



Relationships and Behaviour Policy

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1. Introduction

At Educational Diversity we strongly believe that all children have the right to feel safe.

Supporting the relationships and behaviour of our pupils is everyone's responsibility. Everyone who encounters pupils and their families and carers has a role to play in supporting pupils. Every effort is made to build positive relationships

Our vision is simple but ambitious: **empowering every child to thrive and flourish.**

Young people come to Educational Diversity for many different reasons and at different points in their education. What they have in common is that they need something different at that moment in their educational journey. We believe that Alternative Provision should be an intervention, not a destination. Our role is to understand each young person's starting point, help them reconnect with education and enable them to make meaningful progress towards a successful next step.

Our approach can be described through four stages:

Connect → Re-Engage → Progress → Transition

Relationships are at the heart of this work. We want every child and young person to experience a strong sense of belonging and to know that the adults around them believe in their potential. Through relational practice, consistent expectations and highly personalised support, we work to rebuild confidence, engagement and readiness to learn.

We believe in nurturing the personal development of every pupil, ensuring they feel included and capable of thriving. Our dedicated staff provide a child-centered environment with abundant positive enrichment opportunities, supporting pupils in developing confidence and preparing for successful integration into society. (SIP Personal Development)

We believe that positive relationships and a safe, supportive environment are foundational to effective learning. By actively listening to pupils and ensuring they feel valued, we cultivate a sense of belonging and responsibility that encourages regular attendance. Our commitment to inclusivity, trauma-informed practices, and collaboration fosters respectful and constructive interactions, helping pupils build resilience, work together successfully, and thrive in their academic and personal journey. (SIP Relationships and Behaviour)

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Searching, screening and confiscation at school
- The Equality Act 2010: advice for schools
- Use of reasonable force in schools
- Supporting pupils with medical conditions in schools
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Cyberbullying: Understand, Prevent and Respond
- Teachers' Standards

It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupil's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Aims

In this policy we aim to

- Provide a consistent approach to understanding and responding to behaviour, using nurturing and trauma-informed approaches
- Outline the expectations and values of Educational Diversity, which apply to the whole school community
- Summarise the roles and responsibilities of different people in the school community with regards to promoting positive relationships and behaviour
- Detail how Educational Diversity staff work with pupils to promote positive relationships and behaviour
- Outline approaches to managing high risk behaviours

We aim to ensure that:

- Appropriate action is taken in a timely manner to support the pupil and promote their welfare and the welfare of others
- All staff are aware of their roles and responsibilities with respect to relationships and behaviour
- Staff are appropriately trained in nurture and trauma-informed practices

- Staff are appropriately trained in recognising and supporting pupils struggling with relationships and behaviour.

4. Our Ethos, Expectations and Values

Trauma and Nurture

"Understanding the SEMH needs of pupils is absolutely essential in developing a whole school approach to improving mental health and behaviour in schools" (from Mental Health and Behaviour in Schools).

Working Together

We work with other agencies to support pupils and their families. Underpinning our work is the Blackpool Families Rock Approach and The Six Principles of Nurture. We also refer pupils and their families to relevant services such as Counselling/CAMHS etc.



The 6 Principles of Nurture (NurtureUK) underpin our ethos. We use these approaches to understand and support pupils who are experiencing or have experienced trauma in their lives.

- ✓ Children's learning is understood developmentally.
- ✓ The classroom offers a safe base.
- ✓ The importance of nurture for the development of well-being.
- ✓ Language is a vital means of communication.
- ✓ All behaviour is communication.
- ✓ The importance of transition in children's lives.

As a staff team, we explored what we wanted our pupils to be. These were some of the keywords and phrases identified



5. Our Approach

- We accept that our pupils may have previously experienced significant challenges in the context of behaviour and education, for which we understand there may be many reasons.
- We work to support pupils to overcome any barriers they may have, so they can build upon their resilience and achieve their full potential academically, socially and emotionally and to support and prepare pupils for their next steps in education or work.
- We teach pupils how to understand their behaviours and conduct themselves appropriately to their situation. All pupils and families are provided with relevant information and support.
- We believe all of our pupils have the right to access education within a caring, orderly and safe environment. Our pupils should feel cared for, have a sense of belonging, and be included and supported to learn.
- We promote and expect standards of behaviour from our staff, pupils and visitors which are socially acceptable. Building on a foundation of compassion and mutual respect, our staff model and support everyone to be responsible for the choices they make, encouraging self-reflection and learning from all experiences and situations.
- We create an enjoyable and safe learning environment where every pupil feels valued and wanted.
- We provide an adaptive and nurturing space that ensures each child feels included and cherished, allowing them to flourish.
- We prioritise inclusivity, trauma-informed practices and unconditional positive regard, offering a welcoming school with abundant positive enrichment opportunities so we offer a place that pupils, parents and staff can be proud of, cultivating a creative curriculum that prepares pupils for future success.
- We focus on building resilience and encouraging collaborative work to achieve positive outcomes, supporting each child in integrating successfully into society. Our goal is to ensure that every pupil feels included and capable of reaching their full potential.
- We have friendly and professional staff who are dedicated to making our school a happy place, with a child-centered environment tailored to the unique needs of young people. We provide a fresh start for pupils, helping them transition back into mainstream education with confidence.

