

SEPTEMBER 2018



# BEHAVIOUR POLICY

SPRING COMMON ACADEMY  
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE PE29 1TQ

## Principles:

Our Behaviour Policy links to our Safeguarding Policy and DFE guidance on behaviour and exclusions. Trustees also accept responsibilities with regard to Section 175 of the Education Act 2002 to ensure safeguarding and promoting the welfare of children and general duty within the Equality Act to eliminate discrimination.

Trustees have examined their responsibilities under Section 88(1) of the Education and Inspections Act 2006 (EIA) to promote good behaviour and discipline in schools. Our Trustees have considered the statement of principles under Section 88(2) of the Education and Inspections Act 2006 in relation to the approval of powers of the Head Teacher and staff for:

- A) Screening and searching pupils (offensive weapons are items that can cause harm are banned from the premises).
- B) The power to use reasonable force or physical contact
- C) Power to discipline beyond the school gate:
  - C1: Prevent repercussions of orderly running of the school
  - C2: Prevent and contain any threat to the general public
  - C3: Behaviours that may impact adversely on the school reputation or bring adverse publicity to the family
- D) Pastoral care for school staff accused of misconduct and
- E) When multi – agency assessment should be considered for pupils who display continuous disruptive behaviours.

## **KEY BELIEFS**

### **At Spring Common Academy we believe that:**

- Children and young people want to behave well,
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention children and young people can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognize that all of our children and young people are at different stages of the developmental process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

### **We adults can support the children and young people in our school by:**

- The quality of our relationships with each other and them
- The quality of our provision

- A well-informed understanding of their needs
- The scaffolding we put in place
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers
- Investing time to allow children to practise and make mistakes
- 

**The scaffolding consists of:**

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

**KEY BELIEFS EXPLAINED**

**We believe that:**

**Children and young people want to behave well**

- We believe that our children and young people are happy when they behave well and when that behaviour is recognized and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

**Behaviour and Communication** - How children behave gives us important information about how they are feeling.

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.

Children with profound and complex needs will need a personalized approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

**Children and young people can learn to improve their behaviour.** Children and young people at Spring Common find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Most of our children and young people learn in small, incremental steps over a very long period of time.

**Mistakes are part of the learning process.** We don't make a judgement about it – instead we support our children and young people to get it right.

**All adults can learn strategies to support children and young people to improve their behaviour.** Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Spring Common we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond. (Lead professionals, Mentors, Educational Psychologists, CAHMS, etc)

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development - our commitment to Coaching and Mentoring, reflective practice and peer support improves performance and professional competence.

**Adults can support children and young people by:**

The quality of our relationships with each other and them

- a) Our relationships with each other are supported and developed by our Staff Relationship Guidelines. They provide a framework to help us to provide good models of behaviour at all times for our children and young people.
- b) The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we need to:
  - Actively build trust and rapport – they have to be earned: they're not given
  - We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.
  - We treat children and young people with dignity and respect at all times, eg by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
  - Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
  - Invest in your relationships with the children and have fun together
  - Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a

reason: the behaviour is a symptom of something that we need to identify

- See things through, eg consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologize if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
- Name and manage your own emotional reactions to children and young people's behaviour, ie demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children, we do not talk about them over their heads or in front of other children
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them

### **The quality of our provision:**

If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- Accurately assess the child or young person's needs
- Plan to meet the child or young person's range of needs specific to the plans drawn up by their professional group, eg equipment, staffing, sensory needs
- Support the child to develop high levels of resilience and have high expectations for every child
- Support children and young people to develop high self-esteem, so that they believe that they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child or young person
- Personalized learning to ensure that we meet each child or young person at his/her point of development

- Where appropriate, include the children and young people in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- Praise the children and young people for their specific achievements, ie descriptive praise and do this often
- Actively teach the children and young people behaviour for learning

**The scaffolding we put in place** – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully

### **The scaffolding**

**Rules** support positive behaviour. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range

**Routines** support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.

### **The language of choice**

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people's sense of responsibility
- Regards mistakes as part of learning • Removes the struggle for power
- Is positive

- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

**Rewards and Consequences**

**Rewards**

Rewards at Spring Common are wide and varied and are bespoke to each individual pupil. We don't believe in a 'one hat fits all' approach and may use the following strategies, though this is not an exhaustive list.

- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (eg sensory room, bike, IPAD, choosing time)

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

**Consequences**

1. We do not believe in sanctions or punishment. Example:

Behaviour	Consequence
Child or young person disrupts activity or behaves in a way that makes other children feel unsafe	<p>Child or young person has a break</p> <p>Child or young person is supported by an adult to consider their behaviour</p> <p>Child or young person apologizes to the group, for his/her specific actions and carries on with the activity.</p>

2. It is important for our children and young people to clearly link a specific behaviour with its consequence.

3. The consequence needs to be a natural consequence, which makes sense to a child.

4. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

**Reparation** means repairing relationships, or 'making good' in some way

We believe that children and young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person's mind on the punishment, rather than what s/he did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual.

## **Descriptive Praise**

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg

'I liked the way you came the first time I asked.'

'I noticed how kindly you supported \_S\_. Thank you.'

'Thank you for returning to the activity so promptly.'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

## **Children and young people with exceptional behavioural needs**

The majority of children and young people at the school will respond positively when staff work within these guidelines but some of our children and young people need additional support to learn to manage their behaviour.

We do this by:

- Working in line with this Policy
- Putting in additional scaffolding, tailored to the specific needs of each child or young person.
- Multi-agency review
- Observations in a range of contexts, including home visits
- Medical investigations to ensure that the pupil is not in pain or unwell



- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, eg CAHMS, EP support, Disabled Children's Team and medical specialists
- Parental and family support to implement changes in strategies

Some children need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a pupil's learning day, we always plan jointly with the parents and carers and the Multi Agency Support Team, The Local Education Authority and external agencies.

### **Bullying (including Cyber-bullying)**

- We do not tolerate bullying
- Bullying should never be ignored
- All instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologizing and agreeing to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level E-literacy so that they are able to keep themselves safe on-line and report cyber-bullying
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Further guidance is available in the school's **Anti-Bullying Policy**.

### **Discriminatory language/incidents**

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They MUST be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

Further guidance is available in the school's **Equalities Policy**.

### **Compliance with the Law on Behaviour and the Use of Physical Intervention and Force**

This policy does not seek to provide a full legal summary nor to offer advice for the context in which any incident might occur. However it is important to recognise that the use of restrictive physical interventions needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the

Rights of the Child (ratified 1991). These are based on the assumption that every child and young person is entitled to:

- respect for his or her private life
- the right not to be subjected to inhuman or degrading treatment
- the right to liberty and security
- the right not to be discriminated against in his/her enjoyment of those rights.

Restrictive physical interventions need to be child or young person specific, integrated with other less intrusive approaches, and clearly part of an education or placement plan approach to reduce risk when needed. They must not ever become a standard way of managing children and young people, or as a substitute for training in people related skills.

Physical intervention must not to be used simply to maintain or bolster good order in the classroom or other learning environment. It is expected that its use will be rare, in exceptional circumstances when a particular need arises. It should never become habitual or routine.

The Statutory Framework for the EYFS states that physical intervention can only be taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

In Cambridgeshire the term 'restrictive physical intervention' should be interpreted as describing direct safeguarding action. The term 'restrictive physical intervention' is defined by the DfES/DoH (2002) as being 'designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...' There are 4 main principles underpinning any physical intervention:

If we always start from the premise of 'does this practice comply with the regulation/guidance about restraint?' We cannot underestimate the emotional impact that incidents can have on children, including long-term, adverse effects on their mental health. (*Reducing the need for restraint and restrictive intervention. DoE, March 2018*)

- Restrictive Physical Interventions should, wherever possible, be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be necessary, reasonable and proportional to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

It is a criminal offence to use physical force, or to threaten to use force (for example, by raising a fist, or using verbal threat), unless the circumstances give rise to a 'lawful excuse' or justification for use of force. (DfES/DoH 2002)

It is not always possible to have a 'zero tolerance' approach. Restraint is permissible. Our starting point should always be the rights, needs and safety of the child (and other children and adults present).

We know that emergencies and unforeseen circumstances can happen. We may find instances of an unplanned response to prevent harm in an emergency. If this has happened, we expect an immediate review and risk assessment and a plan that considers the use of proactive strategies and less restrictive options. (Positive environments where children can flourish, OFSTED, March 2018)

### **Post Incident Management**

Following an incident where restrictive physical intervention or use of force has been used, all involved, including staff and children and young people, should separately be given the opportunity to reflect on and discuss in detail what has happened and what effect this has had on them. This should only happen once the people involved have regained their composure, and should be done in a calm and safe environment. At no point should this process be used to apportion blame or dispense punishment. If at any point there is reason to suspect that someone involved has been injured or severely distressed, medical attention should be immediately sought.

