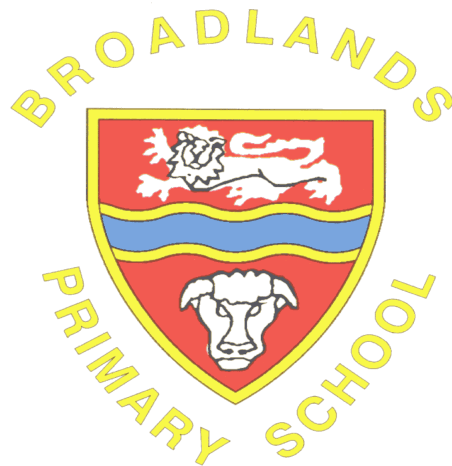


BROADLANDS PRIMARY SCHOOL



Positive Behaviour Policy

Including the Positive Handling Policy

Approval of the Governing Body

This document is a statement of the aims, principles and strategies for:

Positive Behaviour Management

at

Broadlands Primary School

It was developed:
Summer Term 2012-13

**Revised:
September 2015**

It has been agreed and is supported by the teaching staff and the governing body

Signatures

Head of Learning

Federation's Governing Body Chairperson

Introduction

The purpose of this behaviour policy is to ensure that children are safe and happy in school and when they are representing the school in any way. We want children to be able to learn in a secure, positive environment.

Children are given clear guidelines as to the way in which they should behave towards adults and each other in and around school. The rules of good behaviour are based upon clear expectations of what the children will do in and around school.

The behaviour policy recognises that all children are individuals and come from different backgrounds however in this school community the expectations are high and based on the school's core values. The school's core values are: **Love, Respect, Friendship, Trust, Helping and Responsibility**. These values are agreed by parents, pupils and staff; they are reviewed regularly and displayed throughout the school.

The policy is based on five rules, which cover the behaviour that we expect at all times. These rules apply not only in the classroom, but also at PE, play, lunch, assembly...in fact at any time in school or when representing the school e.g. visits. The school's ethos is one of praise and rewards where children are treated as individuals and where each child is given every opportunity to develop high self-esteem. Pupils will be given praise through positive marking of work and for showing good attitudes and desirable behaviour. Children who abide by the rules will receive a range of rewards.

The five rules that apply throughout the school are as follows:

1. Follow instructions first time.
2. Be kind in your words and actions.
3. Respect one another and your surroundings.
4. Use correct voice levels.
5. Be positive and smile.

These rules should be displayed throughout the school and discussed regularly e.g. in assembly and circle time.

Rewards

We promote success and achievement with the children by recognising, rewarding and celebrating good behaviour. Our aim is to recognise and reward good behaviour at least twice as often as warning children about inappropriate behaviour. Teachers will endeavour to praise each child in their class every day for something good. This might mean teachers looking to catch children behaving well if only for a limited time initially.

If the children follow the rules and demonstrate good behaviour, then the rewards are as follows:

- Adult attention
 - Proximity
 - Smile
 - Thumbs up
 - Verbal
- Stickers
- Certificates

- Celebration assemblies - Pupils who have worked well, or who have demonstrated good attitudes and behaviour, will be identified from each class for a weekly celebration assembly.
- House points
- Additional responsibilities (Y6 prefects, light monitors, taking registers etc.)

Teachers may agree extra strategies with their pupils that enhance a climate of positive behaviour e.g. star of the day, extra stickers and stars.

Star of the Week and House Point charts are displayed in every classroom for children to clearly see when they have received awards.

House Points

House point totals are recorded and displayed in the classroom for child to see. Each week in assembly the House with the most House Points is awarded the House Cup. Pupils can also earn the following certificates:

| | |
|------------------|--------------------|
| 100 House Point | Bronze |
| 200 House Points | Silver |
| 300 House Points | Gold |
| 400 House Points | Platinum |
| 500 House Points | Head teacher award |

Reasons to be Proud Book

Each class has a 'Reasons to be Proud Book'. Children write reasons that they feel proud about themselves and others; teachers and LSSAs may also write reasons for a child. Each half term two names are selected to attend a tea party in recognition of their achievements.