We aim to support pupils to develop their own self-regulation and self-discipline to support them to make positive changes in their lives and support their next steps either in education, training or employment

We believe that building positive relationships is key to this, along with having unconditional positive regard and seeing each day as a new day.

At all times, we consider what is in the best interests of the pupil.

Appropriate behaviour is recognised rather than just being rewarded. Our policy sets out our rules, routines and visible consistencies that all children and staff follow.

Promoting Positive Relationships

We recognise that relationships are key. We identified keywords that support the development of positive relationships.



Relationships are vital for everyone in school. Through relationships, children and young people learn to feel safe, belong, and to understand themselves and others. Relationships and a sense of belonging are key to good mental health for everyone, but they are especially important for people who have experienced multiple losses and trauma.

Children who have experienced trauma, have insecure attachments or who have had adverse childhood experiences may present with complex behaviours. This behaviour is often an expression of an emotional or unmet need and in order to support them staff make every effort to read and understand their behaviour.

For many children and young people, their needs will be best met through our relationships with them. Positive behaviour can be promoted; negative behaviour can be prevented and diverted and conflicts can be resolved. We base our approach on the following model:

Developing Relationships – This involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.

Responding and Calming – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crises.

Recognising and acknowledging – We use positive noticing and recognising when pupils do the right thing. We acknowledge positive behaviours by using positive phone calls home

and items from our positive noticing packs. We pride ourselves in noticing and celebrating what pupils can do and achieve, emphasising positives over negatives wherever possible.

Repairing and Restoring – using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and supporting change.

In addition to this, all staff recognise the importance of getting the basics right when promoting positive behaviour. Consistently applying these simple strategies is an essential part of each day and fundamental in forming positive relationships, trust and in turn respect and positive behaviour from pupils.

Our Approach

We work collaboratively with pupils, parents/carers and agencies to gain as full an understanding as possible of each individual pupil, so we can support them effectively. This may include aspects of SEND, past experiences, family background, health, activities out of school, etc.

Staff understand that all behaviour is a form of communication and that many factors can influence it. Our philosophy places relationships, respect and responsibility at the heart of our practice with staff using solution-focused approaches to help pupils learn from their experiences. We show compassion towards all pupils, seeking to identify reasons behind behaviour early so that preventative measures can be taken to care for and support them, reducing the likelihood of situations escalating. Promoting good behaviour and understanding the challenges around it is the responsibility of every single member of our school community.

Zones of Regulation

At Educational Diversity we use The Zones of Regulation to support our pupils to gain the skills to understand their emotions, regulate their actions, which in turn leads to increased control and problem-solving abilities.

There are four different coloured 'zones' which help pupils to categorise the feelings they experience and allow them to improve their ability to recognise and communicate these feelings in a safe, non-judgmental way. It will also allow the pupils to learn strategies and tools to help them move between zones, resulting in a regulated, calm state or the 'Green Zone'.

The **Blue Zone** is used to describe low states of alertness, such as when a person feels sad, tired, sick or bored. This is when their body and/or brain is moving slowly or feeling sluggish.

The **Green Zone** is used to describe a regulated state of alertness. A person may be described as calm, happy, focused or content when in the Green Zone. This is the zone pupils should aim to be in at school and for being social and to show control.

The **Yellow Zone** is used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states in the Yellow Zone

The **Red Zone** is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

Staff use the language of 'Zones' to ensure all pupils have the opportunity to develop the skill of self-regulation and will work with pupils and their families in supporting them to make use of their 'toolbox' and move towards the green zone.

6. Roles and Responsibilities

Our Local Governing Board (LGB)

- Reviews this policy in conjunction with the Headteacher and ensures it reflects Synergy Education Trust's 'Statement of Behaviour Principles'
- Monitors the policy's effectiveness
- Holds the Headteacher to account for its implementation.
- Follow our expectations and values

Our Headteacher

- Provides leadership to the rest of the staff team
- Monitors and reviews this policy in conjunction with the Local Governing Board, giving due consideration to the Trust's 'Statement of Behaviour Principles'.
- Approve this policy in conjunction with the Local Governing Board
- Ensures that the work on relationships and behaviour is consistent with our School Improvement Plan
- Hosts meetings with parents/carers and pupils to discuss any issues and offer support.
- Links with other schools and provisions.
- Follow our expectations and values

Our DHT /SLT Relationships and Behaviour Subgroup

- Provides leadership to the rest of the staff team
- Monitors and reviews this policy in conjunction with the Local Governing Board, giving due consideration to the Trust's 'Statement of Behaviour Principles'
- Engage in relevant initiatives and training to support their work to shape the continued development of practices across Educational Diversity.
- Ensure staff have access to relevant training and support to enable positive relationships and behaviour across Educational Diversity.

- Works together to ensure consistency across our sites, whilst recognising the individual needs of pupils.
- Promote our 3 Rules (Be Ready, Be Safe and Be Respectful)
- Ensures that the school environments encourage positive relationships and behaviour – communication friendly environments.
- Ensures staff respond appropriately and effectively to pupils.
- Ensure Positive Noticing is taking place, by modelling and encouraging other staff.
- Ensure rewards are consistently applied and Follow ups/Next Steps are consistent.
- Liaise with Pastoral Team to monitor incidents of high-risk behaviour reports (RFI), If appropriate, lead reflection /lessons learnt sessions as appropriate and ensure next steps are considered/taken.
- Meet with parents/carers and pupils to discuss issues and offer support.
- Support colleagues by being a visible presence across our sites.
- Links with other schools and provisions.
- Follow our expectations and values.

