



Behaviour Policy

Reviewed by:	Snita Verma, Principal
Date:	1 September 2026
Last reviewed on:	1 April 2026
Next review due by:	31 August 2027
Version control:	6
Approved by:	Tracey Storey, CEO

Contents

- Legislation and Statutory Requirements
- Definition
- Key Principles to Support Positive Behaviour
- Staff Support
- Expectations
- Equality, Inclusion and SEND
- Behaviour and Actions
- Training
- The Team Teach Approach
- Graduated Approach to Support Behaviour
- Suspensions and Permanent Exclusion
- Supportive Strategies
- Searching, Screening and Confiscation
- Use of Specialist Support
- Recording and Reporting
- Monitoring and Review

Appendices

- A. Behaviour and Action Log
- B. Emotional Support Plan (ESP)
- C. PI Form
- D. Self-Reflection Form

Legislation and Statutory Requirements

Our policy takes account of:

- Behaviour in Schools: Advice for Headteachers and School Staff
- Searching, Screening and Confiscation at School
- The Equality Act 2010
- Supporting Pupils with Medical Conditions at School
- Keeping Children Safe in Education (current edition)
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014
- Use of Reasonable Force in Schools (DfE, current edition)

Definition

In accordance with the Department for Education guidance *Behaviour in Schools: Advice for Headteachers and School Staff*, The Rowan School has produced this policy and guidance for learners, staff, and partner agencies to underpin the school's core beliefs and approach. This behaviour policy will be reviewed at least once per year, be available on The Rowan School website and provided to parents where required.

At The Rowan School, we are committed to creating a calm, safe and respectful environment where every learner feels valued, supported, and able to succeed. We meet the diverse needs of our learners by providing a predictable environment rooted in nurture and attachment principles, where consistent routines, clear boundaries and positive relationships promote a strong sense of safety and belonging. We recognise that behaviour is a form of communication and understand that learners' behaviours are often shaped by their experiences, including trauma, attachment needs, and other unmet needs.

Our approach focuses on helping learners develop the skills to regulate their emotions, reflect on their actions, repair relationships, and move forward positively, rather than relying on punitive responses. Through high expectations, consistency, co-regulation, and positive reinforcement, we support learners to develop socially, emotionally, and academically. This policy should be read alongside the school's Safeguarding, Anti-Bullying and SEND policies.

Our approach is grounded in trauma-informed practice, prioritising:

Protection – ensuring physical and emotional safety

Relational approaches – building consistent, trusting relationships

Regulation – supporting learners to manage emotions

Reflection – enabling learning from experiences

We provide a predictable, safe environment rooted in nurture and attachment principles. Consistency, co-regulation, and positive relationships underpin all interactions.

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 consistent and proportionate response, taking into account individual needs and circumstances

Staff follow these guidelines and support a consistent 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, learners, and visitors.
- Display school rules clearly around the building. Staff and learners should know what they are, "Kind Hands, Kind Feet and Kind Words."
- Display the rewards in each class (GTBG card system (as appropriate per child needs), tuck shop money and kindness tokens, tuck shop). (See Appendix A)
- Ensure that other senior leadership team members are a visible presence around 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.
- Meet and greet learners when they come into the classroom.
- Have a system in place to follow through (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).

Protection

- All adults prioritise emotional and physical safety
- Environments are structured to reduce anxiety and prevent escalation

Relational

- Strong, consistent relationships are central to behaviour support
- Adults act as safe, trusted, and predictable figures

Regulation

- Staff support co-regulation before expecting independence
- Early intervention is used to prevent escalation

Reflection

- Reflection takes place when learners are calm and ready
- Behaviour is explored to support learning, not assign blame

Emotional Support Plans (see Appendix B)

All learners have the right to feel safe, valued and supported to develop self-regulation and positive relationships. The Rowan School ensures each learner has an Emotional Support Plan (ESP) (see Appendix B). 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 senior leadership team to work together to promote the best possible behaviour. Learners are supported to contribute their views about their behaviour support strategies and the approaches that help them regulate and succeed. Their views are considered when developing and reviewing their Emotional Support Plan, ensuring that support strategies reflect their individual needs, preferences, and experiences. 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 but is also reviewed at least once a half term.

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.

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, Headspace, Listening Ear.
- 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 regularly 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 define the behaviours required of learners and staff to maintain a positive and productive environment. They are applied consistently and fairly, taking into account the age, needs, and circumstances of each learner. Staff make reasonable adjustments, particularly for learners with SEND, to ensure all learners can meet expectations successfully.

Learners are supported to:

- 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.
- Connection comes before correction
- Regulation must be supported before reflection

Expectations are explicitly taught, consistently modelled by staff, and reinforced through the curriculum, assemblies, and daily interactions. Reasonable adjustments are made where necessary to support learners with additional needs, ensuring expectations remain high while inclusive and achievable.

