CORITANI ACADEMY

Contents

1.0   Policy statement

Coritani Academy strives to create a school community which is trauma informed. This trauma informed approach is embodied by our aspiration to build a nurturing, caring ethos throughout the academy. We have developed a behaviour policy which supports relationship based education allowing students to thrive, both academically and in relation to their wellbeing.

2.0   Our aims

- To ensure that all members of the school community feel **safe**
- To encourage relationships between all members of the school community that **inspire excellence** in learning and progress both socially and academically.
- To encourage learners to develop **respectful** attitudes that allow them to take on board the thoughts and feelings of others
- To school students in communicating their thoughts and feelings, acknowledge that this is beneficial and so they are **ready** for a future as inspiring adults.
- To develop learners' emotional resilience and resolve through Emotion Coaching, Restorative Practice and genuine care believing every interaction can be an intervention developing **safe, respectful** and **ready** citizens who can break their cycle and inspire excellence in themselves and those around them.

3.0   Purpose of the behaviour policy

To provide guidance to staff and learners that can be:

- Easily understood and used
- Used to create and embed a nurturing, inclusive whole school ethos that reflects our values and expectations of Inspiring excellence and being safe, respectful and ready.
- Monitored and evaluated as part of a plan-do-review cycle, with input from learners, staff, responsible adults and governors.

4.0   Absolute Consistencies for Staff

Managing behaviour is the responsibility of all academy staff.   The way in which we improve behaviour relies on our familiarity and understanding of the policy enabling us all to show consistency of practice. Our consistent response is outlined in appendix I, II and III.

At Coritani we will ALL be **visibly** consistent in:

- Greeting people when we see them in and around the Academy
- Dealing with negative issues privately – Praising publicly
- Remaining unemotional, positive and enthusiastic when dealing with learners
- Using Emotion Coaching and Restorative Practice as a way of working with learners and each other.
- Approach all behaviour incidents as communications and look to support the learner though teachable moments.
- Audibly using the 3 rules (safe, respectful and ready) when dealing with learner behaviour

Our actions will be consistent in:

- Giving first regard to best conduct
- Rebuilding relationships when incidents have occurred
- Being compassionate with people
- Being kind and polite

- Listening to people
- Helping colleagues and work as a team

We will not:
- Shout at people or raise voices to deal with behaviour except for when in an emergency
- Belittle learners or use sarcasm or humour inappropriately or in a way that potentially causes offence. Points score with learners
- Openly discuss learners or adults where others can hear

All staff are expected to:
- Familiarise themselves with and use the policy and procedures to support learners make progress through positive behaviour. This includes recording using Arbor and Class Dojo.
- Have the same expectations of all learners, be consistent in response and persistent in following up of poor behaviour. Follow up personally where possible
- Respond in a calm, stepped approach to incidents of poor behaviour using de-escalation strategies and other behaviour management techniques to improve a learner's behaviour before removing them from your lesson
- Plan interesting and engaging lessons which have differentiated tasks and challenge learners to make social, emotional and academic progress.
- Support post incident reviews (Coping debrief document in appendix V) to support future outcomes for learners and the immediate emotional needs of colleagues.
- Engage with Restorative Practice and Emotion Coaching in attempting to resolve behavioural issues which may impact on the progress and welfare of individuals and groups
- Ensure a fresh start for all. Staff and learners make mistakes and we have to support them to learn and grow from them
- Model positive behaviours and work towards establishing positive relationships including Emotion coaching and restorative practice.

5.0   Pro-active Behaviour Management and De-Escalation

As we plan for teaching and learning so the learners have effective learning journeys; we must also plan for learners' behaviour. A clear understanding of the learner and their need is supported by learner profiles so that we can plan their emotional journey. De-escalation of inappropriate learner behaviour by staff avoids low level behaviours escalating and becoming more serious. When learners are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the learner can get back on track without giving attention to the negative behaviour.