Our Pastoral Leads/Pastoral Team

- Contribute to policy development
- Support the implementation of whole service plans, initiatives and strategies to improve relationships and behaviour.
- Promote our 3 Rules (Be Ready, Be Safe and Be Respectful)
- Lead on the organisation of the supervision of pupils throughout the day including supervision in the classroom, in social areas and at the beginning and end of the day.
- Provide advice, motivation and support regarding relationships, behaviour and welfare issues that support pupils with their emotional, behavioural and social, and/or medical needs.
- Build positive relationships with all young people within Educational Diversity and have positive regard for them.
- Establish and maintain relationships with families and carers and other professionals, ensuring young people have support with an appropriate multi-agency approach.
- Lead in supporting pupil behaviour and reporting pupil behaviour issues in line with our Relationship and Behaviour Policy. Record behaviour incidents on Arbor/CPOMS as appropriate.
- Take the lead in high-risk behaviour incidents, directing other staff and allocating roles to support the incident.
- Ensure an RFI form is completed by relevant staff, following any positive handling incidents (Safety Intervention)
- Liaise with Senior Leads to monitor incidents of high-risk behaviour reports (RFI), If appropriate, lead reflection /lessons learnt sessions as appropriate and ensure next steps are considered/taken.
- Support pupils with managing/understanding their behaviour, through coaching and interventions

- Liaise with parents/carers and pupils to discuss issues and offer support and advice.
- Support the reintegration of pupils back to school to help prevent future exclusions and work to ensure a smooth transition of pupils between educational provisions
- Ensures that the school environment encourages positive relationships and behaviour.
- Follow our expectations and values

All Staff

Staff at Educational Diversity are committed to and will:

- Follow our expectations and values
- Be responsible for consistently modelling positive behaviour and relationships in line with our Relationships and Behaviour Policy
- Promote and teach about our 3 Rules (Be Ready, Be Safe and Be Respectful)
- Show consistent and calm adult behaviours and form positive relationships with pupils and parents/carers. Actively promote the importance and value of relationships and behaviour with pupils and their parents/carers.
- Model positive relationships and behaviour by:
 - Being positive – smile and welcome all pupils, staff and visitors into centres
 - Modelling respect and manners
 - Modelling emotional control/regulation
 - Highlighting the positives
 - Allowing thinking time when offering choices
 - Welcoming fresh starts
- Ensure they contribute to the whole-school approach, that reinforces relationships and 'behaviour, using 'the scripts' as appropriate.
- Ensure they plan teaching and learning experiences/environments that promote caring and nurturing relationships that encourage all pupils and support them to regulate/co-regulate.
- Implement systems to report, record, and monitor the behaviour (recognitions/rewards, follow ups and next steps) of all pupils, including those who are educated off-site.
- Ensure that, where possible, early identification and intervention are planned for and delivered
- Provide a personalised approach to the specific needs of pupils
- If required, take the lead in high-risk behaviour incidents, directing other staff and allocating roles to support the incident.
- Record behaviour incidents on Arbor/CPOMS as appropriate
- Liaise with the Pastoral Leads and contribute to the completion of a RFI form, following any Safety Intervention

- Reflect on their own practice, learning from all experiences and contribute as appropriate to any reflection meetings/lessons learnt sessions and act upon any actions/next steps identified.
- Use of scripts when speaking with our young people to promote consistent expectations.
- Use of daily meet and greet, soft landings, and ready rooms to ensure pupils are in the correct mindset to learn

Parents/Carers

We request that parents/carers:

- Establish good communication with staff and support our 'Relationships and Behaviour Policy.
- Inform staff about anything that may be affecting their child's work and/or well-being at school
- Encourage independence, self-regulation and self-discipline in their child
- Encourage respect and good behaviour
- Work with Educational Diversity staff to address and review any educational, behavioural, emotional and/or social needs with their child
- Attend any meetings as requested.
- Follow our expectations and values

Our Pupils

Pupils are expected and will be supported to

- Follow our rules – Be Respectful, Be Safe, Be Ready

Be Respectful	Be Safe	Be Ready
Including....		
Be positive and kind Have good manners Listen to others Resolve issues Be responsible for your choices and actions Follow expectations	For yourself With others In your environment Make safe choices Follow instructions	Attend on time Be ready to learn Be ready to try new things

- Follow our expectations and values
- Develop an awareness of their own resilience and work to progress and improve themselves, through self-learning and through support from others

- Ask for support if they feel they need it
- Engage in conversations, discussions and activities to support them
- Make positive choices about their actions, have the confidence to seek support and advice, when needed, to help them improve their behaviour
- Cooperate with other pupils and adults in all aspects of school life
- Be understanding of others and be aware of their own needs and the needs of others.

7. Our Approach to Supporting Pupils

Please see Our Behaviour Norm (Appendix 4) and Recognition/Praise (See Appendix 6)

We always recognise and praise pupils when they are doing the right thing.

