



Behaviour Policy

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|----------------------------|--------------------|
| Reviewed by: | Snita Verma |
| Date: | 1 September 2023 |
| Last reviewed on: | 12 July 2023 |
| Next review due by: | 31 August 2024 |
| Version control: | 2 |
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Links With Other Policies and Documents:

- Code of Conduct and Behaviour
- Anti-Bullying Policy
- Disciplinary Policy
- Use of Reasonable Force Government Guidance for Schools 2013

Legislation and Statutory Requirements

Our policy takes account of:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation at School
- The Equality Act 2010
- Supporting Learners with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

Definition

In accordance with the DfE advisory document 'behaviour and discipline in schools', The Rowan School has produced a policy and guidance for learners, staff, and partner agencies to underpin The Rowan School's core beliefs and guidance. This behaviour policy will be reviewed at least once per year, be available on The Rowan School website (School Information (England) Regulations 2008) and provided to parents where required.

At The Rowan School, we aim to meet the diverse needs of our learners through the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries, and an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.

Our general approach which we aim to embed throughout The Rowan School, centres around an unconditional positive regard for all learners, acknowledging and addressing any inappropriate behaviours which may arise. It is through this learner-centred and inclusive approach that learners will learn to understand, manage, and improve their own behaviour, and to build positive relationships with adults and other learners.

Consequently, all learners at The Rowan School have the right to a recognition of their unique identity and individual consideration of their needs and be treated with respect and dignity and feel valued members of the learning community, learn and work in a safe environment and be protected from harm, violence, assault and acts of verbal abuse.

The Rowan School recognises that poor behaviour can have wider implications on other learners who attend. Core principles of The Rowan School include:

- making sure all adults in the room know how to respond calmly and effectively to learners with special/specific needs.
- ensuring that learners receive rewards every time they have earned them and receive a sanction every time behaviour falls below expectations.

Staff follow these guidelines and support a consistent of approach to managing behaviour, both in the classroom and around The Rowan School. When learners know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

Key Principles to Support Positive Behaviour

- Ensure that this behaviour policy is clearly understood and followed by all staff, parents, and learners.
- Display school rules clearly around the building. Staff and learners should know what they are.
- Display the tariff of sanctions and rewards in each class (GTBG card system, golden tickets, and kindness tokens). (See Appendix 1.)
- Ensure that other senior leadership team members are a visible presence around The Rowan School.
- Check on behaviour outside The Rowan School.
- Check the building is clean and well-maintained.
- Ensure that staff praise positive behaviour and work.
- Ensure that staff understand special needs of learners.
- Put in place suitable support for learners with behavioural difficulties.
- Build positive relationships with the parents of learners with behaviour difficulties.
- Meet and greet learners when they come into the classroom.
- Have a system in place to follow through with all sanctions and rewards (e.g., stop and think, warning cards).
- Have a visual timetable displayed in all classrooms.
- Ensure that all resources are prepared in advance.
- Praise the behaviour we want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Teach children the class routines.
- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.
- Identify and understand the needs and specific strategies for each child as recorded in their ESP (see Appendix B).

Emotional Support Plans (see Appendix B) - The Rowan School ensures each learner who attends The Rowan School has an Emotional Support Plan (ESP). This document records the typical behaviours staff may expect from each learner, including what can prompt positive/poor behaviour and how the behaviour is managed/key personnel etc. This document is compiled in partnership with the learner, teacher, support staff and the Assistant Principal for Behaviour and Welfare to work together to promote the best possible behaviour. It also documents what to expect when behaviour falls below what is expected and how this is managed effectively. This is a 'live' document open to change throughout the time a learner spends within The Rowan School.

Support and Communication

To promote and support appropriate behaviour, The Rowan School is committed to ensuring that staff to learner ratios are kept as high as possible. However, there may be occasions when staff working with learners feel they require additional help and support, over and above the classroom team. In these cases, on hearing a call for cover – all available staff should directly walk to where cover has been requested or make sure other support staff are made aware of the request.

Staff Support

Working in an environment that can sometimes be challenging can be stressful. As such we like to make sure that staff are supported in all possible situations and outcomes. The senior leadership team play a big part in managing behaviour and will be available whenever possible to support staff and deal with poor behaviour.

