

Behaviour Management (Inc. Exclusions) Policy



1. Rationale and Aim

All teachers have the right to teach and all pupils/students have the right to learn in a mutually respectful environment.

Samuel Whitbread Academy (SWA) aims:

- To provide a safe, welcoming, friendly and caring environment where individuals are valued for their own unique contribution and personality.
- To promote skills of self-confidence, self-discipline, self-motivation and self-awareness.
- To foster social skills, such as positive attitudes and considerate behaviour towards others.
- To develop mutual respect for adults and pupils alike, where all feel able to speak openly and honestly about their feelings and concerns with due regard to others.
- The staff and governors of SWA recognise the need to ensure a positive atmosphere based on a sense of community and shared values. This Behaviour Policy is an attempt to put in more detail how the above aims and statements may be achieved in practice.

This policy has been updated with regard to The Education Act of 2011 and 'Behaviour and discipline in schools' January 17.

2. Policy

Teachers Statutory Authority

Teachers have statutory authority to discipline pupils/students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff with responsibility for pupils/students, such as Teaching Assistants.

This also means that:

- Teachers can discipline pupils/students at any time the pupil/student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can also discipline pupils/students for misbehaviour outside the Academy.
- Teachers can confiscate pupils'/students' property.
- Teachers have a specific legal power to impose detention outside Academy hours. Parental consent is not required.
- Teachers have the powers to search without consent for prohibited items.

Power to use reasonable force

The legal provisions on Academy discipline also provide members of staff with the power to use reasonable force to prevent pupils/students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Principals and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the Academy rules.

If Academy staff resort to the use of reasonable force they must inform parents/carers verbally and in writing. The form provided in appendix D must be completed.

Role of the Principal

- The Principal has overall responsibility for both pupils/students and staff. The Principal takes the lead in defining the aims of the Academy in relation to standards of behaviour.
- The Principal has overall responsibility for ensuring that these standards are consistently applied throughout the Academy through regular monitoring.
- The Principal or designated senior member of staff ensure that records are kept of all reported incidents of misbehaviour. All incidents of bullying are reported to the governing body.
- The Principal has responsibility for giving fixed term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts, the Principal may permanently exclude a pupil.
- The Principal will ensure that SWA has a Behaviour and Reward display.

Role of the Staff

- Staff have a responsibility to maintain order and promote good behaviour in their classrooms and around the Academy sites.
- Staff understand the importance of pastoral care and promote good behaviour by recognising and praising good behaviour.
- Staff recognise that personal and social education are important as a means of promoting the values of mutual respect, self-discipline and social responsibility.
- Rules are applied consistently by all members of staff but there must be flexibility in the use of punishments to take account of individual circumstances.
- Punishments/sanctions should make the distinction between minor and more serious misbehaviour clear to pupils/students and should be fairly and consistently applied.
- All level 3,4,5 and serious misbehaviours recorded on SIMs and parents contacted.

Role of Parents

SWA acknowledges that relationships with parents/carers are important. SWA should be a welcoming place, which encourage parental involvement.

- Parents are informed of positive behaviour as well as negative.
- All parents are encouraged to attend parents' evenings and also discuss issues/concerns with staff outside of these events.
- Parents support the home/school agreement.
- SWA expect parents to support their child's learning and take responsibility for their behaviour. SWA encourage parents to work in partnership with the Academies and to support their actions.
- SWA staff will inform parents if any concerns arise concerning their child's welfare or behaviour.

Role of Pupils/Students

- To respect, support and care for each other both in school and the wider community.
- To listen to others and respect their opinions.
- To attend school regularly, on time, ready and equipped to learn and take part in activities.
- To take responsibility for their own actions and behaviour.
- To do as instructed by all members of staff throughout the school day.
- To be tolerant of, and engage with others, irrespective of race, gender, religion, age, ability/disability.

Role of the Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in adhering to these guidelines.

Termly governor panel meetings take place with the Principal or designated member of senior staff and at least one governor.