Interviews should be conducted appropriately according to the age and developmental stage of the child. Alternative methods of debrief and of understanding the incident should be used for children and young people for whom interviews are not appropriate e.g. very young children, some children with a learning disability. Examples of alternative methods include visual communication aids, e.g. symbols, pictures, photos, to help identify feelings and emotions.

The school recognises that any restraint is a restriction of liberty and an invasion of personal space which may have a lasting impact on the wellbeing of the child or young person. Consideration needs to be given as to who is best placed to undertake this work. There may be a need to involve services provided by other partners.

Support for other pupils or staff witnessing or otherwise involved in the incident will need to be considered. This may involve giving the pupil who has been restrained the opportunity to recognise and help repair the damage or harm that has resulted from their behaviour, and enable them to develop their emotional and social skills. This can be done through restorative approaches or other reflective methods.

### **Pupils with Autistic Spectrum Conditions**

Pupils with ASC may be more likely than others to experience difficulties with the school environment and consequently may develop or display challenging behaviours. Careful environmental and behaviour management is needed to prevent problems and reduce patterns of entrenched behaviours. Spring

Common recognises that many of our ASC pupils may require individual timetables or dedicated 1-1 staffing in order to access the school day, these programmes are overseen by Caroline Place (Assistant Head – Autism provision).

In many cases pupils with ASC benefit from low arousal environments which are structured, predictable and promote calmness. The use of visual prompts and reduced auditory communication can be key when working with ASC pupils. Staff must also appreciate that many of our ASC learners have difficulties in processing information and so may require additional time to follow an instruction.

Staff have to be aware that their own actions and responses can be the cause of some of our pupil's behaviours through lack of knowledge of specific pupil needs. Staff need to be aware of the personal preferences and behavioural triggers of ASC pupils which are detailed in behaviour profiles for those children who require them.

We understand that pro-social behaviours must be taught and explicit guidance must be given. Consequences of any action must be made clear and the development of flexible thinking and acceptance of change should be encouraged. Through training staff will be given skills to analyse behaviours which may be linked to 4 areas of impairment.

*"It is extremely rare in our experience for a student with autism to be deliberately defiant or provocative"* Gary Mesibov, TEACCH

### **Our Restorative approaches**

Relationships between children and young people and those who look after them should be guided by the following principles:

- Children, young people, and adults are all at different stages of learning and/or emotional development regardless of their chronological age or how long one might have been in a given setting.
- Effective communication helps resolve conflict. Misunderstanding or ineffective communication is likely to cause or deepen conflict.
- People have different skills/abilities to manage in any given situation.
- The task of all working at Spring Common is to promote and facilitate the development and growth of young people and everyone else in a setting. This includes the development of effective communication.
- Those who present the most difficulties often have the greatest opportunity for change and development.
- Significant or complex change/development needs planning and managing.
- Restorative Practice is a framework for managing and learning about young people's needs.
- Restorative Practice also safely allows adults to acknowledge where they get things wrong, and to put things right. It discourages blame and promotes fairness and responsibility. (Petrie et al, 2009)

### **Outline of the Approach**

Traditional behaviour management asks the questions: What happened? Who's to blame? and What is the correct response? This frequently involves punishment.

The Restorative Approach asks the questions to the harmer:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

And to those harmed:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Using this approach helps the child or young person to understand the effects of their behaviour and, with support, identify ways of modifying it in the future.

Restorative Approaches provide Spring Common with a range of practices which promote mutually respectful relationships and manage behaviour and conflict, address bullying and absences and build community cohesion. Restorative Approaches offer a framework upon which to build on existing good practice.

A restorative approach is a paradigm shift in the language we use to address conflict and inappropriate behaviour. In any incident of inappropriate behaviour we need to establish the facts. Restorative questioning allows those involved to tell their story, from their perspective, and be listened to in a way which assures no pre-judgment.

A restorative intervention is voluntary for all those involved and paradoxically, it is the voluntary nature of the approach that encourages people to participate. The restorative approach becomes a 'way of being'. (Restorative Approaches in Lancashire: Improving Outcomes, (2009/2010).

At Spring Common, pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion.