Equality, Inclusion and SEND

The school is committed to equality, inclusion, and fairness in its approach to behaviour. We recognise that some learners, including those with special educational needs and disabilities (SEND), may require reasonable adjustments to support them in meeting behaviour expectations.

Behaviour responses will be adapted where appropriate to take account of individual needs, underlying factors, and any additional support plans in place. The school will consider its duties under the Equality Act 2010 and ensure that no learner is unfairly disadvantaged through the application of this policy.

Staff will work collaboratively with the SENDCo, pastoral teams and parents or carers to ensure that behaviour support strategies are appropriate, supportive, and effective.

Behaviour and Actions

Continual Positive Reinforcement

All staff at The Rowan School use positive reinforcement to build strong, respectful relationships with learners and promote positive behaviour. While individual approaches may vary, there is a shared understanding across the school, supported by guidance (see Appendix A), to ensure consistency among teachers, senior leaders, and support staff. Recognition reinforces positive behaviour, effort, and progress, helping to build learners' confidence, motivation, and sense of belonging within the school community.

Where behaviour falls below expectations, responses remain aligned with this approach. All consequences are restorative, proportionate, and supportive, rather than punitive. They enable learners to reflect on their behaviour, understand its impact, and take responsibility for making positive changes, including repairing relationships where appropriate.

Informal rewards include:

- Positive non-verbal recognition (e.g. smiles, eye contact, gestures)
- Targeted verbal praise to individuals or groups
- Peer recognition, both spontaneous and planned
- Positive communication with parents/carers
- Additional responsibilities or roles
- Sharing and celebrating work with peers, staff, or senior leaders
- Written feedback in books or communication logs
- Displaying and celebrating high-quality work
- Working towards a chosen activity or reward
- Stickers, certificates, and class-based reward systems

Formal rewards are targeted and individualised according to age and need, and are celebrated with peers and, where appropriate, the wider school community (e.g. certificate presentations in assemblies). Staff recognition of positive behaviour is based on learners' level of development, needs, and circumstances.

The school adopts a restorative approach to behaviour. Staff use consistent praise and appropriate challenge to support learners in understanding expectations and developing positive behaviours. Where behaviour falls below expectations, responses are structured as restorative learning opportunities, enabling learners to reflect, understand impact, and take responsibility for positive change.

Consistency in approach, alongside clear definitions, and the sharing of best practice, ensures that the school's vision is understood by learners, staff, parents, and partner agencies. All learners are supported to understand the school's rules and routines, as well as the outcomes of meeting or not meeting expected standards of behaviour. Positive reinforcement is applied consistently and fairly across the school to ensure clarity, equity, and predictability for all learners.

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 appropriate and identified as an effective strategy within the learner's Emotional Support Plan.
- 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 SLT/ Parents/ Partner agencies.
- Restorative methods – repairing damage, writing letters of apology, verbal apology.
- Suspension.

Where behaviour may indicate abuse, neglect, exploitation, trauma or another safeguarding concern, staff will follow the Safeguarding and Child Protection Policy and make appropriate referrals to the Designated Safeguarding and Prevent Lead without delay.

Bullying, discriminatory behaviour, prejudice-related incidents, and harmful sexual behaviour will always be investigated promptly and managed in accordance with the school's Anti-Bullying Policy and Safeguarding procedures.

Responding to Misconduct

Where behaviour falls below expectations, staff respond promptly, consistently, and proportionately. Consequences are applied fairly and take account of the learner's age, level of understanding, individual needs and any underlying factors that may have contributed to the behaviour.

The school recognises that behaviour may be influenced by additional needs, including SEND, mental health, or safeguarding concerns. In such cases, staff will consider appropriate adaptations and seek support from relevant colleagues to ensure responses remain supportive and effective.

Serious or persistent breaches of behaviour expectations are recorded and monitored by senior leaders to identify patterns and ensure appropriate intervention.

The school recognises that changes in behaviour may be an indicator of safeguarding concerns. All staff are trained to identify and respond to such changes and will follow safeguarding procedures where appropriate. Where behaviour may be linked to a safeguarding issue, this will always take precedence over disciplinary measures.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The appropriate use of physical intervention and reasonable force, through Team Teach.
- The needs of the learners at the school.
- How SEND and mental health needs can impact behaviour.
- Trauma informed schools (TIS).
- Behaviour management will also form part of continuing professional development.

Team Teach

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.

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.

We strive to create a safe learning environment, promote positive behaviours, and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours, our staff are trained to de-escalate situations, reduce risk, and promote positive alternatives.

In exceptional circumstances, staff may need to act where the use of reasonable and proportional force using Team Teach handling techniques may be required.

Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. As a rule, we do not routinely use physical intervention with learners. However, there are exceptions to this, which are as follows:

- if we believe that the learner would themselves suffer harm without this kind of intervention; or.
- that they would or are likely to harm somebody else without this kind of intervention.

In these cases, physical intervention would be exercised under (and in line with) the Department for Education's current guidance, *Use of Reasonable Force in Schools*

All incidents of positive handling are reported, recorded, monitored, and evaluated onto CPOMS. Parents/carers will be informed following any use of restrictive physical intervention unless there is a safeguarding reason not to do so. Any injury sustained during an incident involving positive handling is also reported to the parent/guardian.

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. 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 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, on a home visit or at school at an appropriate time.

Stage 2 – meeting teacher

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 Senior Leadership Team

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 a Behaviour Agreement to monitor and support positive behaviour and/or explore other strategies.

All stages are:

- Relational and restorative
- Focused on understanding need
- Designed to support positive change

Suspensions or Permanent Exclusion

The school will use suspension and permanent exclusion only as a last resort, in response to serious breaches of the behaviour policy or where allowing a learner to remain in school would seriously harm the education or welfare of the learner or others. All suspensions and permanent exclusions will be carried out in accordance with the latest Department for Education statutory guidance.

The decision to suspend or exclude will be made by the Principal (or delegated senior leader) and will be lawful, reasonable, and proportionate, taking into account the individual

circumstances of the learner, including any special educational needs or disabilities, safeguarding factors, and the school's duties under the Equality Act 2010.

Parents or carers will be informed without delay of the decision, the reasons for it, and the length of any suspension. The school will maintain written records of all suspensions and permanent exclusions, including reasons, duration and actions taken.

Following a suspension, the school will support the learner's reintegration into school, including through a reintegration meeting where appropriate, to promote successful return and reduce the risk of further incidents.

The school is committed to ensuring that exclusion is not used disproportionately and will monitor exclusion data to ensure fairness and compliance with statutory duties.

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.

Emotional check ins

On a daily basis each class will ensure they carry out an emotional check in with learners to ascertain how they are feeling and to give learners a voice. In turn this also allows staff a more in-depth perspective to how learners are feeling and what approach to take with that learner.

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?

Searching, Screening and Confiscation

The school reserves the right to search learners and their possessions where there are reasonable grounds to suspect that a learner may be in possession of a prohibited item.

Prohibited items include, but are not limited to knives or weapons, alcohol, illegal drugs, stolen items, tobacco and vaping products, fireworks, pornographic images, and any item that has been or is likely to be used to cause harm or disruption.

Searches will be conducted in line with current Department for Education guidance and will be carried out by authorised staff in a manner that is lawful, proportionate, and respectful. Wherever possible, searches will be conducted by a member of staff of the same sex as the learner, with another member of staff present as a witness.

The school may confiscate any item which is harmful, inappropriate, or breaches school rules. Confiscated items will be dealt with in accordance with statutory guidance.

Where a learner refuses to cooperate with a search, staff will respond on a case-by-case basis, taking into account safeguarding considerations, risk, and proportionality. This may include involving senior leaders, contacting parents or carers, and applying appropriate behaviour responses. Records of searches, including the reason for the search, outcome and any follow-up actions, will be maintained in line with statutory guidance.

The school will always prioritise the safety and wellbeing of all learners when making decisions regarding searches.

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 school day. If a learner refuses to hand in their phone, then reasonable efforts will be made to support the learner to comply. In exceptional circumstances, parents may be asked to collect the device. Where a learner refuses, staff will follow a graduated response, involving senior leaders and parents where necessary.

Parental Involvement

Parents can play a vital and 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 with The Rowan School, we 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 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 uses CPOMS to record Behaviours and PI's. 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.

Monitoring and Evaluating Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from learning spaces.
- Attendance, permanent exclusions, and suspensions.
- Use of managed moves.
- Incidents of searching and confiscation.

The data will be analysed at least every term by school's senior leadership team. The data will be analysed from a variety of perspectives including:

- At school level.
- By age/ learning group.
- At the level of individual members of staff.
- By time of day/week/term.
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle them.

Monitoring and Review of this Policy

This behaviour policy will be reviewed by the Principal at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links With Other Policies:

- Staff Code of Conduct and Behaviour Policy
- Anti-Bullying Policy
- Disciplinary Policy
- Use of Restrictive Interventions Policy