A Governors Discipline Committee (GDC) will be formed from 3 local governors, to hear appeals of FTE (fixed term exclusions) and PE (permanent exclusions). SWA buy back the Local Authority Independent Appeals panel to hear appeals that have been upheld by the GDC.

In continued or extreme cases of misbehaviour, the following may be considered:

Strategies considered by teacher

- Setting student detention
- Meetings with parents/carers
- Change to seating plan
- Move class/teacher
- Subject report shared with parents and reviewed with HoD

Strategies considered by year team

- Time out cards
- Learner support and mentoring
- Individual and group workshops
- Student achievement plan
- Engaging external specialists/agencies year/SLT
- Referring matters to within SLT/support structure

The Academy will follow the Department for Education guidance “Behaviour and Discipline in schools: Advice for Headteachers and school staff (DFE January 2016).

Seclusions

The seclusion sanction as part of our behaviour process is designed to support students who unfortunately may be very close to receiving a fixed term exclusion. Where possible we would like to support students remaining on school site, so a wider care, guidance and support network is available to them. A seclusion is an internal exclusion that involves the student being placed in an area away from other students for a period of time of up to 2 school days and follows a different time schedule to the rest of the school. A Seclusion may be given following a serious breach of the Academy’s behaviour policy. A Seclusion is a serious sanction and precedes a fixed term exclusion.

The DFE suggests,

‘Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet’.

Behaviour and Discipline in Schools: Advice for headteachers and school staff DFE (Jan 2016)

The Principle, Vice Principle and Head of Year has the authority to seclude a student. Due to the period of investigation, the student may be isolated from their peers in order to determine a true account of events. In all cases the parents will be informed by telephone on the day the pupil/student is secluded and the reasons for the seclusion. In extreme circumstances, where attempted contact

has failed, an email with the above details will be sent to confirm seclusion. On the pupil/student's return to the Academy, they should come in with a parent/guardian to meet with the head of year and/or a senior member of staff. Work will be set during the period of the seclusion and sent via their school email address or handed to students.

Exclusions

The Academy will follow the Department for Education guidance "Exclusion from maintained schools, Academies and pupil referral units in England," September 2017.

Fixed Term Exclusions

Excluding a pupil/student from the Academy for a fixed term is a serious step to take. Only the Principal (or in their absence, the Vice Principal) has the authority to exclude a pupil/student. Incidents where there is a potential decision of exclusion are investigated by the pastoral team. Due to the period of investigation, the student may be isolated from their peers in order to determine a true account of events. In all cases the parents will be informed by telephone on the day the pupil/student is excluded and the reasons for the exclusion. In extreme circumstances, where attempted contact has failed, an email with the above details will be sent to confirm exclusion. On the pupil/student's return to the Academy, they should come in with a parent/guardian to meet with the head of year and/or a senior member of staff. Work will be set during the period of the exclusion and sent via their school email address.

If a pupil/student is excluded for a second or third time and seems not to be treating the sanction seriously, a member of the governing body may be included in the re-admittance process. Offences for which Seclusion/exclusion will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language at a member of staff
- Using threatening/aggressive behaviour or fighting
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of Academy property
- Bringing substances into the Academy including: alcohol, illegal drugs, medicines, (except those prescribed for personal use), psychoactive substances (legal highs), volatile substances or derivatives of illegal substances to any concentration
- Partaking of substances in the Academy including: alcohol, medicines (except those prescribed for personal use), new psychoactive (legal highs), volatile substances or derivatives of illegal substances to any concentration
- Supplying or selling substances in the Academy: including alcohol, illegal drugs, medicines, new psychoactive substances (legal highs), volatile substances or derivatives of illegal substances to any concentration
- Possession of any offensive weapons in the Academy
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyber bullying or threatening behaviour towards another pupil/student
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental
- Denying others access to their learning
- Serious intimidation of another pupil/student or member of staff, including of a sexual nature
- Any other behaviour which may bring the name of the Academy into disrepute, this may occur inside or outside the Academy.