Consequences

We aim to build upon the good behaviour by implementing a discipline system consistently across the school so that every child learns to respect all adults and other children equally and to expect the same actions from all staff in any given situation. Following training for staff Broadlands Primary School has adopted a whole school Positive Discipline Policy called The 7 Step Behaviour Programme.

The Programme aims to achieve the following:

- For children to be respectful, courteous, trustworthy to staff and their peers.
- To make managing pupil behaviour more effective.
- To ensure a fair and consistent approach in dealing with incidents.
- Adoption of rules, correctives and positive reinforcements which are effective.
- Teach children strategies and social skills to help them manage their behaviour.
- Support parents/carers with managing their child's behaviour.

If a child displays unacceptable behaviour before using the warning cards adults will:

- Try to re-direct the child's behaviour;
- Give the child eye contact to make them aware that their behaviour has been noticed and is unacceptable;
- Use physical proximity e.g. stand near the pupil, go over to mark their work etc.

- Give the pupil a verbal prompt e.g. “John, I’d like you to listen so you’ll know what to do for the next task. Good boy.”
- Use proximity praise – by recognising the good behaviour of children near to those displaying unacceptable behaviour
- Use teaching and learning strategies appropriate to individual needs including planning and use of resources
- Use of Individual Behaviour Plan for high level concerns in discussion with the SENCo.

If after the above strategies a child is still not responding the 7 step Behaviour Programme in Years 1 to 6, using behaviour tracking sheets.

The 7 steps in Years 1 to 6 are:

1. Reminder – Sanction 1
2. Warning – Sanction 2
3. Time out 1 – Sanction 3
4. Time out 2 – Sanction 4
5. BASS – Behaviour and Social Skills Programme – Sanction 5
6. Inclusion room – Sanction 6
7. Fixed term exclusion – Sanction 7

Steps 1 – 5 will be recorded on BASS tracking sheet, steps 6 & 7 on Critical Incident forms.

If a child breaks a school rule then a corrective (from one of the 5 steps) is identified on the tracking sheet against the child’s name. The tracker will aid the identification of patterns of behaviour. The adult will complete the tracker with the pupil present. Two highlighter colours will be used to show the difference between classroom behaviour and break time behaviour. All classes will submit their tracking sheet on Friday to the behaviour coordinator. On the back of the tracking sheet reasons for the corrective being applied will be recorded and when the sanction is served. (See Appendix 1). If all de-escalation strategies and reengagement strategies have failed and on-call is used, the teacher is to follow the procedure outlined on the Critical Incident Form. (See Appendix 2) The teacher completing this form will be responsible for gathering statements, phoning parents and any follow-up action required.

1. Reminder

The adult will say “That’s a Reminder”. The adult will circle “R” next to the child’s name on the class tracker. At lunchtime staff will record on the tracker and return the tracker back to class teachers at the end of lunch.

Sanction 1 – Verbal reminder.

2. Warning

If unwanted behaviour persists, or another unwanted behaviour situation occurs that day,-the adult will say “That’s a Warning” and will circle “W” on the tracker next to the pupil’s name. At this point some pupils may benefit from Quiet Time to calm down. At lunchtime staff will record on the tracker and return the tracker to class teachers at the end of lunch. Unwanted behaviour includes persistent low level disruption following de-escalation strategies, which causes an interruption to teaching and learning e.g. talking when should be listening, touching equipment when asked not to, wandering about the room etc.

Sanction 2 – 10 minute removal of play time by the class teacher (if in the afternoon carry over to the next day)

3. Time Out 1

If a pupil displays unwanted behaviour for the third time during the same day the adult will say, "Please go to the Time Out area and think about your behaviour." The adult will circle "T1" on the tracker next to the pupil's name.

At break/lunchtime a Time Out Zone will be identified on each playground and pupils will be sent to the zone; the tracker will be completed and handed to class teachers at the end of lunch.

After 2-5 minutes the adult will ask the pupil why they were given time out. If they are able to say why they were given time out and if they agree to making the right choice the child will be invited to re-join the class.