Appendix 1 – Behaviour and Action Log		
Levels of Behaviour	Types of Behaviour	Rewards/Actions
Positive Behaviour	Being kind / caring to others Following instructions Requesting help Completing classwork and homework Achieving targets / learning objectives Respect for self, others, and equipment Positive engagement in lesson / activity Positive school day / school week Positive school term / school year Positive attendance record Using agreed strategies	Kindness token Postcard home Golden tickets / Golden Time Positive calls home Attendance Rewards Food reward for class Management praise - verbal or written Certificate, stickers Class prizes (e.g., board game) Extra breaktimes (choosing time) Tuck Shop
Level One Behaviour	Poor Attitude Being rude on purpose General swearing / verbal aggression Refusal to follow instructions Low level disrupting others learning Being unkind to others / name calling Refusal to work Drawing on furniture	Verbal warning Use of an agreed strategy from ESP Ask for a movement break Take 5 minutes Behaviours logged and monitored Change of face/space/activity Use of Stop and think/warning/consequence Temporary adjustment to preferred activities or rewards
Level Two Behaviour	Walking out of class Swearing at someone directly / verbal abuse / learners Minor damage to property / throwing items on the floor Repeated level one behaviour Persistent non-compliance Classroom disruption Causing an unsafe environment for others	Verbal apology Restorative intervention Teacher/Support staff to address issues with parent Intervention - time out Discussion with parents Supervision with SLT

Level Three Behaviour	Persistent Level 2 Behaviours Throwing items with intent to cause harm Theft Making threats towards other Serious damage to property Discriminatory comments (*9 protected characteristics) Bullying Intimidating and threatening behaviour Causing a severe health and safety hazard in The Rowan School environment Physically hurting someone / assault Possession of controlled substances or weapon Disruption on transport when on a visit/trip with The Rowan School staff Incitement Walking out of school / absconding Refusal to hand in / switch off phone or other personal device	Parent requested to attend meeting Implement support mechanisms Parent charged for damage / replacements Intervention - time out Police advised Short term suspension (up to 48 hours, 1-2 days) Long term suspension (over 48 hours - 3-5 days) Consideration of alternative provision or placement review, where appropriate, alongside statutory processes.
------------------------------	--	---

Appendix B



Individual Emotional Support Plan

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

Restrictive Physical Intervention Report Form				
Name(s) and DOB(s) of learners involved:				
Name of staff member(s) involved:				
Names of staff witnesses:				
Names of any other witnesses:				
Incident time, date, and location:				
Incident reported to (name and designation):				
Detail any Additional Support Needs of the learner:				
Detail relevant Pre-Existing Medical Conditions:				
Parents / Carers informed:	Date:		Time:	
notifications@melroseeducation.com Informed:	Date:		Time:	
Any other relevant parties informed detail who:	Date:		Time:	
Brief description of build up to incident including de-escalation strategies used- you can highlight strategies on the learners support plan or Risk Assessment (which needs attaching to this document):				
Description of incident including strategies and techniques used:				
Identify below any additional strategies and techniques that were implemented at this incident that are not currently detailed on learners support plan or Risk Assessment:				

Restrictive Physical Intervention Report Form							
Reason for Restrictive Physical Intervention	Danger to self						☐
	Danger to others						☐
	Significant damage to property which presents an immediate to child or others						☐
Techniques Used: Non-reportable not reportable on own. Only indicate the use of non-reportable below if it led to a higher-level technique being used.							
Team Teach Techniques	Reportable	Technique				Used	Duration
	No	Turning				☐	
	No	Guiding				☐	
	No	Secure Comfort Hold				☐	
	Yes	Turn, Gather, Guide				☐	
	Yes	Single Elbow Hold				☐	
	Yes	Single Person Double Elbow				☐	
	Yes	Two-person Figure Four				☐	
	Yes	Two-Person Double Elbow				☐	
		Half Shield				☐	
	Supplementary						
	Yes	Drop Elbow, Pump, Conductor, Clock, or crossover				☐	
	Yes	Seated Hold				☐	
	Yes	Change of Face				☐	
	Yes	Hair response				☐	
	Yes	Neck Response				☐	
Yes	Clothing Response				☐		
Small Holds		Sitting on chair with change of face				☐	
		Response to Deadweight				☐	
Injuries/First Aid							
Please detail any injuries sustained by the learner(s):							
Please detail any injuries sustained by the staff:							
Was first aid required for learners or staff? (Complete first aid record)							
Additional Information							
Please detail any damage to property (which presented an immediate danger to learner and / others):							
Post Incident Restorative meeting offered to learners(s):				Post Incident debrief offered to staff:			
Date:		By whom:		Date:		By whom:	

Learner Name	Date	Day	Supported by:
--------------	------	-----	---------------

Learner Self-reflection form

How were you feeling before or at the time of your physical intervention? (Circle the face)

(Use the below space to write your feelings).




☐
☐

How are you feeling now?




☐
☐

What could we do next time, so that we do not have to use a Physical Intervention? This must be reasonable and appropriate.

☐Sensory Toy
☐Time out
☐ Quiet time
☐ Walking Time
☐Other

NOTE: if a learner 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 learner may wish to draw their reflection and explain to an adult who will transcribe.

Learner Signature:	
Date:	