Working in high stress and challenging situations can have a detrimental impact on staff mental health. Following incidents or instances of high stress and challenge, staff can take time for themselves to support their own wellbeing and mental health. In instances like these, and if required, staff can provide extra resilience in the class where needed.

Staff are encouraged to take time away in safe spaces if required and have access to their support network if appropriate. We are committing ourselves to ensure Mental Health First Aid trained staff are available who can offer further support if required.

Other examples of staff support, and wellbeing can be addressed through, but are not limited to:

- Weekly/termly wellbeing activities.
- Tailored CPD, relevant to the individual and discussed at length with the senior leadership team.
- Access to wellbeing support.
- Membership of Westfield Health.

Instances of malicious accusations made against school staff will be investigated thoroughly and dealt with accordingly, with appropriate action being taken.

At The Rowan School we meet with staff daily to share best practice through a debrief. Discussion of incidents and case studies take place to ensure staff are upskilled continually and have a good knowledge of which strategies work well with each learner, further training or assistance or the sharing of best practice.

The senior leadership team have an 'open-door policy' which encourages the flow of information and can highlight areas of support or where improvements can be made.

Expectations

Our school's expectations set out the expected behaviour of learners and staff and constitutes the rules to maintain a good working environment. These are displayed around The Rowan School in different formats.

Learners should:

- Be helpful and supportive of one another.
- Respect everyone, the school, and its property.
- Be the best version of themselves.
- Be kind and considerate.
- Understand the expectations placed on themselves and on those learning and working within The Rowan School.
- Keep lines of communication open and two-way.
- Keep each other safe and feeling secure.

Staff understand:

- The behaviour is NOT the child.
- All behaviour is a form of communication about how the child is feeling at that point in time.
- Positive communication equals positive relationships.

Behaviour and Actions

Continual Positive Reinforcement

Each member of staff within The Rowan School is encouraged to use their own interpretation of positive reinforcement to maintain a natural and friendly relationship with learners. Guidance is given and generally reflected across The Rowan School with teachers, senior leaders and support staff all utilising positive reinforcement in building relationships with learners (see Appendix A).

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the learner or groups of learners.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.

- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books, home communication books.
- Displaying good work.
- Work towards an activity chosen by the learner.
- Recognition and celebration of learning.

Formal rewards are targeted and individualised according to age and need, celebrated with the peers and the whole school as appropriate e.g., certificate presentations in assemblies for progress. A focus on restorative approaches to addressing and changing behaviour. Staff recognition of positive behaviour is clearly based on learners' level of development, their needs, and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Consistency of praise and appropriate challenge is essential in giving both learners and staff an understanding of how learners should behave. Clear definitions and sharing of best practice are important in making sure The Rowan School's vision is shared between learners, staff, partner agencies and parents/carers. All learners need to be aware of the rules and routines and the consequences of meeting or not meeting rules and expected standards of behaviour.

Choice and consequence: rewarding positive behaviour.

Behaviour that leads to rewarding consequences are more likely to be repeated if:

- All staff are actively involved in consistently rewarding positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- The types of consequences used across The Rowan School reflect the individual nature of class groups and learner.

Informal consequences may include, but are not limited to:

- Use of planned ignoring, where possible.
- Use of another member of staff/SLT/support staff/Safe Face.
- Facial expression of disapproval.
- Verbal warnings and reprimands.
- Loss of privileges or rewards.
- Restorative conversations and discussions.
- Temporary withdrawal from the learning environment/working with another support member of staff/class.

Formal consequences are implemented following due consideration of any incident and the learner's age and needs:

- Loss of behavioural or reward points (Good to be Green points).
- Agreed withdrawal of privilege (in accordance with sanctions list).
- Meeting with the Assistant Principal, Behaviour and Welfare/parents/partner agencies.
- Restorative methods – repairing damage, writing letters of apology, verbal apology.
- Suspension: the use of fixed term exclusion.

The REACT Approach

At The Rowan School, we aim to provide a learning environment that is free from fear and safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our learners.

We are an independent school that tries to meet the needs of all our children regardless of their level of support need and therefore, from time to time, some learners may present us with challenging behaviour. Our health and safety commitment to learners and staff means that we will carry out a risk assessment to foresee and reduce the risks presented occasionally by their behaviour.