A time out is given to allow pupils time to reflect upon their behaviour. Each classroom will have a Time Out area (pupils should not be sent into the corridor) which all pupils are aware of. This may be within a hoop etc. The 5 Step Behaviour Programme does not recommend the use of timers as it is important for the adult to decide when they feel the child is ready to re-join the class. They will need to be calm and to show signs that they understand why they have been placed into Time Out.

Sanction 3 –20 minute lunchtime detention within 5 days of the incident, supervised by the class teacher. Child is to spend 20 minutes with the class teacher.

4. Time Out 2

If a pupil displays unwanted behaviour for the fourth time during the same day the adult will say "Please go to the Time Out area and think about your behaviour." The adult will circle "T2" on the tracking sheet next to the child's name.

After 2-5 minutes the adult will ask the pupil why they were given time out. If they are able to say why they were given time out and if they agree to making the right choice the child will be invited to re-join the class. The adult will also remind the pupil that if they continue to display unwanted behaviour they could be put on the Behaviour and Social Skills Programme.

Sanction 4 –

Lunchtime detention within 5 days of the incident, supervised by a class teacher. Child is to spend the whole lunchtime with the class teacher who is on lunchtime detention duty. They will eat their lunch in the classroom where detention is taking place.

If a child is absent, the detention will be completed upon their return.

A letter will be posted to parents/ carers to notify them that their child has reached 'T2' on the behaviour programme.

5. Behaviour and Social Skills Programme (BASS)

If a pupil displays unwanted behaviour for the fifth time during the same day, the child will be informed that their behaviour **could** result in them being placed on the Behaviour and Social Skills Programme (BASS). The Head of Learning will be consulted to discuss the behaviour of the pupil. A joint decision between the class teacher and the Head of Learning will be made as to whether the child should be placed on the BASS programme. This will ensure a consistent approach, in line with school policies. **The SENCo may need to be consulted if any pupils with Special or Additional Needs are being considered for BASS.** This will ensure that the level of corrective is appropriate and meets their needs in accordance with Statements, Provision Maps etc.

The following questions will be asked before a decision is made:

- What exactly happened and were there any witnesses?
- Who was involved?
- Have any changes taken place in the life of the child?
- How is the child communicating his/ her behaviour?
- Does the child have special or additional needs?
- Has the teacher implemented earlier sanctions on the behaviour policy?

A pupil can be placed on the BASS if they have:

- Engaged in a Fast Track behaviour (See below)
- Reached the BASS letters on the tracker in one day
- Reached 3 Time Out sessions in one week

Sanction 5 – BASS programme implemented

KS1 pupils will complete a maximum of 5 lunchtimes on the BASS Programme if appropriate.

KS2 pupils will complete 10 lunchtimes on the BASS Programme.

If a child is absent, the sessions will be completed upon their return.

A letter will be posted to parents to notify them that their child is on the BASS Programme. (See appendix 3)

A decision to be placed on to BASS will be made by the class teacher and the Head of Learning and a record will be made and kept by the Behaviour Coordinator.

6. Inclusion Room

If a critical incident occurs and the decision is made that the behaviour falls between BASS and exclusion then a child may be referred to the Inclusion Room. The class teacher is to complete a Critical Incident Form and the decision to refer to the Inclusion Room will be made by the class teacher and the Head of Learning and conveyed to the SENCo.

Sanction 6 - Removed from lessons to work in the Inclusion Room. This may be for half a day, a full day or two full days depending on the severity of the incident. Once the decision has been made the Head of Learning will be responsible for informing the parents and the class teacher will be responsible for setting work to be done while child is in the Inclusion Room.

7. Fixed Term Exclusions

Both fixed term and permanent exclusions can be used for serious incidents without the need for previous correctives. Exclusions will be used in line with Government and LA legislation and guidance.

Sanction 7 – The Head of Learning will make the decision whether or not to exclude a student based on the information recorded on the Critical Incident Form and supporting statements.

Fast Track Behaviour

Pupils could be removed to the Inclusion Room, placed straight on to the BASS or they may be excluded if they display fast track behaviour.

Fast Track Behaviour is age dependent as older children will have developed a greater awareness of the actions they are taking. Also the needs of SEN pupils e.g. BESD pupils must be considered.

- Physical Assault
- Fighting
- Hitting

- Kicking
- Spitting
- Swearing
- Bullying
- Verbal abuse
- Stealing
- Inappropriate use of ICT
- Damage to school Property
- Racist comments/gestures
- Leaving the school building without permission
- Leaving the school grounds without permission
- Refusing a member of staff after three requests
- Compromising health and safety

Depending on the nature of any incidents referrals to other agencies may be required e.g. Police, Social Care. Racist incidents are recorded on a LA form.

EYFS - Nursery and Reception Classes

In EYFS the Behaviour Programme has been adapted to a 4 step version with age appropriate sanctions.

The 4 steps in Nursery and Reception are:

1. Reminder – Sanction 1 (verbal reminder, no further sanction)
2. Warning – Sanction 2 (2 minutes time out)
3. Time out – Sanction 3 (5 minutes time out)
4. Parental Conversation – Sanction 4 (Class teacher to invite parents in to discuss the incident with him/ her and the Head of Learning)

Steps 1 – 4 will be recorded on a tracking sheet.

On Call

Staff should use the following call out system if fast track behaviour is identified:

Call Office Administrators who will contact the appropriate people to support (Head of Learning or ABEC SLT).

If Office Administrators are unavailable send a responsible pupil to Head of Learning or a Senior Teaching Colleague.

N.B Pupils on the Behaviour and Social Skills Programme will not be able to take part in the following:

- Having special responsibilities e.g. prefect
- Representing the school e.g. football, netball matches
- School run enrichment events

N.B. The behaviour team will continue to carry out risk assessments and decide whether or not a pupil is safe to take part in an event/ visit. This will depend upon their long term behaviour not just whether or not they are on BASS.

Parents are requested to remind their child of the activities they will miss if they are placed on the BASS by the Behaviour Management Team due to fast track behaviour or 3 Time Outs in a week.

Pupils may be upset at missing a special event but it is essential that parents and pupils understand that the policy will be applied consistently to ensure that the policy is effective in improving behaviour.

The Members of the behaviour team are:

Head of Learning; Behaviour co-ordinator; SEN Co-ordinator; Learning Mentor; LSSA Representative

They are responsible for:

- Assessing pupils
- Keeping detailed records
- Supporting class teachings when communicating with parents
- Liaising with staff
- Ensuring staff implement sanctions 1-4 effectively
- Planning and delivering BASS activities
- Planning supervision and use of Inclusion Room
- Ensuring pupils on BASS have supervised lunch, toilet and play
- Monitor progress of individual pupils

Challenging Behaviour within BASS

If a pupil is given a “warning” during a BASS session the staff taking the session will decide whether to:

- Give an extra session
- Give 1:1 supervision away from their peers for the remainder of the sessions
- Telephone their parents
- Consider alternative/additional interventions
- Contact the head teacher re. exclusion (this may take the form of lunchtime exclusion or exclusion for sessions, 1 day = 2 sessions.)

Extra BASS sessions can also be given to a pupil who receives a “reminder” or “warning” from any member of staff while on the BASS. A record will be kept of the reason for the additional session and parents will be informed.

Third Time on the Behaviour and Social Skills Programme

If a pupil is placed on the Behaviour and Social Skills Programme for the third time or more in one academic year:

- The parent/carer is requested to attend a meeting to discuss their child’s behaviour and ways in which by working together it can be improved.
- The pupil’s behaviour will also be discussed with the school’s Special Educational Needs Coordinator (SENCo) and a decision made regarding whether the pupil needs an Individual Behaviour Plan or Personal Support Plan.
- The pupil’s behaviour will be recorded on a chronology record.

Review

The behaviour management team will monitor the data collected and analyse the effectiveness of the programme. All members of the school community will be invited to take part in reviews of the policy as appropriate.

Records

Accurate records will be kept each week of use of the BASS programme (and the rewards) and use of the Inclusion Room. These will be analysed at half termly intervals. The information collected will be used to monitor patterns in difficult behaviour, effectiveness of BASS in improving behaviour, behaviour patterns of vulnerable groups such as SEN and pupil premium. Results of this analysis will be reported to the Senior Leadership Team and Governors at regular intervals throughout the year.

Positive Handling Policy

Introduction

Broadlands Primary School recognizes that there is a need, reflected in common law, to intervene when there is an obvious risk to safety to its students, staff and property. We are committed to ensuring that all staff members and adults with responsibility for students' safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, **and only use positive handling as a last resort** in line with Department of Education advice. If used at all, it will be in the context of a respectful, supportive relationship with the student. We will always aim to ensure minimal risk of injury to pupils and staff.

This policy must be read and implemented in conjunction with the school behaviour policy and approach to behaviour management.

The Education Act 1996 (Section 551A) states that it is lawful for teachers and other authorized staff to use reasonable force to prevent a pupil from committing an offence, causing injury or damage or disrupting the good order and discipline of the college. Teachers are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures. This policy applies to all staff who have been trained in Team-Teach positive handling techniques and are authorized to use positive handling.

All staff authorized to positively handle children and young people must be aware that they must not:

- Use corporal punishment
- Use pain to gain compliance
- Deprive the person of food or drink
- Require the person to wear inappropriate clothes
- Humiliate/degrade the student

Our approach to best practice

The best practice regarding positive handling outlined below should be considered alongside other relevant policies in the school, specifically those safeguarding policies involving behaviour, bullying, child protection and health and safety. In line with Education Act 1996 (Section 550A) in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate:

- Risk to the safety of staff, pupils or visitors, or;
- Where there is a risk of serious damage to property, or;
- Where a pupil's behaviour is seriously prejudicial to good order and discipline, or;
- Where a pupil is committing a criminal offence.

This judgement will take into account the circumstances of the incident. All staff should be aware that the use of positive handling in response to a clear or developing danger of injury will always be used to manage behaviour positively to prevent a deterioration of the situation.

Staff will view positive handling of pupils as a **last resort for the purposes of maintaining a safe environment**. If pupils are behaving disruptively or anti-socially, every strategy will be used to manage behaviour positively to prevent a deterioration of the situation.

Staff will understand the importance of listening to and respecting pupils to create an environment that is calm and supportive especially when dealing with pupils who may have emotional and behavioural needs, which may increase their aggression.

All staff will understand the importance of responding to the feelings of the pupil, which lie beneath the behaviour as well as to the behaviour itself.

Practice regarding specific incidents

The physical action taken will take into consideration the age and competence of the pupil and will be the least detrimental alternative.

Staff intervening with pupils will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

A member of staff recognising that a situation is escalating to a point demanding positive handling yet feeling unable to carry this out must, as part of their duty of care, clearly tell the pupil(s) to stop the behaviour and seek help by any means available.

Staff who become aware that another member of staff is intervening physically with a pupil will have a responsibility to provide a presence and to offer support and assistance should this be required.

Where possible, staff members who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary.

A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed or if this is not possible, the pupil and member(s) of staff will withdraw to a quiet but not completely private place (e.g. Two members of staff should be present or a door left open so that others are aware of the situation).

Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner, the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, she/he will be released.

The force used will be commensurate with the risk to be prevented.

Positive Handling

Examples of situations where positive handling may be appropriate include:

- Pupil attacks member of staff or another pupil.
- Pupils are fighting.
- Pupils are engaging in or on the verge of committing deliberate damage or vandalism to property.
- Pupil is causing or at risk of causing injury or damage by accident, rough play, or misuse of dangerous materials or objects.

- Pupil absconds from school or room (this **only** applies if student could be at risk if not kept in school or a room).
- A pupil persistently refusing to leave a classroom.
- A pupil behaving such that the lesson is being seriously disrupted.

