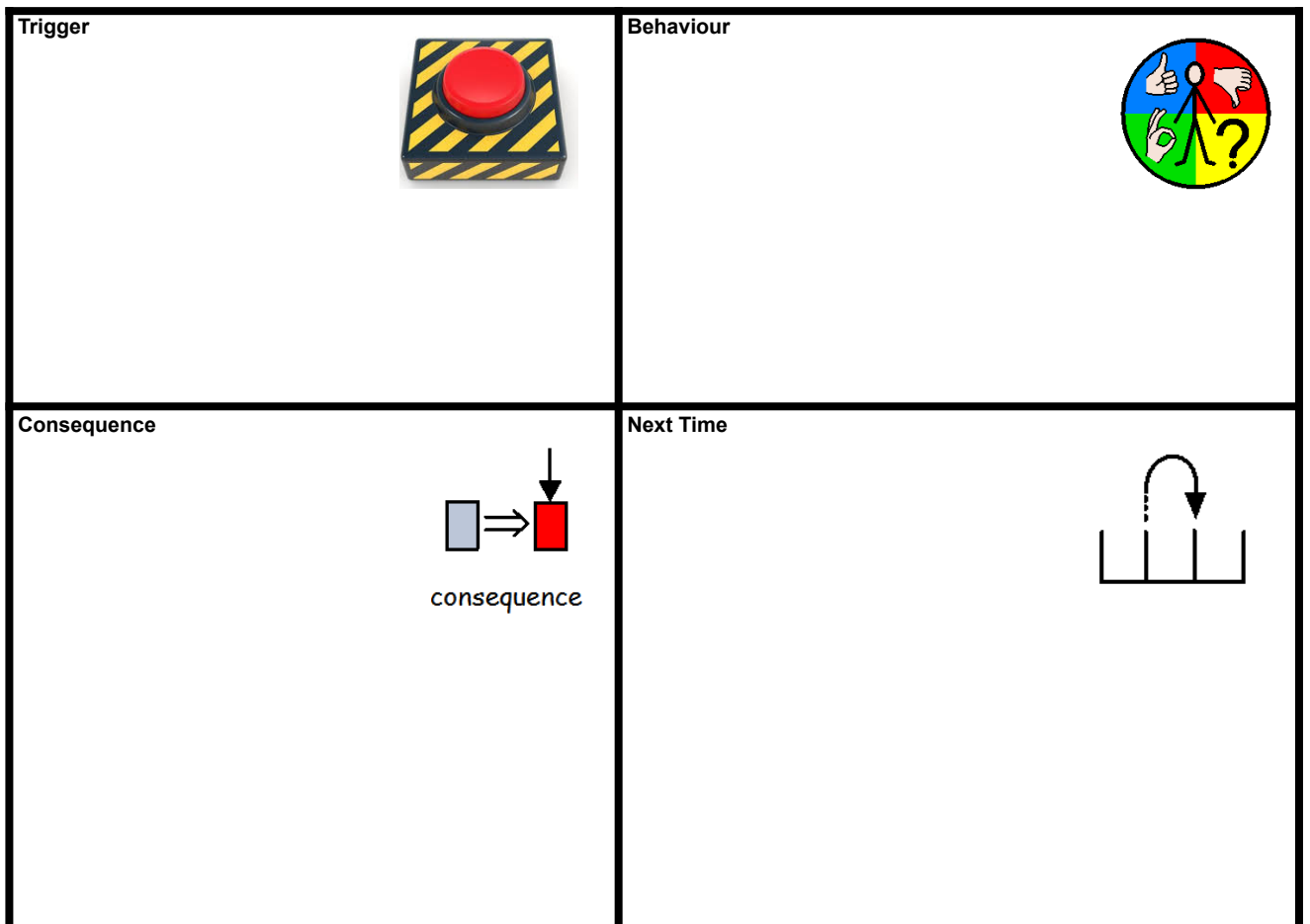
These may include:

- Request to parents to pick up their child
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

F - Chat Cartoon/Reflective Chat/ABC

Chat Cartoon - ABC

Example to be uploaded



G - Roots and Fruits

Therapeutic Tree
Roots and Fruits

Name:

Year group:

<p>Antisocial / Difficult / Dangerous behaviours</p> <p>Difficult Dangerous</p>	<p>Prosocial behaviours</p>
<p>Negative feelings</p>	<p>Positive feelings</p>
<p>Negative experiences</p>	<p>Positive experiences</p>

Individual Risk Management Plan

Name:	DOB:	Date:	Review Date:
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	Potential Triggers & Reduction Measures
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What we want to see	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

I - Guidance on Physical Interventions



Statement on the use of Physical Interventions

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
 - to comfort a pupil in distress (so long as this is appropriate to their age);
 - to gently direct a pupil;
 - for curricular reasons (for example in PE, Drama etc.);
 - in an emergency to avert danger to the pupil or pupils;

- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
 - the pupil's age and level of understanding;
 - the pupil's individual characteristics and history;
 - the location where the contact takes place (it should not take place in private without others present).

Within Castledon School this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At Castledon School, we encourage staff that are using touch for comfort or reward to use a 'supportive hug'. This is a sideways on hug, with the adult putting their hands on the young person's shoulders. This discourages 'front

on' cuddling and the adult's hands on the shoulders limit the ability of the child to turn themselves into you.

Hugging can be used either standing or seated, however, this must be used in conjunction with a positive verbal comment about their learning or good behaviour.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the handholding is compliant. However, if handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our School we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may be in such crisis or distress that they hold you in a way that is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the number of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children. It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a student is likely to be at risk of harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

We also have within our behaviour policy, a section on restrictive intervention in line with Essex Steps training.

Parents/carers will be made aware of this statement when their child is admitted to this School .

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Incident Reporting

Any incidents which cause concern should be reported and written up by the appropriate member of staff on CPOMS

Incidents which should be recorded include:

- Bullying
- Stealing
- Sexual incidents
- Concern over time of repeated inappropriate behaviours
- Change in pupil's behaviour over time causing concern
- Unusual emotional outbursts
- Destruction of property
- To be informed in the first instance when a RPI has had to be used on their child and when a new behaviour requires an RPI
- Where a person's behaviour has led to inclusion in the accident book
- Leaving the School premises without permission
- Racial abuse

(This list is not exhaustive, individual staff may wish to record other incidents)

Purpose of reporting system

- To alert staff to possible risks
- To analyse behaviour and develop appropriate support strategies for pupils
- To inform risk assessment and positive handling plans
- Better communication between staff
- To help develop a consistent approach to particular types of incidents
- To help staff to develop a consistent approach to individual pupils
- To help staff and pupils avoid and prevent reportable incidents
- To provide on-going documentation with which to support action
- To provide evidence should it be required at any time in the future

Training

As a School we train all our staff in Essex Steps primarily to support with de-escalation techniques. All staff members receive six hours of basic training. Following this, refresher training is carried out every twelve months to ensure that people hold a current, valid certificate. Training provided covers the use of physical intervention and in techniques of behaviour management which help reduce the need for such interventions. Guidance will be given where needed for carrying out physical intervention on an ongoing basis. The School have a current list of staff who are trained to use physical interventions.

Physical Intervention

Intended Outcomes

To provide an environment:

- that is safe for the whole community
- where we care enough about our pupils to not allow them to be out of control, causing harm to themselves, others or significant damage to property
- where challenging, aggressive and violent behaviour is prevented wherever possible.
- where staff members are clear about when physical intervention is appropriate and are empowered to use it within a clear framework

Responsibilities

The School is committed to providing Essex Steps training and to endeavouring to reduce any situation where staff members encounter violence in the course of their work. All members of Castledon School are expected to treat people with dignity courtesy and respect.

The School also recommend that where possible there are two members of staff either to be involved in physical intervention or to be able to witness any physical intervention that takes place.

Working Realities

All stakeholders must be aware of the working realities and likely consequences when individuals are involved in an incident involving the use of force. The following systems are endorsed by Castledon School:

Systems

In order to minimise risk to staff and pupils, manage challenging behaviour and help pupils learn it is the policy to:

- Record serious incidents on CPOMS.
- Complete an RMP with a member of the FIT team when a pupil demonstrates behaviour that may or has caused risk to themselves, others or property. This should happen as soon after the event as possible. Pupils requiring a Risk Assessment may also become identified through incident reporting, Staff & SLT will identify which pupils require this. Whenever there is a change to a pupil's behaviour the risk assessment or RMP should be amended (see Appendix A)
- Where a physical intervention has taken place or it is recognised through an RMP that this is necessary as part of the pupil's plan.

All documentation should be completed as soon as possible after the event has taken place (maximum of 24 hours) but having allowed everyone involved in the situation time to calm down. Wherever possible this should occur before the member of staff goes home. If the

written paperwork is not able to be completed staff involved must, **at the very least**, inform a member of SLT what has occurred.

After a serious incident has occurred a student must be offered an opportunity to de-brief. It should be remembered that the minimum amount of time for anyone to calm down after an adrenaline rush is deemed to be at least 45 minutes but for some students, it could be as long as two hours. This must be taken into account of when planning the time of the de-briefing. Visual systems must be made available for those students who require this support to aid understanding and communicate effectively.

Restrictive Physical Intervention Record

Student Name:	
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Location of Incident:	

D.O.B:	
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Time and Date of Incident:	

Reporting Member of Staff:	
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Justification for physical intervention (tick all that apply):		Predicted harm prevented by physical intervention with predicted levels (see Individual Plan) <small>e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 pupils etc.)</small>
To prevent harm to self	<input type="checkbox"/>	
To prevent harm to other children	<input type="checkbox"/>	
To prevent harm to adults	<input type="checkbox"/>	
To prevent damage to property	<input type="checkbox"/>	
To prevent loss of learning (see plan)	<input type="checkbox"/>	

Incident Form/Book Complete	Y/N
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Name(s) of additional staff witness:	Name(s) of additional student witness:

Medical Treatment / Injuries	Y/N
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Damage to Property	Y/N
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Unresolved Harm/ Details of damage to property (costs and details of harm to property and people including medical intervention:

Triggers:
Additional factors:

Management:	Comments:	
How was the incident resolved?		
What were the Consequences? Protective and Educational		
Has student reparation/ de-brief taken place?	Y/N	
Has staff de-brief taken place?	Y/N	
Has the Risk Management plan been reviewed or updated?	Y/N	
Was there Police involvement?	Y/N	
Has there been Internal Exclusion / FTEX / PEX?	Y/N	

Primary de-escalation techniques used (please state order in which they were used)
--

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	
Number	Description of how technique was employed		
1			

2	
3	
4	
5	

Restraint techniques including sequence of techniques, time and staff involved:

Time	Technique	Shape	Staff name

Duration of restraint:

Duration of incident:

Is there any physical mark or harm caused by the use of restraint?	Y/N	Details:
Has the student indicated that this was caused by the use of physical intervention?	Y/N	Actions: • •

Incident reporting and monitoring		Verification of account of incident:		
Incident reported to: Head Teacher by:		Staff name	Staff signature	Date
Parents / Carer informed by:	@			
Student wellbeing verified by:	@			
Staff wellbeing verified by:	@			
Incident form completed by:	@			

Reporting staff name:		Signature:	
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Incident form coordinator check signature:		Date:	
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K - Accident/Incident Form

HEALTH & SAFETY INCIDENT FORM

If a member of staff or pupil is injured as a result of any incident a **Health and Safety Incident Form** needs to be completed.

This is now completed on IAM

<https://app.iamcompliant.com/1634036036>