This may also mean that there are times when their behaviour requires staff physical intervention to ensure the learners' own safety, the safety of other learners and staff, or that property is not seriously damaged. Physical intervention is only used as last resort when deemed appropriate. Children who are persistently having a negative impact on the learning of others may also be required to be moved using REACT positive handling approach.

The REACT approach, which The Rowan School has adopted, focuses on de-escalation as a way of managing challenging and negative behaviour. When de-escalation is not an option or becomes unsuccessful to a point where the safety of the learner, safety of other learners and property is unsafe, then the use of positive handling is deemed appropriate. Staff are trained to use restrictive techniques safely with the correct amount of control and have refresher sessions throughout the year.

The basic philosophy of the REACT approach is as follows.

- Physical intervention will only be used as last resort to ensure learner/property safety.
- Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.
- De-escalation methods will be used for the vast majority of challenging behaviour.

All incidents of positive handling are reported, recorded, monitored, and evaluated onto ABC and PI Forms (see Appendix C). Parents/carers and the local authority will be informed of any that involve a learner being held with more restrictive holds. Any injury sustained during an incident involving positive handling is also reported to the parent/carer.

Graduated Approach to Support Behaviour

Should staff become concerned about a learner's behaviour over a period of time, Staff will follow a graduated approach to support behaviour. This should be referenced with Appendix 1 – behaviour and action log. All meetings follow a restorative framework as outlined further below. The meetings should not be deemed punitive but restorative in nature to provide additional support to all parties involved.

Stage 1 – meeting with teacher and support staff

This initial meeting could be prompted by a rise in level one behaviours and is in place to share concerns and offer early intervention within the classroom. This meeting can be completed over the phone, virtually, home visit or at school at an appropriate time.

Stage 2 – meeting senior management team

This meeting would be prompted in a rise of level one and level two behaviours and/or if a stage 1 meeting were unsuccessful OR deemed inappropriate due to behaviours shown.

Stage 3 – meeting with Assistant Principal and/or Principal

This meeting would be prompted by unsuccessful stage 1 and/or 2 meetings OR a rise in level two behaviours or Level three behaviours. These may prompt a learner to be placed on an AAA agreement to monitor and support positive behaviour and/or explore other strategies.

Suspensions or Permanent Exclusion

When a young person is sent home due to negative behaviour, it will be marked as a suspension on our register unless there are extenuating circumstances. Children will be collected by parents unless a plan has been discussed with the parents/carers due to extenuating circumstances.

On occasion, for health and safety reasons or if there is continuous negative behaviour, it may be necessary to send a learner home. Parents/carers are called prior to child being sent home. The following day the child will be offered a fresh start following a conversation with a member of the senior leadership team and/or having attended a restorative meeting.

Any incident, which breaches The Rowan School's code of conduct, is liable to result in a suspension and/or withdrawal of placement.

Supportive Strategies

Safe Faces/Safe Places

Building relationships is a key part of the development of learning and support for learners within The Rowan School. By having positive relationships with staff, we can help learners work through any issues that may arise by offering a supportive approach to their individual need.

Safe faces are learner nominated key members of staff who learners feel they have the best relationship with and can support them if they are feeling unhappy, anxious, if they are emotionally challenged or in crisis. Each learner will nominate up to 3 safe faces within The Rowan School and, if required, the learner can have access to these staff where practicable (See Appendix B). We recognise that sometimes this may not be available all the time so work with 3 'safe faces' for each learner. We will also record 3 'safe places'. An environment where the learner feels most safe and where they are more likely to be able to regulate their emotions.

Restorative Practices

Wherever possible The Rowan School will adopt a restorative approach when challenging or sanctioning of poor behaviour.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practice involves helping the learner think through their behaviour, its consequences and what they can do to make it better.

How do The Rowan School implement restorative practices?

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it. The Rowan School can work through key questions to aid the restorative approach.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

(See Appendix D.)

Searching of Learners

The Rowan School reserves the right to search learners prior to entering The Rowan School or at appropriate times should the need arise. Any search for weapons or prohibited items must be done in accordance with the DFE guidance "searching, screening and confiscation advice for schools 2022" respecting the lawful rights of the learners. Any refusal to search would see the learner refused entry to The Rowan School or sent home.