If a pupil/student is excluded for a period of more than 5 days' alternative educational provision will be provided at another BEST site.

Parents/carers have the right to appeal against a decision to exclude their child.

Pupils returning to SWA after a FTE must do so on a Head of Year or tutor report after a re-admittance meeting. Targets for desired behaviour changes will be agreed with pupils and parents and will be reviewed two weeks after FTE.

If a student receives a number of FTE, they will be placed on a pastoral support plan (PSP); a long term (8 week) behaviour support plan shared with staff, pupil and parent which is reviewed 4 weekly.

Further information regarding exclusions can be found in the “exclusion from maintained schools and academies; statutory guidance for those with legal responsibilities in relation to exclusion” September 2017

Managed Moves

Managed moves are processes which allow pupils/students to move between schools without the stigma of exclusion. SWA works collaboratively on managed moves as an alternative to exclusion, or as an opportunity to provide a pupil/student with a “fresh start” when it is felt that all other processes have been exhausted or where the relationship between the pupil/student, parent/carer and the Academy has in effect broken down.

Drugs

Any student that knowingly brings, consumes or sells any form of illegal drug or substances that contain THC and other psychoactive substances in any concentration on the site may face permanent exclusion.

Permanent Exclusion

A decision to exclude a pupil/student permanently is very serious and is considered as a last resort. A decision to permanently exclude should only be taken:

- in response to a serious breach, or persistent breaches of the Academy’s Behaviour Management Policy; and
- where allowing the pupil/student to remain at the Academy would seriously harm the education or welfare of the pupil/student or others in the Academy.

The decision to permanently exclude will be taken by the Principal.

SWA will work closely with the Academy of Central Bedfordshire (ACB) to try and avoid permanently excluding any pupil/student. Pupils can attend the ACB as stage 1 (instead of a PE) or stage 2 (as a managed move or part-time alternative provision). A stage 1 placement is determined by the central Bedfordshire’s “vulnerable learner’s panel” who meet every three weeks.

The GDC will meet as a result of PE or to sanction a move to the ACB or if a pupil/student has 15 or more days of FTE in any one term.

3. Procedure

See appendix A.

4. Monitoring & Evaluation

SWA hold a variety of records concerning incidents of misbehaviour. Information concerning incidents of misbehaviour are reported to the governing body on a regular basis.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that this policy is administered fairly and consistently.

5. Implementation & Review

This policy will be made known to all staff, parents/carers and governors, and published on the Academies' websites. Copies are also available upon request from the Academy office. This policy will be reviewed annually or as required.

6. Author and Date

C. Hood – April 2020

Updated – V Yadav – October 2020

Date ratified by Governors – October 2020

Next review date – April 2021

Appendix A – Samuel Whitbread Academy

Promoting Positive Behaviour

Samuel Whitbread Academy promote positive behaviour explicitly through:

- Student Charter and Values Assemblies
- Online Praise system
- Setting expectations and rules with students – for classrooms, around the Academy and in the community.
- Use of student planner.
- Discussion with students – individuals and groups. Liaison with Student Voice/Council.
- Leading by example.
- Challenging anti-social behaviour consistently.
- Sharing expectations and rules.
- Giving ample opportunity for students to make informed and positive decisions through the level system
- Use of classroom strategies including seating plans.
- Maintaining an attractive and stimulating environment which celebrates success, participation and students' work.
- Restorative practices when required

Samuel Whitbread Academy reward students on both an individual level and as members of groups. The following rewards are given to students.

- A personal comment
- Staff praise in books
- Praise Points Individual certificates
- Form group certificates
- Recognition of outstanding achievements in achievement assemblies
- Awarding subject badges
- Academy Trips
- Article in E-Newsletter
- Letters of recognition KS4 & KS5
- Celebration of Achievement Assemblies.
- Departmental displays
- Well Done Postcards
- Lunch with SLT
- Use of the website to display work and mention achievement
- Twitter and Facebook

Consequences and Sanctions

Staff at Samuel Whitbread Academy are encouraged to remember to:

- Examine the behaviour and not demean the student.
- Use private rather than public reprimands wherever possible.
- Set short achievable targets for behaviour improvement.
- Be consistent when dealing with students and when implementing the Behaviour Policy.
- It is also important that once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.