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is best used when the pupil is anxious or confused. The purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression.
- Physically interposing between pupils.
- Blocking a pupil's path.
- Pushing if restricted to situations where reasonable force is used to resist a pupil's movement, rather than a forceful push that might cause the pupil to fall over.
- Escorting a pupil by the hand or arm.

Holds to be avoided

The following holds should **not** generally be used:

- Holding a pupil around the neck or by the collar, or in any other way that might restrict a pupil's ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding a pupil by the hair or ear
- Holding a pupil face down on the ground

Recording an incident (model pro forma attached, appendix 4)

All incidents that result in non-routine interventions will be recorded in detail for the school behaviour file.

Contemporaneous record (i.e. written within twenty four hours of the incident's occurrence) will be made by the staff member involved in the incident.

Similarly, contemporaneous notes will also be made by any other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be stored securely.

The record will contain the following information:

- The name(s) and the job title(s) of the member(s) of staff who used reasonable force
- The name(s) of the pupil(s) involved
- When and where the incident took place
- Names of staff and students who witnessed the incident
- The reason that intervention was necessary
- Behaviour of the pupil which led up to the incident
- Any attempts to resolve the situation
- The type of intervention used

- The pupil's response and the eventual outcome
- Details of any injuries suffered by either staff or pupils
- Details of any damage to property
- Details of any medical treatment required (where medical treatment is needed an accident form will be completed)
- Details of follow-up, including contact with the parents/carers of the pupil(s) involved
- Details of follow up involvement of other agencies, i.e. police or social services.

Pupil witnesses may also be asked to provide a written account if appropriate.

Copy of this entry will be kept on the pupil's file and retained for 10 years in line with LA Guidance on keeping educational records.

Pupils who are identified as likely to require positive handling as part of their behaviour management will require a **Positive Handling Plan** (appendix 5) as part of their Individual Education Plan/Pastoral Support Plan. This is drawn up in response to the risk posed by the pupil's behaviour and is shared with all staff, parents/carers and the pupil if appropriate.

Debriefing arrangements

The pupil and member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it or medical treatment obtained.

The pupil will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given the opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred the de-brief will take place as soon as possible after the pupil returns to school.

All members of staff involved will be allowed a period of debrief and recovery from the incident if necessary. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member(s) of staff involved.

The Head of Learning will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Head of Learning (or his/her nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

Training needs of staff

In cases where it is known that a pupil will require positive handling on occasions the school will ensure that appropriate training is provided. Broadlands Primary School has key members of staff trained in the use of the Team Teach approach and techniques.

Staff trained in positive handling techniques need to update their training on a regular basis and ensure that their training record is kept up to date.

Authorisation of staff to use positive handling

We recognise that positive handling will be seldom used and it is a last resort to maintain a safe environment.

Team Teach techniques (used by trained staff) seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil and others remain safe.

In the event of a complaint being received by the school in relation to the use of physical force by staff, the matter will be investigated in accordance with DoE Circular 10/95 (10/98) – Protecting Children from Abuse.

Arrangements for informing parents

Parents will be informed of the school's policy regarding positive handling in the following ways:

- A section about the school's legal obligations to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupils will be included in the school safeguarding pack.
- Staff who work with particular children who have learning or physical disabilities and who have Individual Education Plans or Pastoral Support Plans may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance and a plan drawn up on an individual basis. All interventions will be routinely recorded.
- All parents will be informed after a non-planned incident where positive handling is used with a child (exempla letter to parents, appendix 6).

Governors will be informed of the number of incidents where positive handling has been used on an annual basis.

Appendices –

1. BASS program tracking sheet
2. Critical Incident Form
3. BASS program letter
4. Positive Handling Incident sheet
5. Positive Handling Plan (PHP)
6. Positive Handling Incident Letter to parent/carers
7. BASS script
8. Staff who have completed Team Teach Positive Handling Training

Tracking Sheet SIDE 2 REASONS AND CONSEQUENCES

| Name | Date | STEP | Reason for corrective being applied | Sanction and when it is served |
|------|------|-----------|-------------------------------------|--------------------------------|
| | | 1 2 3 4 5 | | |
| | | 1 2 3 4 5 | | |
| | | 1 2 3 4 5 | | |
| | | 1 2 3 4 5 | | |
| | | 1 2 3 4 5 | | |
| | | 1 2 3 4 5 | | |
| | | | | |

Critical Incident Sheet

- This form must be filled by the teacher dealing with the incident, and kept by that person until it is completed. This would normally be the class teacher and only one form is complete per incident.
- This teacher should collect together all relevant paperwork and statements; these must be kept attached to this form.
- If all de-escalation strategies and reengagement strategies have failed and you require on-call, please call Office Admin who will then contact the appropriate people to support.
- The teacher completing this form will be responsible for gathering statements and speaking to The head of Learning about phoning parents and any follow-up action required.

| | | | |
|---|---------|----------|--|
| Teacher | | | |
| Child's Name and Class | | | |
| Incident | | | |
| Date, time, location | | | |
| Brief description of the what happened and who was involved (including classroom strategies employed to de-escalate and reengage) | | | |
| Aggressor statement | Yes | No | |
| Witnesses statements taken | Yes | No | |
| Staff involved | | | |
| Follow up action/Sanction | | | |
| SENCo informed / check reg | Yes | No | |
| Initial phone call to parent/carer | Yes | No | |
| Recorded in Behaviour File | Yes | No | |
| External Exclusion | Yes | No | Approved by Head (required by law) |
| If No – state consequence agreed | | | |
| If Yes - Number of Days | | | From - To |
| Phone call confirming outcome to parents (and provisional time for reintegration meeting if needed). | Yes | No | Date time of reintegration meeting with parents: |
| For exclusion only hand paperwork over to exclusion admin otherwise file one copy in the pink box another in pupil file. | | | |
| Exclusion letter written | Yes | No | |
| Inform Class teacher/SLT of exclusion | Yes | No | |
| People to attend meeting informed. | People | Informed | Invited to attend |
| | HT | | |
| | Teacher | | |
| | Admin | | |
| Follow up letter of meeting typed. | Yes | No | |
| Follow up letter sent | Yes | No | |
| All paperwork filed in pupil file. | Yes | No | |

Re: Pupil on BASS Programme

Dear Parent/Carer,

I am writing to inform you that your son/daughter _____ has _____ and broken school rules. In line with our positive behaviour policy, he/she will now be put on our BASS PROGRAMME for _____ days, which is run during lunch-times. This will start immediately and will mean that your son/daughter will be fully supervised during these sessions. He/She will not participate in enrichment activities, take part in after school clubs or represent the school until the Programme is completed.

If he/she displays inappropriate behaviour when on the Programme he/she will be given additional sessions to complete.

We have found the Programme to be highly successful in teaching children the skills needed to play safely and to behave appropriately during the school day. As you know, the welfare of all our children is important to us and we cannot tolerate any incidents that may affect the safety or wellbeing of our children. School expects high standards of behaviour from all children at all times.

If you wish to discuss the inappropriate behaviour and/or the Programme in more detail I will be only too happy to share this with you.

Thanking you in anticipation of your support as always.

Yours sincerely

Positive Handling Incident Sheet

This form must be filled by the member of staff dealing with non-routine interventions within 24 hours of the incident. The form must then be handed in to a member of the school behaviour team