Recognition /Positive comments to pupil in class	Positive noticing Pack/Phone calls home /text messages	Positive comments on daily recording on CPOMS/Arbor
Recognition/Positive comments by Pastoral Leads/Pastoral Team	Phone calls home/text messages by Pastoral Lead/Pastoral Team	Recognition/Positive comments in assembly
Recognition/Positive comments by Senior Staff	Phone calls home/text messages by Senior Staff	Rewards & Certificates

Support for Low Level Behaviours (De-escalation)

Sometimes there is a need to use a variety of other strategies to promote positive behaviour. These are used to address low-level behaviours, aiming to redirect and diffuse any potential difficulties. Examples of these De-escalation strategies may include

Non-verbal gestures (e.g. use of eye contact, thumbs up, etc.	Light-hearted humour	Distraction (change of subject, humour)
Tactical positioning (e.g. placement of staff between pupils when supporting)	Have a 'chat' out of class - away from an audience, aiming for a quick turnaround and return to learning in class	Reference to personal targets/goals acknowledge achievements
Quiet chat - find out if everything is ok	Quiet reminder of the expectations/instruction	Reminder of past successes
Change of face	Set limits (when... then... / if... then...)	Allow 'thinking time'
Seating plan	Use Scripts (Appendix 5)	Movement breaks

Follow Ups/Next Steps/Teachable Moments

Pupils are given rule reminders and verbal warnings, helping them to make an informed choice about their actions. However, sometimes our pupils can display behaviour which is not in line with our expectations and values.

To encourage, develop and maintain relationships with pupils, we encourage all staff to 'pick up their own tab' and use 'teachable moments' to help children develop skills and strategies to regulate their own emotions and take responsibility for their actions. This requires positivity and encouragement from all staff when responding to behaviours causing concern and involves a common thread of offering choices and explaining the consequences of their behaviour to help the pupil make decisions. Using a restorative approach, reparation of relationships is encouraged, and pupils are supported to understand and learn from an incident. When a follow up is required, it must be fair and proportionate to the behaviour and consistently applied by staff.

All approaches are graduated, starting with the lowest appropriate strategy. Any follow-up taken must take into account any safeguarding needs, and ensure the care, welfare, safety and security of all is the highest priority.

Step 1: Reminder – we have three rules– Be Ready, Be Respectful, Be Safe

Step 2: Caution – clear verbal caution – think carefully about your next step

Step 3: Last Chance – speak to them privately, scripted intervention

Step 4: Time out – few minutes to breathe or calm down

Step 5: Repair – think it over together.

Follow ups/teachable moments will be conducted by all staff as appropriate. Some follow ups will be led by the class team, with support from Pastoral Team or Senior Leadership if requested/required. Some follow ups may require the involvement of the Deputy Head or the Headteacher, who may feel it is appropriate to issue more formal consequences. (see Appendix 7)

Behaviours when off-site

Follow Ups will take place for any inappropriate behaviour off-site, including:

- Outside any Educational Diversity building or in close proximity to it
- When travelling to and from Educational Diversity
- During activities arranged by school e.g. educational visits, external educational providers etc.

- Harassment of a pupil or staff member via the internet or mobile devices, out of school hours

For further information on a graduated approach to using follow ups, see *Appendix 7*

8. Health and Safety – Responding to High Risk Behaviours

Due to the complexity of the needs of some of our pupils, there are times when some pupils display high risk behaviour. Individual Risk Behaviour Plans are completed by staff, detailing known risk behaviours, triggers and planned responses to the high-risk behaviour. All plans include strategies and approaches to try to diffuse and de-escalate situations.

All staff receive specialist training in CPI Safety Interventions (SI). This training is renewed every 12 to 18 months. Strategies to attempt to diffuse and calm a situation will always be employed first.

It is important to try and use techniques as detailed above to try to de-escalate any situation. It is also important to recognise the impact high risk behaviours may have on pupils and staff involved or who have witnessed the incident; and opportunities to reflect/debrief should always be offered as well as check-ins following incidents. Debriefs/Reflections/Lessons learnt meetings should be held as appropriate following any high-risk incident.

9. Reasonable force/Positive Handling

In some circumstances behaviours escalate rather than de-escalate, leading to emergency situations. At these times staff may have no other option but to use reasonable force, as a last resort, to maintain safety and fulfil their duty of care to pupils, staff and/or visitors. Reasonable force may be used by any member of staff to prevent a pupil from

- Hurting themselves
- Hurting others / you
- Damage to property

All staff trained in Safety Interventions understand the responsibility of using physical interventions/positive handling. Any decision to use it will always depend upon individual circumstances and will only be used when there is no safer alternative to managing high risk behaviour.

If physical intervention is necessary, the following rules apply:

- Communication between colleagues; seeking support from an additional member of staff, wherever possible.
- Pupil(s) will be warned verbally that Safety Intervention will be used if the risk behaviour doesn't stop.

- Safety interventions will be used as an act of care, welfare, safety and security – not as a punishment.
- Only the minimum force will be applied, for the minimum amount of time.
- Any use of force will be reasonable and proportionate to the presenting risk and must be justifiable.
- Opportunities to release holds will be sought.
- Any acts of restraint will be carried out respectfully, with dignity and in a firm and calm manner, without any aggression (either physically or verbally) towards a pupil.

Application of force may involve:

- Physical positioning between pupils
- Blocking a pupil's path
- Guiding a pupil away from a situation
- Techniques to separate and / or break free (if a pupil has hold of a member of staff or another pupil)
- Holding / restraining a pupil
- Use of a safe space, away from others

Following any use of reasonable force:

- Supportive safety and wellbeing checks will be carried out regarding pupil(s) and staff (including first aid, drink of water, etc.).
- The pupil will be taken to a safe place within the centre and given an opportunity to discuss the incident.
- Where possible, and at an appropriate time, staff will facilitate a restorative meeting with the pupil (and parent/carers if required) aiming to rebuild relationships, understand the reasons for the escalated behaviour and plan to avoid repetition in the future. This may be at a later time.
- Some incidents will require a consequence which will be agreed upon by the designated senior staff.
- Immediate measures will be taken to maintain safety within the building (such as isolating areas with the damaged property until time allows them to be fixed)
- At the earliest opportunity, the incident will be reported to parents/carers, the Headteacher and any designated staff assigned by the Headteacher.
- Details of the incident and outcomes (including a body map if required) will be recorded on a Physical Incident Sheet (RFI)) which is uploaded onto CPOMS. The incident is also recorded on Arbor. Parents/carers are informed and this is also logged on Arbor.
- All staff involved in the incident will participate in a debrief with a designated senior member of staff and complete a written account of the incident using the Physical Incident Form (RFI) (*Appendix 9*).
- Members of SLT will monitor any use of reasonable force and will deliver regular reports to the Local Governing Board.

10. When Pupils Require Time Away From The Classroom

Pupils are encouraged/supported to ask for and take time away from the class if they need it to regulate or have a brain break, they are encouraged to use spaces to help them 'Be Ready'

We are constantly modelling co-regulation and strategies to support pupils to manage their own behaviour and as such, they may identify they need time away from the classroom to support them to regulate their behaviour. Spaces such as outdoor areas, Ready spaces/room, Chillville, Sensory spaces or Time away from class spaces are available for pupils to use for this purpose.

At times, pupils may need advising/directing to take time away from the classroom, such as an outdoor area, Ready room, Chillville or sensory room as a safe space, until they are sufficiently regulated to return to class. This needs to be at the most appropriate time, with the most appropriate adult to ensure the pupil is supported to regulate/co-regulate

If the situation escalates staff will follow strategies from Safety Inventions (SI) to support this.

If staff are asked to support in these situations it is important that information regarding the child, what has happened and purpose/expectations of time away from class is shared with them. Where possible it should be staff that are known to the child who supports them.

In these situations, it is important that a member of staff takes the lead in managing the situation

This lead needs to consider

- Directing other staff to ensure all pupils are supervised and kept safe
- Managing the number of adults involved in a situation
- Ensuring the most appropriate adults are supporting a pupil – known staff /SI trained staff etc.
- Calling for support as appropriate
- Sharing key information with staff as appropriate

The use of these spaces away from the classroom is considered once all other options have been exhausted and will only be used if it is deemed reasonable and proportionate to the presenting risks and for a minimal amount of time.

Time will be used as constructively as possible and if it is safe to do so a member of staff will remain in the room with the pupil to support them, to co-regulate, support them to calm and begin to rebuild positive communication.

In emergency situations, it may not be safe for a member of staff to remain in the same space as a pupil, but they will monitor from close by and request further support. Support from other services such as the Police may be considered at such times.

For pupils who are insistent on leaving the building, phone calls home are made and their individual risk management plan is followed.

Health and safety considerations will always be made, ensuring the pupil has access to water and the toilet, as required.

Restorative Work/Catching up on work missed

Whenever possible, staff will avoid the need for pupils to miss breaks and lunchtimes, as we value the importance of having a break from lessons during the school day.

However, there are times when staff may feel using a break or lunch time is the ideal time to 'pick up their own tab' with a pupil, and use this time to hold a restorative conversation or as a time for the pupil to complete work missed (if they have avoided completing it in a lesson)

In some circumstances (and that has been agreed with the Centre Lead) a pupil may be asked to stay after the end of the school day, again this time will be used for restorative conversations, to explain our expectations and values, or to support pupils to complete missed work.

Although it is not a legal requirement for parental consent to be obtained for a pupil to stay after school. As a courtesy we do inform parents/carers. Staff will always ensure that the safety of pupils is a paramount consideration.

If contact with parents has not been possible, a pupil will only be kept behind for a maximum of 15 minutes after the end of the school day, as discussed at induction.

Suspensions

There are sometimes, following a serious incident or an accumulation of incidents that may require a further response

Suspensions are avoided where possible, but when there is a need, the decision lies with the Headteacher or the designated named person in their absence.

Suspensions may be issued by the Headteacher when the pupils respond with extreme behaviours that cannot be satisfactorily resolved with the proactive measures listed above.

(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement)

Physical assault against a pupil
Physical assault against an adult
Verbal abuse/threatening behaviour against a pupil
Verbal abuse/threatening behaviour against an adult
Bullying
Racist abuse
Sexual misconduct
Drug and alcohol related
Damage
Theft
Persistent or general disruptive behaviour
Use or threat of use of an offensive weapon or prohibited item
Abuse against sexual orientation and gender identity
Abuse relating to disability
Inappropriate use of social media or online technology
Willful and repeated transgression of protective measures in place to protect public health

On occasion, it may be decided that, to ensure the safeguarding and welfare needs of the pupils are met whilst also addressing any significant behavioural needs, an 'internal suspension' is more appropriate.

This will be recorded on Arbor, including reasons for the Internal suspension. These can only be approved by the Headteacher or designated staff in centres

11. Searching, Screening and Confiscation of Pupils' Property

Sometimes part of an Individual Risk Assessment Plan might include the need to search, screen or confiscate an item from a pupil, due to a high risk in relation to unsafe, prohibited items.