De-escalation methods include:
- Always use a calm voice tone
- Speak individually to learners on their level so that others cannot hear
- Refocus the learner on work
- Use Cold call with learners not paying attention or starting to drift
- Use Thank you not please when giving an instruction
- Remind the learner of the expectation
- Remind the learners of the attitude to learning
- Tell the learner the consequences if they do not improve
- Give the learner a red Dojo
- Move a learner's seat

Coritani academy will provide a programme of CPD for members or staff using academy, trust and external sources. Specific responses to unsafe, disrespectful and unready behaviours are explored in further detail in appendix I (safe), II (respectful) and III (ready)

5.1   Team Teach
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Team Teach provides a gradual and graded approach using Team Teach techniques for when physical intervention is necessary, therefore techniques range from the least intrusive to more restrictive intervention. It emphasises the minimum amount of reasonable and proportionate force for the minimum amount of time possible. None of the physical intervention techniques rely on any type of pain or forcing of the joints in a direction or way that they would not normally move

The 'Team Teach' model emphasises that 95% of behaviour management is the employment of de-escalation techniques. Team Teach is provided as part of an in house training programme and delivered by North Lincolnshire Council's Behaviour Support Team.

Normally, only staff who been trained to an appropriate level should be sanctioned to use restrictive physical interventions. However, in an emergency, physical interventions by other people can be justified if it is the only way to prevent injury or continued emotional harm leading to toxic stress and potential ACEs (Adverse Childhood Experiences).

After any use of a physical intervention, the team will meet to identify any triggers that could avoid this happening again and to ensure staff worked the most trauma informed way to support the emotional wellbeing of the learners. This is recorded on the Physical Intervention Form (Appendix IV, Section B) and attached to the learner profile so future incidents can be reduced or avoided form. Staff may also use the Coping: Debrief and support for staff and learner process (Appendix IV, Section A) to support wellbeing and improvements.

5.2   Consistency not Rigidity

At Coritani Academy to apply flexible responses to our inflexible learning and social expectations

We believe that behaviour is communication and rather than look for a consequence when a problem arises, we ask "What is this behaviour telling us and what does the learner need?". We look for the teachable moment that will develop the learner's ability to cope with similar situations in the future.
 We have graduated support for behaviours and behaviour incidents, with individual support for each learner. We aim to recognise and respond to the needs being communicated by the behaviour. We will always have consistent expectations within the academy and for learner choices but we may respond inconsistently depending on the needs and circumstances of the individual. We value a "flexible" consistency which supports the learner and aims to resolve the needs their behaviour communicates.

6.0   Back on Track
Back on Track takes place after the incident, once everyone involved has calmed down. This will happen at the end of the next learning session and it is an important step in reducing toxic stress in learners. Toxic stress has been defined as the "strong, frequent, or prolonged activation of the body's stress response systems in the absence of the buffering protection of a supportive, adult relationship." Shonkoff et al. (2012); Centre on the Developing Child at Harvard University. Key concepts: toxic stress. The American Academy of Paediatrics cautions that extended exposure to toxic stress can lead to functional changes in several regions of the brain involved in learning and behaviour including the amygdala, hippocampus, and prefrontal cortex. At the point of toxic stress the academy will endeavour to follow Dr. Perry's neuro-sequential model for supporting learners exhibiting toxic stress and trauma: Regulate, Relate and Reason. The first 2 steps require a trusted

adult as they deal with emotional and physical settling, as well as comfort and connection. If there is no appropriate adult in the academy we will seek the support of adults at home. Step 3, reason requires support and capacity of high cognitive function and will form part of the Back on Track programme

The member of staff's role is empathetic listening as a counsellor would. Empathy isn't the same as sympathy. Empathy is understanding someone else's experience regardless of whether you agree or not. Often empathy is enough for a conflict to de-escalate because in many conflicts, peoples' most significant unmet need is to be heard and understood. To enable this to happen learners will be:

- asked to return home and attend at 2.30 that afternoon when they will receive their pm registration mark or attend 12.00-4.30 the following day where they will receive am/pm registration marks,
- supported though a restorative conversation.
- given time to complete any missed academic work with one-to-one support.

The restorative conversation will be recorded by the academy on Arbor using the supporting document in appendix V.

6.1 Safe, Respectful, Ready Day (SRR)

Restorative Practice is a powerful support tool that focuses on resolving conflicts through a process that includes all those involved in the incident and looks at the needs and intentions of each person. In short, restorative practice:

- enables learners to understand their own involvement and the impact of their behaviour on others.
- shifts the focus from punishment to positive learning about the incident and the reasons for it and from the individual to the community.
- During the Safe Respectful Ready day (SRR), the learner will:
  - o work one to one with an adult
  - o have the opportunity to take part in Restorative Practice to examine the incident and to understand the expectations around the academy. Academic work will be provided.