Any sanction should be appropriate and it is expected that behaviour will improve as a consequence.

Range of appropriate strategies include:

- Discuss with an appropriate member of staff
- Verbal warning
- Letter home
- Parents informed/called in for meeting
- Individual staff detention, departmental detention or SLT detention
- Academy report or subject specific report (Form Tutor/head of year/department report/Head of Department report)
- Attendance report
- Praise report to support self esteem
- Contract – student, staff, parent
- Privileges removed
- Student withdrawn from class for set period of time
- Student withdrawn for a number of lessons
- Internal seclusion/exclusion
- Individual Education Plan/Pastoral Support Plan/Personal Education Plan (for children looked after)
- Seclusion
- Fixed term exclusion
- Timetable changes
- Managed move
- Group 2 placement at the ACB
- Permanent exclusion

Assertive Discipline Points

Assertive discipline is the method used at SWA to assert the authority of the teacher in the classroom. It works on 5 Levels – levels 1 – 3 apply in the classroom, level 4 is teacher and Head of Department interventions, and level 5 may lead to department isolation of up to five lessons arranged by the individual department.

Levels 1 & 2

Any student misbehaving in any way should be spoken to firmly and given the opportunity to settle. If this doesn't happen they should be reminded of the level system and warned that they will get a level 1. This is an informal warning and will not be recorded on SIMs. If there is no improvement after issuing a level 1, further warnings may be given before moving them to a level 2. The student will be given a 5 minute time out from the lesson. Staff should give students the chance to back down and ensure that you are entirely reasonable even if they are not. Levels do not necessarily modify behaviour. If they are rushed through students often claim that levels weren't used appropriately. Examples of Level 1 or 2 behaviour may be rudeness, refusal to follow instructions, disruptive behaviour.

Level 3

If reminders, warnings and levels 1 & 2 have not improved the student's behaviour, it may be necessary to set a lunchtime department detention. If a level 3 is issued the teacher will call parents and log this on the SIMs behaviour management system. The student will be given a department lunch time detention. When issuing level 3s the student should be reminded that the next level involves isolation within the department or further appropriate sanctions if they get to level 5. Examples of Level 3 could be when students continue to refuse a staff's instructions, rudeness, disruptive behaviour and ruining the learning environment for others.

Level 4

If a student still misbehaves after being given a level 3 the teacher should warn the student then issue a level 4. The teacher will call parents and log this on the SIMs behaviour management system. A teacher detention can be given for a first level 4 or a Head of Department detention if this isn't the first time the student has got to this stage. If the student still fails to respond to the teacher's warnings they should be sent to the Head of Department (HoD) for isolation in the department for the rest of the lesson. The student will be removed from class and placed with the HOD or TLR holder. The student will be put on department report for a 2 week cycle. This can be discussed with the HOD and HOY. Any further problems and the HoD can tell the student that they have got to level 5 and call a Pastoral Support Officer (PSO) to remove them from the department area and seat with a member of SLT or place them in student services. Level 4's may be used if students continue with the behaviour following a level 3.

Level 5

This is the most serious sanction short of department isolation for up to five lessons. If a HOD issues a level 5 a member of SLT, HOY or PSO will always remove the student and isolate them whilst the behaviour is investigated. If the behaviour is so extreme that it warrants an isolation or seclusion then the parent will be contacted. The student will remain in isolation for the rest of the day. The teacher or HoD should attend the readmission where possible to address the issues that led to the level 5 with the pupil and their parents. Parents will only be requested to attend the school, during working hours in extreme circumstances. The Assistant Principal will veto any level 5 that cannot be justified. If a student refuses, or is defiant following a level 4, a member of SLT will be contacted and appropriate sanctions will be discussed. This could include students receiving a fixed term exclusion in the most serious cases following appropriate investigations. Level 5s are normally given to students that are disruptive, swear at staff or refuse to follow the HOD's instructions.