Mobile Phones

Mobile phones are prohibited on The Rowan School site. There may be times when learners are found with mobile phones in their possession and if this occurs, they will be required to hand this into school staff where it will be stored safely until the end of The Rowan School day. If a learner refuses to hand in their phone, then efforts must be made to work on compliance and in worst cases parents will be called to pick up the mobile phone from school. If a learner fails to comply, and The Rowan School does not let the learner in, The Rowan School has not excluded the learner and the learner's absence should be treated as unauthorised. The learner should comply with the rules and attend.

Parental Involvement

Parents can play a significant role in making sure that The Rowan School principles of behaviour and policy are upheld. Parents will have the ability to contact directly and the lines of communication to The Rowan School will be open at all times including 'out of school hours' supported by the senior leadership team.

Parents are encouraged to support The Rowan School and work in partnership to get the very best outcomes in behaviour.

Parents will be invited into The Rowan School regularly to discuss learner progress with their child's teacher.

Use of single assessment/early intervention – school will take a lead role in supporting parents with issues outside of The Rowan School and will be a conduit to getting increased help and support from outside agencies.

Use of Specialist Support

The Rowan School recognises that in some instances further support may be required for our learners that requires specialist intervention. School makes sure these areas are covered wherever possible.

Speech and Language Therapy

External specialists will be sourced to support any learner with speech, language, or verbal communication difficulties.

Educational Psychologists

External specialist who will support with further strategies to ensure success at school.

Referral to External Services:

Where appropriate referrals to external providers, such as CAMHS, GP, OT will be made to support.

Recording and Reporting

The Rowan School use SharePoint, the online platform to upload the ABC and PI forms (see Appendix C) to record negative behaviours. Positive behaviours are also uploaded to SharePoint using the engagement data tool. The information is gathered timely and consistently, which enables the senior leadership team to analyse and review positive trends, informing learning and strategic development. Incidents are reported timely and are reviewed by the senior leadership team. This is completed within 24 hours of any incident with any follow up actions actioned as soon as possible.

Data is collated and analysed to inform strategy and practice, highlighting any additional support needs. Behaviour data is collated each month and shared with all relevant stakeholders.

Appendix A – Behaviour and Action Log

| Levels of Behaviour | Types of Behaviour | Rewards/Actions |
|------------------------------|---|--|
| Positive Behaviour | Being kind / caring to others | Kindness token |
| | Following instructions | Postcard home |
| | Requesting help | Golden tickets / rewards |
| | Completing classwork and homework | Positive calls home |
| | Achieving targets / learning objectives | Attendance Rewards |
| | Respect for self, others, and equipment | Food reward for class |
| | Positive engagement in lesson / activity | Management praise - verbal or written |
| | Positive school day / school week | Certificate, stickers |
| | Positive school term / school year | Class prizes (e.g., board game) |
| | Positive attendance record | Extra breaktimes (choosing time) |
| Using agreed strategies | | |
| Level One Behaviour | General swearing / verbal aggression | Verbal warning |
| | Refusal to follow instructions | Use of an agreed strategy from ESP |
| | Disrupting others learning | Ask for a movement break |
| | Lack of participation | Take 5 minutes |
| | Being unkind to others / name calling | Behaviours logged and monitored |
| | Chewing gum / eating in class | Change of face/space/activity |
| | Pen tapping | Use of Stop and think/warning/consequence |
| | Loss of minutes at break/golden time | |
| Level Two Behaviour | Walking out of class | Verbal apology |
| | Swearing at someone directly / verbal abuse / making threats | Restorative intervention |
| | Minor damage to property / throwing of items | Teacher to address issues in weekly phone calls |
| | Being disrespectful to staff | Intervention - time out |
| | Repeated level one behaviour | Discussion with parents/carers |
| | Persistent non-compliance | Supervision meeting with SLT |
| | Classroom disruption | |
| | Causing an unsafe environment for others | |
| Refusal to work | | |
| Level Three Behaviour | Theft | Parent / carers requested to attend meeting |
| | Serious damage to property | Implement support mechanisms |
| | Discriminatory comments (*9 protected characteristics) | Parent / carers charged for damage / replacements |
| | Bullying | Intervention - time out |
| | Consistently not following instructions | Police advised |
| | Intimidating and threatening behaviour | Short term suspension / exclusion (up to 48 hours, 1-2 days) |
| | Causing a severe health and safety hazard in The Rowan School environment | Long term suspension / exclusion (over 48 hours - 3-5 days) |

| | | |
|--|--|--|
| | Physically hurting someone / assault | Short term suspension/ exclusion |
| | Possession of controlled substances or weapon | End of placement – permanent exclusion |
| | Disruption on transport | |
| | Incitement | |
| | Criminal behaviour outside of school | |
| | Inappropriate use of social media | |
| | Walking out of school / absconding / absent without authorization | |
| | Refusal to hand in / switch off phone or other personal, non-authorized device | |