We hope by providing support to those involved in incidents with a positive environment in which to learn and progress, both academically and emotionally, they can return to their class better able to be Safe Respectful and Ready

The 'SRR' day will:

- agreed by the principal and will be recorded on Arbor
- will result in a discussion with member of the Senior Leadership Team, learner and parent/carer

In exceptional circumstances the 'SRR' day could happen in the following week. During the 'SRR' day the restorative proforma should be completed and logged on Arbor. See Appendix V.

6.2 Use of exclusion

Coritani Academy recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future

- We will focus on quality interactions with the learner to develop classroom communities that promote academic, social, and emotional growth
- maintain contact with the child or young person and their family throughout the process (e.g. Teams meeting with the learner at the beginning and end of each day, to check how they are doing and how the work they have been set is going)
- use Restorative Practice to structure reintegration meetings and reduce blame. This will be recorded using supporting document in appendix V
- hold a restorative group for staff involved in supporting the child or young person

6.3 Unacceptable behaviours at Coritani Academy
The following are NOT acceptable within the Academy
Unsafe behaviours:
- Smoking/Drugs/Alcohol
- Physical Aggression including physical assault against another person
- Damaging property
- Refusal to comply with health and safety instructions or practices e.g. fire drill/moving around the academy
- Truancy and/or leaving the class/site without permission
- Sexual misconduct
- Failure to follow academy risk assessments e.g. Trips and visits, Covid 19

Disrespectful behaviour including but not limited to:
- Inappropriate comments toward and/or and verbal abuse/threatening behaviour against another person
- Bullying
- Racist abuse
- Sexual harassment
- Theft/stealing
- Malicious allegation against another person

Not ready for the academy day
- Not completing Homework
- Chewing gum and/or eating in classrooms
- Using Mobile Phones or listening to personal music during lessons
- Refusing to work
- Misuse of IT equipment and systems

This list is not exhaustive, and each incident will be resolved ensuring ongoing support to all learners and staff at the academy.

7.0 Coritani Academy values parents/carers as experts.
We will provide feedback on your child's emotional wellbeing at review meetings, but will also contact you immediately if we have any concerns about your child's wellbeing.
We also place great value on feedback from parents/carers about the wellbeing of your child. If you have any concerns, or would like to provide feedback on our behaviour policy, please do not hesitate to contact John Niland using admin@coritani-iet.co

APPENDIX I - Safe Guidance
 Safe
Guidance on dealing with unsafe behaviours
A learner with a trauma history may be easily triggered or "set off" and are more likely to react very intensely and may struggle with self-regulation Learners whose families and homes do not provide consistent safety, comfort, and protection may develop ways of coping that allow them to survive and function day to day. In learners, hypersensitivity and withdrawal can be commonplace and result in unwanted behaviours as they struggle to communicate their needs. As a child grows up and encounters situations and relationships that are safe, these adaptations are no longer helpful, and may in fact be counterproductive and interfere with the capacity to learn.

Stage 1
1.1 De- escalation consistencies

Speak to the learner individually, if possible without the rest of the class listening, if not possible then close enough to the learner for it to be a conversation between you rather than an instruction from the front of the class. This avoids attention drama being brought into the situation.
If possible, speak to the learner outside the classroom as the focus in on your communication.
"Can I remind you one of our values is for everyone to act safely and to be kept safe at school. I need you to (say what you want the learner to do) so that we can all be safe. Thank you." – Leave take up time, walk away and come back shortly, the learner may not respond straight away. (if someone is at risk immediately do not give take up time.)
Remind the learner of a time when they got the behaviour right ('Can you remember last week when you... (Reminder here – it is important to say why it was such good behaviour) That was brilliant of you, it would be great to see that safe behaviour again.'
Show them the **Coritani Mindset** Safe section if it helps.   (On the wall in each room)

Stage 2
2.1 Swap in Swap out –
Ask another member of staff to repeat stage 1. (Assistant teachers or other staff in the classroom or elsewhere) This can be repeated across multiple members of staff and can rotate to bring back the original member of staff. At each point remain calm and give take up time. (if someone is at risk immediately do not give take up time.)
Use the **mindset flowchart** to help the learner make good choices and see consequences of refusal to conform. (on the wall in each room)

Stage 3
3.1 Removal from lesson –calming time and further support
If unsafe behaviour continues then ask the learner to leave the room to work elsewhere for a specified time. Give take up time for the instruction to be followed.
Suggested script – "Your behaviour is now unsafe for others. Please go to work in the wellbeing room for the rest of this lesson for the safety of yourself or others." Ensure an adult supports them.
3.2 Swap in Swap out removal –
Ask another member of staff to remove the learner from the room following the same process as 3.1
3.3 Senior staff swap in swap out

If 3.2 is not working, ask for a senior member of staff to be involved. The same process 3.1. will be followed by the senior member of staff.