| | | | | | | | |
|--|--|---|--|------------------|---------------|----|----------------|
| Pupil Name and Class | | | Date & time | | | | |
| Name of person writing report | | | Location | | | | |
| Names of staff involved | | | Names of witnesses | | | | |
| Reported to SLT | Yes | No | | | | | |
| The reason for intervention | | | External agencies informed | | | | |
| <ul style="list-style-type: none"> • Absconding • Criminal offence • Damage to property | <ul style="list-style-type: none"> • Injury to person • Serious Disruption | <ul style="list-style-type: none"> • Medical staff • Parent/Carer • Police | <ul style="list-style-type: none"> • Social worker • Other | | | | |
| Describe events leading up to the incident | | | | | | | |
| Behaviours that occurred | | | | | | | |
| Arm Grab | Disruption | Pinching | Spitting | | | | |
| Biting | Hair Grab | Punching | Verbal abuse | | | | |
| Body Holds | Head butting | Pushing | Weapons/missiles | | | | |
| Clothing Grab | Kicking | Self-mutilation | | | | | |
| Damage to property | Neck Grab | Slapping | | | | | |
| Who was at risk? | | | | | | | |
| Describe any changes made to routines, staff or environment in an attempt to reduce risk. | | | | | | | |
| Diversions, Distractions & De-escalation strategies attempted: | | | | | | | |
| Change of staff | Distraction | Negotiation | Take up time | | | | |
| Clear directions | Humour | Planned ignoring | Time out | | | | |
| Consequences | Limited choices | Success reminder | Verbal advice | | | | |
| Physical Interventions used & duration of restraint | | | | | | | |
| Disentanglement | Two person escort | Other | | | | | |
| Single person hold | Two person hold | | | | | | |
| Steering away | | | | | | | |
| Medical Intervention | | | | | | | |
| Injury to child | Yes | No | Referred to GP | Injury to others | Yes | No | Referred to GP |
| Injury to staff | Yes | No | Referred to GP | | | | |
| Why was this action in the best interest of the pupil? | | | | | | | |
| Action following the event | | | | | | | |
| Listening time | | Relationship repair | | | Pupil Support | | |
| Procedural Change | | Staff support | | | Other | | |
| Follow up letter typed. | Yes | No | Follow up letter sent | Yes | No | | |
| All paperwork filed in pupil file. | Yes | No | Signed | | | | |

Positive Handling Plan (PHP)

| | | | |
|---|-------------------------|---------------------|-------------------|
| Pupil Name and Form | | Date of Birth | |
| Triggers: Describe situations that have led to positive handling being used: • | | | |
| Behaviour signals: Describe the early warning signs/changes in body language/signs of distress that occur: • | | | |
| Preferred de-escalation strategies | | | |
| Verbal advice | Choice | Time out | Success reminder |
| Reassurance | Advising of consequence | Change of adult | Count down from 5 |
| Distraction | Planned ignoring | Observed withdrawal | |
| Positive areas to focus on: (strengths, interests e.t.c.) • | | | |
| Medical conditions to be aware of: • | | | |
| Handling strategies to be used (as a last resort and in the best interests of the pupil) • | | | |
| Debriefing process to occur after an incident: • | | | |
| Staff to be informed of this plan: • | | | |
| Agreed by: | | | |
| Parent/carer | | | |
| Pupil | | | |
| Member of staff | | | |

Positive Handling letter

Positive Handling Incident: DATE

Dear #NAME

I am writing to you to inform you of an incident that took place LOCATION at school on DAY DATE. Your child was involved in an altercation with another student and this required the physical intervention of my colleague NAMED STAFF.

NAMED STAFF is trained in positive handling: this is the use of specific strategies and holds to allow students and staff to be removed from a situation where they are at risk and moved to a safe place. The incident on DAY required the POSITIVE HANDLING TECHNIQUE USED of your child and one other. Should you require any more information, the school behaviour policy is available on the website. For more details of the incident that occurred please contact the school at your earliest convenience?

Yours sincerely,

Appendix - BASS Script

Refusing a member of staff after 3 requests

Staff will use the following script when asking a pupil to follow direction when they are calm:

1. *'I'm asking you for the first time to*

Walk away from the pupil and return within 5 minutes.

2. *'I'm asking you for the second time toRemember if you do not follow my direction when I ask you the third time you **could** be fast tracked onto the Behaviour and Social Skills Programme.'*

Walk away from the pupil and return within 5 minutes.

3. *'I'm asking you for the third time to*

If the pupil follows direction praise them for doing so.

If the pupil does not follow direction consult a member of the Behaviour Management Team.

If it is agreed that the pupil is to go on the Behaviour and Social Skills Programme the adult will circle "BASS" on the tracker next to the pupil's name. A tracking sheet will be completed.