Appendix B

**The Rowan School
Individual Emotional Support Plan**

| | |
|-----------------------|--|
| Learner's Name | |
|-----------------------|--|

| | |
|------------------------|----|
| Safe Faces | 1. |
| | 2. |
| | 3. |
| Safe Places | 1. |
| | 2. |
| | 3. |
| Safe Activities | 1. |
| | 2. |
| | 3. |

| I find it difficult to control my emotions when... (Include date) | The emotions / actions I might display are... | My goals that will help me in the future are... | What staff can do to help this |
|--|---|---|--------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| Learner Voice – my goals for the year to improve my attitude and engagement in school. | | | |
| Staff comments | | | |

Appendix C: ABC + PI form

| | | | | | |
|--|---|------------------------|--------------|---|------------------------------|
| Learner name: | | Day: | Date: | Start of incident time: | End of incident time: |
| What level is the behaviour? (circle) <input type="checkbox"/> Level 2 / Level 3 <input type="checkbox"/> | Report writer (write full name): | Staff involved: | | Was a PI form needed and completed? <input type="checkbox"/> YES/NO <input type="checkbox"/> | ABC #: |

| Antecedent | | Setting and previous incident | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------|--|--|-------------------|-----------------------|--|--------------------------|---|--------------------------|--|--------------------------|--------------------------------------|--------------------------|-------------------------------|--------------------------|---|--------------------------|---|--------------------------|--|--------------------------|--|--------------------------|--------------|--------------------------|
| What was said to the child before the behaviour occurred? What do you think was the function of the behaviour? (Circle one) Wanted something <input type="checkbox"/> Sensory reasons <input type="checkbox"/> Escaping demand or situation <input type="checkbox"/> Attention <input type="checkbox"/> | | Where did the incident take place? (circle) <input type="checkbox"/> Classroom/ <input type="checkbox"/> Corridor/ <input type="checkbox"/> Hall Other: _____ Have parents alerted The Rowan School of any incidents leading up to this? (E.G written in the home communication diary). <input type="checkbox"/> Yes/No <input type="checkbox"/> (Please circle) | | | | | | | | | | | | | | | | | | | | | | | |
| Behaviours (Please number the list of behaviours in chronological order) | | CONSEQUENCE How was the situation handled? (If the child received a consequence card, list the quantity of cards) | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th>What did you try?</th> <th>What worked? Tick box</th> </tr> </thead> <tbody> <tr> <td>Visual support <input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Verbal instruction <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Reminder of success <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Distraction <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Time <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Planned ignoring <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Change of staffing <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Removal from Audience <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Physical intervention <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Other: _____</td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | | What did you try? | What worked? Tick box | Visual support <input checked="" type="checkbox"/> | <input type="checkbox"/> | Verbal instruction <input type="checkbox"/> | <input type="checkbox"/> | Reminder of success <input type="checkbox"/> | <input type="checkbox"/> | Distraction <input type="checkbox"/> | <input type="checkbox"/> | Time <input type="checkbox"/> | <input type="checkbox"/> | Planned ignoring <input type="checkbox"/> | <input type="checkbox"/> | Change of staffing <input type="checkbox"/> | <input type="checkbox"/> | Removal from Audience <input type="checkbox"/> | <input type="checkbox"/> | Physical intervention <input type="checkbox"/> | <input type="checkbox"/> | Other: _____ | <input type="checkbox"/> |
| What did you try? | What worked? Tick box | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual support <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Verbal instruction <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Reminder of success <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Distraction <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Time <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Planned ignoring <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Change of staffing <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Removal from Audience <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical intervention <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| Other: _____ | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |

Behaviours (continued)