## **Team Teach**

Team Teach is one of the largest training providers in behaviour support and management including physical interventions. It is accredited by BILD. The objective of the training is to develop shared values within the staff team which promote the attitudes, skills and knowledge needed to implement positive handling strategies for supporting a child or young person presenting challenging behaviour. The term 'positive handling' is used to describe a holistic approach involving policy, guidance, management of the environment and deployment of staff. The training supports staff in reflecting upon and managing their own

feelings and behaviour and in developing strategies for diversion, diffusion and de-escalation in challenging situations. In the minority of situations where physical restraint may form part of a positive response, Team Teach provides a range of safe, effective, humane physical intervention techniques. The emphasis on positive handling planning is promoted to help reduce the number of incidences when restrictive physical intervention is necessary. The importance of the process in place for post incident support is also emphasised for both child or young person and the adults involved restoring, repairing, and hopefully improving relationships.

The school has a policy of ensuring that all members of staff in each class have been on the team-teach training course (12 hour), every two years staff also attend a refresher session in order to keep their knowledge and skills relevant. Team teach provides training for staff in a gradual graded range of behaviour supports and interventions with an emphasis on calm communication and defusing skills underpinned by values and principles that fit within the schools ethos of positive educational care.

All incidents requiring physical intervention, must be recorded in the 'Blue Book' which can be found in the lower school office.

Any complaints or allegations must be reported according to the appropriate school policies and procedures.

### **Restricting Liberties**

At the school, children and young people may never be

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances a pupil may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents/carers, notified to the Local Education Authority and Safeguarding and Social Care, or a consultation call with the MASH team (Multi-Agency Safeguarding Hub) if the pupil is not known to the Disabled Children's Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The child's risk assessment must be updated to reflect the exceptional use of seclusion.

Any incidents of seclusion must also be shared with appropriate members of the governing body.

**Corporal punishment** is illegal and is never used at the school.

**Contingent touch** may be used appropriately eg pat on shoulder in a public place, in the appropriate context

**Holding** may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature, eg the child or young person is led away by hand/arm/around shoulder (using Team Teach practices) or for very young children it may mean more direct physical support – cradling or hugging. Children with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles.

### **Monitoring**

- We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the child or young person; this is partly achieved via monitoring and reflection.

There are many types of equipment that, when used under supervision and with occupational therapy oversight and training, can make children’s lives more comfortable. Sensory rooms and tents can offer some children really positive experiences. Specially adapted wheelchairs and seats provide postural support that improves children’s inclusion in their surroundings. Weighted belts and other sensory equipment can help children to move around their environment more confidently. Weighted blankets and quilts can help children to block out unwanted sensory information and feel more secure. (*Reducing the need for restraint and restrictive intervention. DoE, March 2018*)

### **Behaviour and Welfare Monitoring Group**

A small group, comprised of a cross section of staff meet twice termly who moderate high and medium level behaviour incident reports (Appendix A & B)

The group also focuses on appropriate use of reward and how consequences are managed. A record of these meeting will be posted on the school website.

### **Fixed-term Exclusions**

We do not believe that exclusions are the most effective way to support pupils with SEND, and we will always try to adapt and personalize provision for all of our pupils in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully. Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

### **Permanent exclusions**

It is extremely rare for us to permanently exclude a pupil at Spring Common Academy.

In the event that Spring Common is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.



## APPENDIX A

### Medium Level Incident Form



- Swearing; answering back
- Persistent refusal to follow instructions
- Wandering the classroom; leaving the room
- Throwing equipment on the floor; up-ending furniture
- Interfering with other pupils

<b>Name of Pupil:</b>	<b>Class:</b>	<b>Date:</b>	<b>Time:</b>
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**Description of incident (include any details you feel may be relevant prior to incident taking place)**

*Continue overleaf if necessary*

**Immediate action taken**

**Follow Up:**

**Staff Involved:**

## APPENDIX B



### High Level Incident Form

- Damaging school property
- Throwing furniture/equipment
- Running around school buildings/grounds
- Pushing/hitting staff and/or pupils

<b>Name of Pupil:</b>	<b>Class:</b>	<b>Date:</b>	<b>Time:</b>
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**Description of incident (include any details you feel may be relevant prior to incident taking place)**

*Continue overleaf if necessary*

**Immediate action taken**

**Follow Up:**

**Staff Involved:**



# Individual Behaviour Plan

**Student  
Class**

**D.O.B**

**TARGET(S)**

- 

**Programme**

**Triggers.**

-

**Behaviour**

- 

**De-escalation strategies**

- 

**Responses to escalation**

- 

Review date

Policy agreed on: .....SEPTEMBER 2018.....

Signed on behalf of the Teaching, Learning & Welfare Committee

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Co-ordinator Name: Simon Paynter