On occasions staff may deem an incident serious enough to interpret the level system in a way appropriate to the situation and therefore may jump several levels at once.

Appendix B

Appendix to the Behaviour Policy – Physical Intervention

Physical contact is an essential part of human relationships. In SWA, adults may well use touch to prompt, to give reassurance or to provide support.

To use physical contact appropriately it must be non-abusive, with no intention to cause pain or injury and be in the best interests of the pupil and others, taking into account such things as gender, disability etc.

Academy SENCOs are responsible for ensuring that relevant staff are made aware of any student who finds physical contact unwelcome. Such sensitivity may arise from the student's cultural background, disability, personal history, age etc.

1. Procedure

1.1. Guidance from the DfE¹

- 1.1.1. All members of school staff have legal power to use reasonable force.
- 1.1.2. We have a legal duty to make reasonable adjustments for children and young people with Special Educational Needs and Disabilities.
- 1.1.3. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 1.1.4. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 1.1.5. 'Reasonable in the circumstances' means using no more force than is needed.
- 1.1.6. As mentioned above, schools generally use force to control pupils and to restrain them.
- 1.1.7. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 1.1.8. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 1.1.9. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- 1.1.10. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

¹ Section 3.1 taken directly from DfE Guidance "Use of Reasonable Force" 2013

- 1.1.11. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 1.2. Deciding to use Physical Intervention:
 - 1.2.1. Physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate or in an emergency situation.
 - 1.2.2. Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. For planned interventions this will be recorded on the Risk Assessment (Appendix 1) and be carried out by a member of staff trained in restraint.
 - 1.2.3. Any actions will be carried out in the pupil's best interests.
 - 1.2.4. Staff will not be expected to intervene physically with students or to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other students and calling for assistance.
 - 1.2.5. When a restraint is justified, staff will use 'reasonable force'. See above for a definition of what warrants reasonable force
 - 1.2.6. Staff will try to avoid causing pain or injury, avoiding holding or putting pressure on joints; in general holding long bones.
 - 1.2.7. During an incident the member of staff involved will tell the student that his or her behaviour may be leading to restraint.
 - 1.2.8. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration.
 - 1.2.9. Staff will try to adopt a calm, measured approach and maintain communication with the student at all times.
 - 1.2.10. Staff should call for assistance from the nearest adult by sending a reliable student or shouting for help.
- 1.3. After the use of a restrictive physical intervention the following steps will be taken:
 - 1.3.1. Details of the incident will be recorded by all adults involved immediately on the attached form (appendix D) within the school day whenever possible.
 - 1.3.2. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
 - 1.3.3. Any injuries suffered by those involved will be recorded following normal procedures, and medical attention will be sought.
 - 1.3.4. The Principal will judge whether the member of staff acted appropriately in line with this policy, the Safeguarding policy, and where necessary seek advice from the Local Authority Designated Officer.

- 1.3.5. Parents/carers will be informed by the Principal or Vice-Principal on the day of the incident. If this is initially done by phone, it will be followed up in writing.
- 1.3.6. Support/debriefing will be available for adults and students who have been involved in any incident involving restrictive physical interventions. This will be provided by Thomas Rowell and Clare Hood.
- 1.3.7. The Principal will report incidents to the governing body
- 1.3.8. As appropriate, incidents may also be discussed with the local authority outreach service, providing TeamTeach training.