This is extra space to list the behaviours

Lead teacher signature: _____

SLT Signature: _____

SLT Comments: _____

**The Rowan School
Physical Intervention Record**

PI Number

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| |
|--|

| | | | | |
|--|--|---|--|---|
| 1. Name of Learner: | | | | |
| 2. Your Name: | | | | |
| 3. Date: | | Day: | Time | |
| Staff Members Involved: | | | | |
| 4. Location of Incident | | | | |
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Playground | <input type="checkbox"/> Hall | <input type="checkbox"/> Corridor | |
| <input type="checkbox"/> Reception | <input type="checkbox"/> Time out room | <input type="checkbox"/> Toilets | <input type="checkbox"/> Enrichment room | |
| <input type="checkbox"/> Other Location – Please specify _____ | | | | |
| 5. Why was it necessary to restrain? | | | | |
| <input type="checkbox"/> Harm to Self | | <input type="checkbox"/> Harm to Others | | <input type="checkbox"/> Damage to property |
| <input type="checkbox"/> Other – Please specify _____ | | | | |
| 6. Was any verbal reasoning / de-escalation used prior to the need to restrain? | | | | |
| <input type="checkbox"/> Yes | | | | |
| Advice & Support <input type="checkbox"/> | No Distraction <input type="checkbox"/> | Time out offered <input type="checkbox"/> | | |
| Reassurance <input type="checkbox"/> | Basic needs check <input type="checkbox"/> | Personal space <input type="checkbox"/> | | |
| Calming <input type="checkbox"/> | Stepping away <input type="checkbox"/> | non-thinking body language <input type="checkbox"/> | | |
| Humour <input type="checkbox"/> | Change of face <input type="checkbox"/> | Redirection <input type="checkbox"/> | | |
| Reminded of Rewards <input type="checkbox"/> | Other (Please specify) _____ | | | |
| 7. Did you rate the risk posed by the person restrained as: | | | | |
| <input type="checkbox"/> Low | | <input type="checkbox"/> Medium | | <input type="checkbox"/> High |
| 8. How would you rate the amount of force applied by you: | | | | |
| <input type="checkbox"/> Low | | <input type="checkbox"/> Medium | | <input type="checkbox"/> High |
| 9. Which technique/s position of restraint did you use? | | | | |
| <u>Type</u> | | <u>Duration</u> | | |
| 1. Single arm | | | | |
| 2. Double arm | | | | |
| 3. Secure cupped hand | | | | |
| 4. Straight arm restraint | | | | |
| 5. Seated position | | | | |
| 6. Leg restriction | | | | |

10. Please list any injuries to you

11. Please list any injuries to the learner

12. Child offered medical attention

Yes No

Please explain _____

13. Damage to property

Yes No

Please explain _____

14. Your statement – what occurred in your own words

Your statement must set out what happened; give details of your part in the use of force, any holds you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.

The use of force must only be used when it is:
Reasonable in the circumstance, meaning:
i. You believed that it was absolutely necessary and
ii. Proportionate to the seriousness of the situation

When restraint was used, please tick your primary role:
 Right arm initials:
 Left arm initials:
 Supervising initials:

Please provide as much detail as possible below, including:
Before the incident (i.e., what lead to the incident, any de-escalation techniques used), during the incident (i.e., what types of force were employed, duration of the restraint and why it was necessary), and after the incident (i.e., where learner was relocated to, and any injuries sustained). You may want to include how you were feeling during the restraint.

| | | |
|---------------|------|------------------|
| Learner name: | | SLT member name: |
| Date: | Day: | SLT Signature: |

Child Self-reflection form

How were you feeling before or at the time of your physical intervention?

(Use the below space to write your feelings).



How are you feeling now?

(Use the below space to write your feelings)



NOTE: if a child would like to say how they felt, or are unable to write themselves, a member of staff can transcribe in the space above please remember to add quotation marks, a child may wish to draw their reflection and explain to an adult who will transcribe.

| | |
|-------------------------|--|
| Child signature: | |
|-------------------------|--|

| | |
|--------------|--|
| Date: | |
|--------------|--|

How was the parent informed? (Please date)

| | | |
|---------------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Face to face | <input type="checkbox"/> Telephone | <input type="checkbox"/> Letter |
|---------------------------------------|------------------------------------|---------------------------------|

| |
|--------------|
| SLT comments |
|--------------|

| | |
|----------------|-------|
| SLT signature: | Date: |
|----------------|-------|