3.4 – All stage 3 incidents must be recorded on ARBOR

The learner must be given support and the chance to calm down and check they are ready to learn before attending the next lesson.

Stage 4/5

The senior member of staff will implement stage 4- Back on track or Safe, Ready Respectful Day or Stage 5 - Exclusion depending on the needs of the learner, the unsafe behaviour exhibited and what the learner needs to learn from this situation to support their development.

Staff should not jump the stages and as a general principle it should not be possible to go 'straight to calming time'. Time will be given between assertive interventions for the learner to readjust their behaviour. However, in rare instances of extreme crisis then staff can use their professional judgement to decide if it is reasonable, proportionate and in the learner's best interest for an immediate exit from the classroom or other space in school.

For the vast majority of learners calming time provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the **Coritani Mindset**. As they develop it may allow them to know what they are trying to communicate

Reward

As soon as Safe behaviour is observed reward this publicly with praise and with a dojo

Restorative Practice

If a learner has reached stage 3 then an RP follow up with the staff member and learner must take place as soon as practical. This should happen before the learner's next lesson with this teacher. It may not always be appropriate for this to happen in the same day if the learner has not yet calmed down. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

APPENDIX II - Respectful Guidance

Respectful

Guidance on dealing with disrespectful behaviours

Disrespectful behaviour is often "survival" behaviour gone awry. Although personal frustrations and system failures do not excuse disrespectful behaviour, they often create a tipping point by which an individual is pushed over the edge into full-blown disrespectful behaviour.

Stage 1

2.1 De- escalation consistencies

Commit to a fair and just culture within the classroom, managing adverse events with respect. Commitment to a respectful culture, which requires leading by example, set the tone with an attitude of mutual respect for the contributions of all learners, remain open to questions and new ideas, and reward outstanding examples of collaborative teamwork, respectful communication, and positive interpersonal skills. Create a dialogue about respectful behaviours with the classroom and role model this for the learners.

If learner shows disrespectful behaviours speak to them individually, if possible without the rest of the class listening, if not possible then close enough to the learner for it to be a conversation between you rather than an instruction from the front of the class. This avoids attention drama being brought into the situation.

If possible, speak to the learner outside the classroom.

"Can I remind you one of our values is for everyone to be respectful? I need you to (say what you want the learner to do) so that we can all be respectful. Thank you." – Leave take up time, walk away and come back shortly, the learner may not respond straight away

Remind the learner of a time when they showed respectful behaviour. ('Can you remember yesterday when you … (reminder here – it is important to say why it was such good behaviour – be specific) that was brilliant of you, it would be great to see you being that respectful again.'

Show them the **Coritani Mindset** Respectful section if it helps. (On the wall in each room)

Stage 2

2.1 Swap in Swap out –

Ask another member of staff to repeat stage 1. (Assistant teachers or other staff in the classroom or elsewhere). This can be repeated across multiple members of staff and can rotate to bring back the original member of staff. At each point remain calm and give take up time. (if someone is at risk immediately do not give take up time.)

Use the **mindset flowchart** to help the learner make good choices and see support available if the learner refuses to conform. (On the wall in each room)

Stage 3

3.1 Removal from lesson

If disrespectful behaviour continues then ask the learner to leave the room to be supported and to work elsewhere for a specified time. Give take up time for the instruction to be followed.

Suggested script – "Your disrespectful behaviour is impacting on the wellbeing of others/impacting on teaching and learning. Please go to work in the wellbeing room for the rest of this lesson for the wellbeing/learning of yourself or others."

3.2 Swap in Swap out removal –

Ask another member of staff to remove the learner from the room following same

process as 3.1

3.3 Senior staff swap in swap out

If 3.2 is not working, ask for a senior member of staff to be involved. The same process 3.1. will be followed by the senior member of staff.

3.4 – All stage 3 incidents must be recorded on ARBOR

The learnr must be given support and the chance to calm down and check they are ready to learn before attending the next lesson.

The senior member of staff will implement stage 4- Back on Track or Safe, Ready Respectful Day or Stage 5 - Exclusion depending on the needs of the learner, the unsafe behaviour exhibited and what the learner needs to learn from this situation to support their development.

Staff should not jump the stages and as a general principle it should not be possible to go 'straight to calming/support time'. Time will be given between assertive interventions for the learner to readjust their behaviour. However, in rare instances of extreme crisis then staff can use their professional judgement to decide if it is reasonable, proportionate and in the learner's best interest for an immediate exit from the classroom or other space in school.

For the vast majority of learners calming/support time provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the **Coritani Mindset** and over time develop the skills to discern what they are trying to communicate.

Reward

As soon as Respectful behaviour is observed reward this publicly with praise and with a dojo

Restorative Practice

If a learner has reached stage 3 then an RP follow up with the staff member and learner must take place as soon as practical. This should happen before the learner's next lesson with this teacher. It may not always be appropriate for this to happen in the same day if the student has not yet calmed down. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

APPENDIX III – Ready Guidance
Ready
Guidance on dealing with learners not being ready

To plan for the future requires a sense of hope, control, and the ability to see one's own actions as having meaning and value and learners need a sense of hope and purpose, a leaner needs to value themselves.

For most learners, exposure to traumatic events may lead to lower cognitive and reading ability, lower age related expectations (ARE), more days of school absence, and decreased rates of academic progress. Evidence suggests that students exposed to trauma and numerous ACE's (Adverse Childhood Experiences) have decreased social competence and increased rates of peer rejection. They may find it hard to acquire new skills or take in new information and they may struggle with sustaining attention or curiosity or be distracted by reactions to trauma reminders. Expect Coritani learners to be hyper-aroused or hypo-aroused.

Stage 1
1.2 De- escalation consistencies

Start the lesson positively with meeting and greeting and remember to give attention to positive, not negative behaviours. Be clear, if necessary repeat instructions to get them started, asking the learne next to them to help them get started, ask if they have what they need, praise the learners who are engaged in learning. Attempt to use non-verbal strategies such as making eye contact, standing next to a learner's desk, opening a learner's book, pointing to the page in the book.

Be prepared, have alternative tasks, differentiated support or use a space within the classroom to allow a learner to have "thinking time"

Be assertive, we aim to inspire excellence and this is not easy and may require creative planning and will need us to consider learner's learning journey.

Speak to the learner individually, if possible without the rest of the class listening, if not possible then close enough to the learner for it to be a conversation between you rather than an instruction from the front of the class. This avoids attention drama being brought into the situation.

If possible, speak to the learner outside the classroom.

"Can I remind you one of our values is for everyone to be ready for learning. I need you to (say what you want the student to do) so that we can all learn. Thank you." – Leave take up time, walk away and come back shortly, the learner may not respond straight away.

Remind the learner of a time when they got the behaviour right ('Can you remember last week when you (reminder here – it is important to say why it was such good behaviour)

That was brilliant of you, it would be great to see that you are ready for … again.'

Show them the **Coritani Mindset** Ready section if it helps.   (On the wall in each room)

Stage 2
2.1 Swap in Swap out –

Ask another member of staff to repeat stage 1. (Assistant teachers or other staff in the classroom or elsewhere) This can be repeated across multiple members of staff and can rotate to bring back the original member of staff. At each point remain calm and give take up time. (If someone is at risk immediately do not give take up time.)

Use the **mindset flowchart** to help the learner make good choices and see consequences of refusal to conform. (On the wall in each room)

Stage 3
3.1 Removal from lesson
If unsafe behaviour continues then ask the learner to leave the room to work elsewhere or for support for a specified time. Give take up time for the instruction to be followed.
Suggested script – "Your behaviour shows you are not ready and it stops other being ready. Please go to work in the wellbeing room for the rest of this lesson for o other have the chance to ready for ...."
3.2 Swap in Swap out removal –
Ask another member of staff to remove the learner from the room following the same process as 3.1
3.3 Senior staff swap in swap out
If 3.2 is not working, ask for a senior member of staff to be involved. The same process 3.1. will be followed by the senior member of staff.
3.4 – All stage 3 incidents must be recorded on ARBOR
The student must be given chance to calm down and check they are ready to learn before attending the next lesson.
The senior member of staff will implement stage 4- Back on track or Safe, Ready Respectful Day or Stage 5 - Exclusion depending on the needs of the student, the unsafe behaviour exhibited and what the learner needs to learn from this situation to support their development.
Staff should not jump the stages and as a general principle it should not be possible to go 'straight to calming time'. Time will be given between assertive interventions for the learner to readjust their behaviour. However, in rare instances of extreme crisis then staff can use their professional judgement to decide if it is reasonable, proportionate and in the learner's best interest for an immediate exit from the classroom or other space in school.
For the vast majority of learners calming/support time provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the **Coritani Mindset** and over time develop the skills to discern what they are trying to communicate.

Reward
As soon as Ready behaviour is observed reward this publicly with praise and with a dojo

Restorative Practice
If a student has reached stage 3 then an RP follow up with the staff member and learner must take place as soon as practical. This should happen before the learner's next lesson with this teacher. It may not always be appropriate for this to happen in the same day if the learner has not yet calmed down. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

APPENDIX IV – Reflection point post issue/incident
COPING: Debrief and support for staff and learner

Date of incident		Date of debrief	
Time:		Location	
Was the learner restrained?	**Yes/No**	(if yes complete Section B of form)	

This process is about learning from the situation for support learners in the future and supporting the adult in the moment.

Section A: Reflection Point		
Name of Learner		
Year/Group:		
Name of Staff involved		
Witnesses/those supporting		
Notes	√	**Notes and Agreed Action**
Control: Check staff feel able to discuss incident at this stage. Ensure staff feel supported and ready to engage in this session.		
Orient to the facts: Each staff member gives their account of how they perceived what actually happened.		
Patterns: Previous incident forms for this student are reviewed looking for patterns. Examine patterns of effective and less effective staff responses with this student.		
Investigate: Look at alternative responses which staff could try in these circumstances and any resources which could help		
Negotiate: Come to agreement about what the plan is for future incidents, and who will do what, in the light of what has been learnt from this and previous incidents		

Give: Support and encouragement given to member of staff.		

(Adapted from the Non Violent Crisis Intervention Programme © 2005 Crisis Prevention Institute Inc, and with thanks to Derbyshire County Council Educational Psychology Service)

Seen by head:	*Date seen by head:*	*Log number:*

Section B	**Physical Intervention Incident report**	
Reason for intervention		

Danger to self		Danger to others	
Damage to property		Behaviour we are trying to change	

Anxiety Behaviour	De-escalation techniques used	Could staff have done anything different
Defensive Behaviour	De-escalation techniques used	Could staff have done anything different
Crisis Behaviour	De-escalation techniques / Physical techniques used	Could staff have done anything different

De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)			
Verbal advice & Support		C.A.L.M talking	
Distraction		Options offered	
Time out offered		Planned ignoring	
Empathy		Success reminded	
Transfer adult		Contingent touch	
Choices		Listening	
Reassurance		Social Space (CALM Body language)	
Appropriate behaviour		Negotiation	
Praise Points		Take up time	
Other		Empathy	

Physical Techniques used and effectiveness

Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective)					
Caring C Guide		Friendly Escort		Single Elbow	
Figure of four		Double Elbow		Single Elbow in seats	
Single Elbow in seats		Half Shield		Other	

Breathing Monitored		Number of staff involved	
Duration of physical intervention			

Recovery Behaviours	De-escalation techniques used	Could staff have done anything different

Post incident learning

What happened from the child's point of view?
How did the child feel?
What will the child do differently next time they feel that way?
Review of pupil's Risk Assessment / Care and Support Plan as a result of this incident:

Medical intervention

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:

Treatment required		Please specify:	
Injury suffered by others		Please specify:	
Treatment required		Please specify:	

Person who completed report :	Date:	Independent advisor	Yes	No

APPENDIX V -Reflection Point for Restorative (Post Incident)

Reason for Reflection Point:				
Back on Track		Ready, Respectful. Safe Day	Exclusion	
Member of staff:			Date:	
What rule did I break and why was this wrong? - Was I ready, respectful and safe?				
Who did this affect?				
What could I do next time?				
When I return to class I will be Ready, Respectful and Safe:				

Learners will be asked to complete academic work. Appropriate work packs for the learners will be pre-prepared or work will be available on Teams. A member of staff will accompany the child and collect work however adult attention should only be given to the pupil to reinforce wanted behaviour. Session times will be communicated to parents, and they will become formally involved at this stage to discuss how more positive behaviours or other forms of communication can be encouraged both at home and at school.

Document Control

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