Appendix C - Positive Handling Plan

Student Name:	Date of Birth:	Tutor group:
Head of Year:	Date completed:	Completed by:
<p>Environments and Triggers: <i>Describe the situations which have led to a dangerous situation in the past</i></p>		
<p>Risk Assessment: <i>Description of Hazard: e.g. Slap – Punch – Bite – Pinch – Spit – Kick – Hair grab – Neck grab – Clothing Grab – Body holds – Arm Grab – Weapons/Missiles. Likelihood of it happening: High/Medium/Low</i></p>		
<p>Prevention: <i>Changes to routines, activity, personnel or environment which might reduce the risk of this happening.</i></p>		
<p>Diversion and Distraction: <i>Interests, words, objects etc. which may divert attention from an escalating crisis.</i></p>		
<p>De-escalation: <i>Strategies which have worked in the past and those which should be avoided e.g. Verbal advice and support, Firm clear directions, Negotiation, Limited Choices, Distraction, Diversion, Reassurance, Planned Ignoring, Contingent Touch, C.A.L.M talking/Stance, Take up Time, Withdrawal Offered, Withdrawal Directed, Change Adult, Reminders about consequences, Humour, Success Reminders: other</i></p>		
<p>Physical Intervention: : <i>Strategies which have worked in the past and those which should be avoided e.g.Help Hug, Cradle Hug, Standing Wrap, Sitting Wrap, Standing Double Elbow, Half Shield, Full Shield, Sitting Double Elbow (Single Person) Standing Single Elbow (Two Person), Sitting Single Elbow (Two Person), Figure of Four (Two Person), Advanced Front Ground Recovery (Three person) Other:</i></p>		
<p>Post Incident Support: <i>Calming and diversion strategies which have worked in the past to help recovery and those which should be avoided. Listening and learning the scripts.</i></p>		
<p>Recording and Notification Required: <i>e.g. Placing Author it, Parents/Guardians, Social Worker, Educational Psychologist, Doctor/Nurse/LADO Other:</i></p>		
Review Date:	To be reviewed by:	

APPENDIX D - USE OF PHYSICAL INTERVENTION - INCIDENT FORM

1. General Details

Class: Term: Number: Date:

Name(s) of Students Involved:

Location: Time:

Witnessed By Adults:

Witnessed By Students:

Name of staff writing this report:

Date/Time Reported to Principal: Date/Time Form Returned:

2. Description of the Incident (What Happened?)

Who was Involved? Focus of Incident

- Student to Student
- Student to Adult
- Self-Harm
- Damage to Property/Equipment

Nature of Incident

- Verbal Abuse/Outburst
- Threatened Violence
- Risk of Injury
- Physical Abuse/Attack

Effects

- Disruption
- Distress to Self (Student)
- Distress to others
- Injury

Antecedents (What lead up to the incident?):

Behaviour:

Action Taken (To manage/de-escalate the behaviour prior to use of physical intervention):

Description of the Physical Intervention used:

Was this a planned (IBP) / unplanned intervention?(delete as appropriate).

Duration of physical intervention:

Was anyone injured? **YES / NO** (delete as appropriate).

If YES, give details of injury and any medical support given:

3. Consequences

Incident reported to Principal/other member of SLT (specify):

Parents Contacted - PHONE / LETTER (delete as appropriate). Time: By Whom:

In School/Class Sanctions: Detention: Date:

Outside Agencies Involved **YES/NO** (delete as appropriate). If **YES**, who?

Accident/Incident Form/Book Health and Safety Form/Book Other recording (specify):

Other Notification: Signed: Date:

4. Further Action

Post Incident Support:

Staff: Staff 'Debrief' Requested: **YES/NO** (delete as appropriate)

Provided By: Date:

Follow Up Session Requested: **YES / NO** (delete as appropriate)

Details:

Student: Post Incident Support Given By: Date:

Signed: (Member of Staff) Date:

Signed: (Student/Optional) Date:

Planning and Further Actions:

Do any of the following need review and possible change? (Please tick appropriate ones)

Student Individual programme (e.g. IBP/PSP) Teaching targets/curriculum offered

Teaching groups Aspects of Physical Environment

Defusing and Calming Strategies Staffing

What steps have/will be taken to address identified areas?

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.....

Was any further, related action taken by Principal: **YES / NO** (delete as appropriate)

Specify:

.....

Signed (Principal): Date: