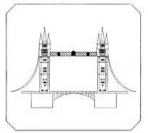




The Bridges Federation



BEHAVIOUR POLICY September 2016

See Governors' Statement of Behaviour and Discipline

School Expectations

School leaders take seriously their duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Introduction

Most children are anxious to please and to do well in school, and they normally respond to adults who are caring and consistent in their approach. Some children, however, may have serious problems to cope with and are consequently unable to settle into the school situation easily. They will need patience, support, and above all consistent treatment from the adults they meet in school.

Although class teachers, as the people who have the closest relationship with children, should be informed when a child's behaviour is disruptive or aggressive, it is the responsibility of every adult to encourage children to behave with consideration for other people. If class teachers have concerns about the behaviour of a particular child, they should tell the head teacher or deputy, who may think it necessary to arrange a meeting with parents. In some cases, the education social worker, social services, the educational psychologist or the home school liaison officer may be involved.

Most children respond happily to the warm supportive school ethos. Most visitors to the school are very complimentary about the quality of relationships throughout the whole school community.

Aims

We aim to develop children who

1. Have fulfilled their potential, both academically and socially
2. Have positive self-esteem
3. Show respect for their peers and their opinions, work, attitudes, beliefs, and cultures, regardless of their race, sex, class and any disabilities.
4. Show respect for people in authority, linked to an understanding of the need for rules, and a willingness to abide by and accept these rules and act on them
5. Can express themselves through language, movement, music, creative activities and imaginative play
6. Show respect for both the school's and individual's property
7. Have a positive attitude towards tasks and have established good levels of motivation and pride in the quality of their work
8. Have a feeling of community spirit within the school, showing loyalty, care and the ability to share and co-operate
9. Can operate independently, according to a learned set of rules

The context

As a staff, we need to consider the following factors when considering how we deal with children who are finding the school situation difficult.

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Whole school approach

The children, staff and the senior leadership team all need to know what is **expected** from them. Children need to follow the school rules. Teachers need to be **consistent**, both in their classroom and throughout the school in following the stages. The senior leadership team need to **support** staff.

Supervision

Children should be supervised at all times. It is the responsibility of the class teacher during session times and support staff at lunchtimes.

A positive approach

We need to encourage models of good behaviour, which means adopting a positive approach and where possible not drawing attention to negative aspects of social behaviour. Research shows that in the typical classroom, there is far more comment on bad behaviour and negative aspects of work than on good behaviour and work. It has also been suggested that praise, which is couched in general terms, without giving feedback which focuses the child's attention on what was good and so helps him or her to develop further, is not useful. There will obviously be times when it is impossible to give a positive response, but we have to guard against unhelpful criticism.

Suitable work

Questions of discipline cannot be seen in isolation from the child's total learning experiences in the classroom and the school as a whole. Research suggests that when children are engaged in tasks which extend their thinking while not being outside their intellectual capabilities, there is less incidence of disruptive behaviour. We must constantly look at the match between the children and the work they are set, so they are neither occupied in trivial activities nor trying to cope with tasks which are too difficult. When children have low self-esteem, which can result from under-achievement in school, they are more likely to reject school completely and become disruptive. The question of appropriate curriculum is fundamental.

Moral education

It is important for us to consider the area of moral education in school. This again involves self-respect, but in addition, it also involves questions of the rights of others and responsibilities towards them. For example, a problem we constantly face is that of helping children to sort out differences by means other than fighting. In addition, many parents tell children that they should hit back if another child upsets them. We have to have consistent standards of behaviour in school that the whole community understands and accepts.

Classroom organisation

It is important to look at classroom organisation and to make sure that children do not have to move around unnecessarily and are not being interrupted by other children looking for materials and equipment. When classrooms are well organised, there is less pressure on teachers, as children can find things immediately in the area where they are going to use them without needing to ask for help.

Boundaries

Children need to feel secure and they need clear behavioural boundaries. When boundaries are overstepped they need to be told firmly that their behaviour is unacceptable. Children who are not contained may become very insecure and involved in ever more outrageous behaviour in order to make adults respond.

Pupil voice

Children need to develop confidence and the knowledge that they will be listened to. We need to use every opportunity to build on children's ideas and to help them to carry them through effectively.

School rules

1. Do my best at all times.
2. Respect myself, each other and the school environment.
3. Be kind, keep myself and others safe.
4. Be on time in the correct uniform and ready to learn.

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5. Complete my homework and read at home

Rewards / Sanctions

Each child starts every day on GREEN (Stage 1) and it is up to them to stay there by following the rules and doing the right thing. Children can move between the 3 stages – GREEN, AMBER and RED. This gives the children the opportunity to turn their behaviour around and end the day on GREEN.

STARS can be given throughout the day for good behaviour, manners and contributing to lessons. These are placed on individual star charts. When a chart is completed, the child receives a certificate from the Head Teacher and gets their name on the newsletter and Wall of Fame. There are 100 stars on each chart. All children start with the red chart, then orange, yellow, green, blue, pink, violet, silver and gold. This is a total of 900 points each year. These can be saved and exchanged in the reward shop.

Pupils with specific behaviour plans, including many pupils in Rainbow class may utilise additional reward systems including 'Let's Make a deal' and 'Now and Next' approach. The choice of rewards and frequency of rewards given will be individually tailored to the pupil in order to meet the pupil's individual needs. The Inclusion Manager can advise staff on how to implement these reward systems.

Make sure you are consistent and follow the policy. It is there to support you and also allows the leadership team to gather evidence on a child's behaviour over time.

Stage 1 - GREEN

Every child starts every day on Green

Stage 2 - AMBER – Warning

Give the child a warning explaining clearly which rule has been broken and how. As their behaviour improves they should be moved back to Green.

Stage 3 - RED – Sent to Leadership Team

The child is sent to the office. The child will then complete a reflection sheet. The office staff will then locate a member of the Leadership Team to discuss with the child their behaviour and decide on the appropriate sanction. Parents will be informed by text. When a child ends the day on RED the Head will call the parents to discuss the incident and a letter will go home. On the third time the parents will attend a meeting with the Learning Mentor and Class Teacher to set targets which will be reviewed every 2-4 weeks. Fixed term exclusions will be used for more serious incidents or persistent breaking of the school rules.

Pupil Development Centre (PDC) Protocol

Children can be sent to the PDC for a range of reasons:

- Timetabled intervention for extreme behaviour
- Preventative intervention for identified children to avoid behaviour escalating
- Daily referral following an incident - RED
- Playtime referral
- Following an exclusion
- For an internal exclusion

Children cannot be sent for the following:

- Not completing homework or reading journal
- Not finishing work during lesson time
- Missing playtime without following procedures

The decision is made by the Leadership Team if a child is to go to the PDC.

If a child refuses to go to the PDC you need to:

- Use the child's reward system – now and next
- Ensure the Leadership Team are informed immediately
- Request help from the nearest adult if needed
- Try to prevent the child entering their classroom (it is more difficult to get them out again)

We do not accept any form of aggression towards staff or other pupils in the PDC. If a child becomes aggressive in the PDC you need to:

- Inform the Leadership Team immediately. A fixed term exclusion may follow.
- Try and defuse the situation or distract the child.
- Do not try and remove the child from the room. Try to contain the situation.
- Other children may need to be removed.
- The child may need to be restrained as a last resort. This must only be done by trained staff.

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In the playground and outside the classroom

We encourage children to engage in a wide range of play activities in an attempt to provide an alternative to fighting games, which often lead to real fights. At lunch times there are always from 2 to 6 adults in the playground, depending on the number of children present, and during playtimes there are at least 3 adults on duty. Adults on duty should, as much as possible, involve the children in games.

If a child approaches any adult with a problem concerning another child, the adult should immediately help the child to sort it out. We must help children to find peaceful solutions. Children need a lot of help and encouragement to do this.

If a child is on red during a school trip, they should be referred to the leadership team on return to school. A decision will be made then about whether they should attend the next trip and this **MUST** be communicated to the parents. This includes residential trips.

A lunch club is run each day, which children have to attend if their behaviour in the playground continues to cause concern. Exclusions may follow **Any fighting, bullying or incident involving racist, homophobic or sexist behaviour should be reported immediately to the Head Teacher as this will not be tolerated.**

Behaviour at Clubs

If a child is not following the rules in a club they are told clearly by the club leader that they are receiving a warning and then the club leader informs the parent. When a child receives a second warning they can no longer attend the club. Club leaders must be consistent and not tolerate inappropriate behaviour. Club leaders must let the office know of any warnings given and why so this can be recorded. Club leaders must supervise their children at all times. Club leaders must arrange a meeting point and then supervise the children (including changing into PE kit if needed).

Behaviour at Breakfast Club

The breakfast club leaders are expected to follow the school's behaviour policy. If children are placed on Red they should be sent to the office where they would fill in a reflection sheet and discuss their behaviour with a member of the leadership team. A text will be sent to inform the parents.

If an adult notices or is told of unacceptable behaviour, he or she should encourage the child to use the "High 5" approach and do the following:

1. Ignore
2. Walk away
3. Talk friendly
4. Talk firmly
5. Report



The adult will then:

1. Talk to the children concerned
2. Send the child to the office – procedures for red are then followed
3. A yellow slip is completed informing the class teacher

Anti-Bullying Statement

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality

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- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to staff
2. The incidents will be recorded by staff
3. Parents should be informed and will be asked to come in to a meeting to discuss the problem
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour
6. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
7. In serious cases exclusion will be considered
8. If necessary and appropriate, police will be consulted
9. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
10. All children involved will work with the Learning Mentor

Learning Mentor

The Learning Mentor will work with children, parents and class teacher to set targets and develop strategies to improve behaviour. Children receive support both in the classroom and in small groups. The mentor will set up an individual programme of support and meets regularly with everyone involved. The Learning Mentors also do preventative work on bullying including circle times and discussions.

Special Educational Needs Co-ordinator

The SENCO may work with parents and children to help establish more positive approaches to school life and help children with difficulties to develop a better understanding of why certain behaviour are unacceptable in school.

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Positive Handling

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the guidance laid out in this policy.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Head Teacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This guidance is designed to help staff to ensure that any actions they take are **reasonable, proportionate and absolutely necessary**.

If a child is restrained it is the responsibility of that staff member to complete a restraint form. This is handed to Jen and discussed, before being given to Zohra or Helen to be recorded. You must also notify the office so a text can be sent to the parents informing them that their child has been restrained and suggesting that they come in after school to discuss this.

ABC charts are also used to record challenging behaviour. If an ABC chart has been completed you need to inform Jo and also the office so a text can be sent to the parents.

Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Training – Team Teach

Teachers and anyone authorised by the Head Teacher who are expected to use planned physical techniques should be trained. This school has adopted the Team Teach Model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

It is the policy of the school that all staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in this policy. Further details of the Team Teach approach can be found in the Team Teach documents and on the Team Teach website (www.team-teach.co.uk).

The level of training recommended is related to the level of risk faced by the member of staff. Our preferred approach is for whole staff team training. The level of training required is kept under review and may change in response to the needs of our clients. Once trained, staff should practice regularly and bring any problems or concerns to the Inclusion Manager for Autism or Head Teacher.

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects, which could be used as weapons.
- Ensure that colleagues know what is happening and get help.

Well Chosen Words

A well chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make

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things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

Modifications to Environment

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, compasses and darts) controlled?
- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Are the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

Help Protocols

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

The Last Resort Principal

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”

Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989”

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention, which may be effective.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the child's Behaviour Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Unreasonable use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action, which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school and policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non physical aspects of positive handling training are crucially important to.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Risk Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

Behaviour Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Behaviour Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Behaviour Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Behaviour Plans should result from multi-professional collaboration and be included in the IEP.

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything, which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries, which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

Recording, Monitoring and Evaluation

Whenever overpowering force is used the incident must be recorded using the approved forms. The incident sheets are kept in folders in the office and in Rainbow. All staff involved in an incident should contribute to the record, which should be completed within 24 hours and handed to the Inclusion Manager and then Head Teacher who will ensure that each incident is reviewed and instigate further action as required.

Staff should:

- Read through the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future. Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A record is written into the Incident Book, which is open to external monitoring and evaluation.

Following up an incident, consideration may be given to conducting a further risk assessment, reviewing the Behaviour Plan. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures. (See staff and pupil disciplinary policy)

Getting Help

At this school the following support structures are in place:

- IEP's and Behaviour Support plans kept on file in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Weekly debrief sessions for all staff to share experiences, concerns and access support from each other, led by Inclusion Manager.
- Regular refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by LT to inform these.

Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.