Any prohibited item (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils:

- knives, weapons or small blades/sharps
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes
- fireworks
- pornographic images
- any article that staff reasonably suspect has been or is likely to be used to:

- commit an offence
- cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils are conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any searches will be carried out with dignity and respect.

12. Pupil Support

Educational Diversity recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being at a disadvantage. Consequently, our approach when responding to inappropriate behaviour may be differentiated to cater to the needs of the pupils.

Staff evaluate and better understand any underlying needs behind any presenting behaviours. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify or support specific needs. When acute needs are identified in pupils, we will liaise with external agencies and plan support programmes for them, working with parents/carers to create the plan and review it regularly.

13. Training

Staff are provided with regular training to support knowledge and understanding so that staff feel readily equipped to identify pupils' needs as a proactive measure along with a toolkit of strategies to support them.

- ❖ Trauma Informed Practices
- ❖ Nurture/Thrive
- ❖ Zones of Regulation
- ❖ SEND- Four Areas of Need
- ❖ When the Adults Change/Relational Practices
- ❖ CPI Safety Intervention training

Physical search of pupils – Our pastoral team are trained to search pupils but authorisation to search must be sought from the Headteacher, Deputy Headteacher or Lead Teacher.

All staff are trained in CPI Safety Interventions (SI), which is renewed every 12-18 months. The training is delivered by Educational Diversity staff who have been accredited through the Crisis Prevention Institute (CPI) as Certified Instructors of SI.

14. Monitoring Arrangements

Our Relationships and Behaviour Policy will be reviewed by the Headteacher and Local Governing Board every year. At each review, the policy will be approved by our Headteacher.

The written 'Statement of Behaviour Principles' will be reviewed and approved by the Trust Board every year.

15. Links to Other Policies

This Relationship and Behaviour Policy links to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy

APPENDIX 1





APPENDIX 3: Educational Diversity Behaviour Checklist - getting the simple things right
(developed with staff voice during INSET 3/1/23 and updated Summer 2026)

Learning Environment (whole centre, including classrooms, corridors, communal areas, etc.)	Comments
• Ensure the environment is safe, tidy and clean, for example doors that should be locked are locked, clear corridors etc. • Maintain a purposeful learning environment that enables pupils to be engaged and to do their best • Ensure appropriate resources to support learning are available • Ensure behaviour norms are followed (see policy appendix 4) • Ensure transitions throughout the building are carefully managed, ensuring times are kept to, to avoid congestion • Staff to be punctual and follow duty rota • Display 'Be Ready, Be Safe and Be Respectful' throughout the centre and make reference to them throughout daily routines and teaching. • Promote Nurture Principles throughout our work/centres ✓ Children's learning is understood developmentally. ✓ The classroom offers a safe base. ✓ The importance of nurture for the development of well-being. ✓ Language is a vital means of communication. ✓ All behaviour is communication. ✓ The importance of transition in children's lives. • Have displays that celebrate pupils' successes, good attendance, rewards etc.	
Knowledge & Communication	
• Attend Briefings and Debriefings so you are up to date with what is going on each day regarding arrangements such as duties/cover	

etc. and pupil-specific needs. • Know the names and roles of staff in the centre / classroom and where to get support • Ensure routines and expectations are clearly and regularly shared with pupils reminded/refreshed about these (Behaviour Norms Appendix 4) • Use Expectations – Be Ready, Be Safe and Be Respectful as a teaching tool to ensure pupils know what is expected from them – What does this look like in your class/centre • Consistently give pupils reminders before applying a consequence, enabling them to make an informed choice about their actions • Support colleagues to promote expectations and address concerns throughout the service • Find out and understand pupils' SEND • Find out and understand pupils Boxall Profile and next steps • Have a plan in place for supporting and responding to <u>all</u> pupils (ensure ILPs and Boxall Profiles are up to date and used within the learning environment) • Give feedback to parents/carers about their child(ren) – Phone calls home keeping them informed about their child's attendance, behaviour and learning; highlighting progress. • Involve parents/carers constructively (structured conversations), working together to find the best solutions for supporting their child	
Relationships	
• Meet and greet all pupils on arrival (to centre, to lessons) and throughout the day • Know pupils' names, show an interest • Smile/be friendly/be positive encourage pupils to attend, engage in sessions/activities • Check wellbeing of pupils – ensure their basic needs have been met (e.g. food, drink)	

• Recognise and celebrate pupils' uniqueness and individuality • Prepare pupils for the day, what is happening next • Encourage them to conduct themselves appropriately, follow rules etc. • Model respect and good manners • Speak positively to and about pupils • Be welcoming to everyone (pupils, parents, visitors) – smile, be positive • Model emotional control – remain calm, whatever you are faced with • Model and use a restorative approach to resolve conflict (between pupils/pupils and staff, with parents/carers) • Always support a fresh start following incidents	
Teaching	
• Be on time, organised and prepared for pupils' arrival ◦ ensure all resources are prepared in advance ◦ objectives are clearly displayed (these made be adapted for pupils) • Provide high-quality learning experiences for all by delivering interesting, relevant and challenging curriculum • Differentiate – be ready to adapt, check understanding and support • Plan the use of the SSA – to support learning and behaviour • Use a visual timetable and display in form rooms • Display work, celebrating and valuing achievements • Have a seating plan • Value all contributions, reinforce that it's OK to make mistakes • Give positive feedback as well as next steps when marking (see Marking Policy) • Have clear routines for transitions and for	

stopping the class (teach the routines) ● Maintain high expectations of behaviour and learning. Use low-level strategies to promote positive behaviour (see Behaviour Policy) ● Be confident to use follow up approaches, such as: ○ Warn regarding points earned ○ Restorative conversations ○ Picking up own tab	
Some questions to ask yourself...	
● Is there another way I can reach this pupil? What else can I do? ● Do all staff know how to respond to the specific needs of individuals? ● Am I always fair? consistent?	

APPENDIX 4: Behaviour Norms

Our Expectations

Be Ready, Be Safe, Be Respectful

To support our Pupils, Adults at Educational Diversity Need to

- Teach behaviour
- Understand that behaviour is social
- Teach routines
- Ensure consistency
- Communicate with pupils and parents regarding behaviour

Our Stepped Approach to Supporting Pupils

Step	What needs doing
1	Reminder – we have three rules- Be Ready, Be Respectful, Be Safe
2	Caution – clear verbal caution – think carefully about your next step
3	Last Chance – speak to them privately, scripted intervention
4	Time out/Walk and Talk – few minutes to breathe or calm down with a member of staff
5	Repair – think it over together (possible reflection sheet).

Our School Norms

We refer to 'Be Ready, Be Safe, Be Respectful' when Supporting Pupils at Educational Diversity

School Norm	Agreed Behaviours/Common Language (staff) Promote our <i>"Be Ready, Be Respectful, Be Safe" ethos</i>	Agreed Behaviours/Common Language (pupil) Understand/follow our <i>"Be Ready, Be Respectful, Be Safe" ethos</i>
Start of Day	• Meet and greet • Welcoming smiles and "good morning" • Positive body language • Positive touch where appropriate • To ensure pupils are aware of what their school day entails (any changes to the norm) • Identify any pupils who may need more time before going into class, so their needs are met and they are ready to learn	• Smile • Positive interaction - "good morning" • Communicate any needs/support needed • Be ready to learn
Lessons	• To be ready for the lesson prior to pupils arriving/ensuring pupils have everything they require • To have a seating plan and ensure that it is followed • Teachers to ensure the SSA is aware of the lesson content and ways in which they can support • To understand pupils' needs • For strategies on the pupil ILP to be understood and	• To sit in allocated seat • To be ready to learn - listening to adults/looking at board etc. • To engage in lesson • To speak to others in an appropriate manner • To use provided resources safely and respectfully • To use equipment appropriately

	followed • Catch pupils doing the right thing and praise • To support & challenge inappropriate behaviours appropriately following stepped approach	• To tidy up respectfully • To use strategies provided to them appropriately • To share any problems, they may encounter/ask for support
Break	• Adult- informs pupils that transition to break is coming up • Ensure arrangements in place for picking up own tab etc. • Decide if wet break/implement wet break arrangements • Pupils informed it is now breaktime and adults escort pupils to - Athena corridor/outside space - Pegasus main hall (break), outside (football) • Make/ensure toast so it is available for pupils • To ensure that you are on duty on time • To engage with pupils - conversations/activities/games as appropriate • Supervise safety of pupils • Near end of break time - reminder that break is due to finish • Athena- teachers / SSA's take class to classroom • KS1-3 Pegasus – return to class ready for next lesson • KS4 Pegasus – all pupils brought back into the hall and sat on specific tables in groups. Table by table pupils	• Engage with staff • Engage with other pupils • key/specific rules – - Athena – stay in corridor/sports hall/outside with staff, only go outside if adults outside - Pegasus – stay in class/ hall/outside with staff, only go outside if adults outside • Ready to learn after break

	exit to class with teacher / SSA's Remind pupils of expectations - Be Ready (to learn)	
Lunch	• To ensure that you are on duty on time in the correct location • To sit with the pupils and interact in a positive manner • Supervising lunch routine • Supervise social time in classrooms/corridor	Athena - escorted to canteen and line up to collect a lunch, sit on tables to eat, clear tables and put plates in dishwasher Pegasus - escorted to hall group by group and line up to collect a lunch, sit on tables to eat (or return to classrooms), clear tables and put plates on trolleys neatly • To queue and collect their lunch in an appropriate manner • To eat and drink sensibly • To positively interact with their peers and staff • To safely tidy up after themselves • To be ready to leave at the end of lunch
Corridor / transitions	• SSA to be prepared with timetable so they know where group are going • Reminders about Be Ready, Safe, Respectful • Encourage pupils to move quietly around buildings, give clear directions to wait/keep away from door areas etc. • Teaching staff ready to greet group • To support & challenge inappropriate behaviours appropriately	• To walk safely and talk quietly • To make way for the group exiting the classroom • To wait until the teacher welcome them into the classroom before entering

End of Day	• Consider – Have I made the pupil feel valued and important today? • Praise – remind them of things that they have done well • Reminder to be on time and ready for the following day/that we are looking forward to seeing them • Ensure pupils safely leave the building/site safely and respectfully • Make any positive phone calls home • Input any Arbor behaviour additions	• Positive interaction – “goodbye” • Leave the site safely and respectfully
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<u>Adult Behaviours</u> <i>Our behaviour impacts on the behaviour of others</i>	Habits of adults who manage behaviour well: ★ They meet and greet- every morning, calling each pupil by name and asking after them (soft landing/parachute out) ★ They persistently catch pupils doing the right thing ★ They teach, focus and praise the behaviours they want to see ★ They teach pupils how they would like to be treated ★ They reinforce conduct/ attitudes that are appropriate to context ★ They agree rules/ routines/ expectations with their class/ classes they teach and consistently use follow ups to sport the pupil ★ They sustain a passion for their subject that breaks through the limiting self-belief of some learners
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	★ They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises not kept. They refuse to give up. ★ They keep their emotion for when it is most appreciated by the pupils.
Nonverbal skills/ attitudes	★ Showing humility ★ Changing anger to shades of disappointment ★ Being cold rather than confrontational ★ Give clear cues when switching from the formal to the informal ★ Work to create a certainty that poor behaviour will be addressed and followed up ★ Showing empathy balanced with a determination to help the pupil succeed ★ Earning respect, not expecting it ★ Never laying your relationship on the line over a behaviour issue ★ Keeping your promises ★ At times ignoring defensive behaviours in the moment but not forgetting ★ Commitment to building an appropriate relationship ★ Refusing to listen to the doubters and moaners; refusing to give up on any learner ★ Walk away to let you both calm down and speak to them later
Assertive Structures	★ Give choice; ensuring the choices are closed ★ Use the assumed close: 'When you meet me at lunchtime, make sure you bring.....' rather than 'I want to see you at lunchtime.'

	★ Preface requests with 'Thank you' so that the listener hears the acknowledgement before the instruction: 'Thank you for picking the paper up.' ★ Show absolute belief, even in the face of overwhelming odds! 'I can feel that this is going to be an excellent lesson.' 'I have been looking forward to this lesson all week.' ★ Encourage the pupil's responsibility to react appropriately, 'We need to have a (grown-up) conversation to try and sort this out.' What really matters are the real conversations with angry pupils at the point of crisis. ★ At this point all your skills of emotional resilience, use of a calm assertive tone and appropriate body language will come into play. ★ Your relationship with the pupil lies at the heart of these conversations and the way you handle them will be the difference between calm and chaos, confrontation and compliance, and inclusion or exclusion. ★ Stay calm, plan what you are going to say and say it with an assertive/directive tone, interrupt and disrupt thought patterns quickly-diffuse the behaviour
Intervening when behaviour is inappropriate	★ 30 second intervention technique (delivered on a 1-to-1 and not in front of the whole class or group): ★ Gentle approach, make it personal and non-threatening, turn your body side on and speak at the child's eye level or lower. ★ State the behaviour that was observed and which rule/expectation/ routine it contravenes. ★ Tell the pupil what the sanction is (make sure it is time specific-5 minutes at break/lunch etc.). Immediately refer to previous good behaviour/ learning as a model for the desired behaviour.

	★ Walk away; allow time to decide what to do next. If there are comments as you walk away write them down and follow up later. ★ Look around the room with a view to catching somebody following the rules. Focus on positive behaviour
Keep the following in mind...think about /Safety Interventions	★ Remind the pupil of their previous good behaviour ★ Challenge their negative inner monologue with comments such as: 'You can do this, you are intelligent and able.' ★ Thank the pupil for listening ★ Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact ★ Use a soft disappointed tone. ★ Remind yourself that the sanction is a consequence, not personal retribution. Keep it time limited and manageable. ★ Use Limit setting. 'Interrupt and redirect', the 'when/then pattern' and the 'if/then pattern' ★ Avoid powerplay - it is not a battle
What happens if the conversations don't go as planned?	When pupils try to argue, shift the blame or divert the conversations, you have choices, you are in control of the conversation ★ Calmly and gently repeat the line you have been interrupted in. - Doing this encourages the pupil to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat, the more effective it will be.

	★ Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or..... ★ Use an appropriate refocusing line to bring the conversation back to the script.	
This allows the pupil to feel as though they are being listened to and avoids conversational cul-de-sacs.	Pupil	Adult
	'It wasn't me'	'I hear what you are saying'
	'But they were doing the same thing'	'I understand'
	'I was only.....'	'Maybe you were....and yet....'
	You are not being fair'	'Yes, sometimes I may appear unfair.....'
	'It's boring'	'Be that as it may.....'
	'You are a (name calling)'	'I can see you are unhappy...'
Sample Scripts to try:	You need to ... I need to see you... I expect... I know you will... Thank you for...	

	I have heard what you said, now you must... We will... You need to understand the consequences... Do you remember when you ... (insert positive) I don't like your behaviour, it is But I believe you can be... I am not leaving; I care about what happens... What were the poor choices you made... What could you do to avoid this happening again?... This is not like you.... Keep delivering the same script calmly even if they turn away, mimic you, deliberately refuse to listen. It shows you are consistent and fair.
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Appendix 5: Recognition and Rewards (examples)

Recognition		
For	What is given	When
Being noticed doing the right thing, making the right choice, going above and beyond	• Positive noticing pack item • Phone call home	• Any day/Any time/ by anyone
Attendance	• Certificate – Recognition of Improved Attendance etc • 100% Attendance	• Weekly Assembly
Pupil of the Week – Lead Teacher	• Certificates	• Weekly Assembly
Pupil of the Week – Subject/Key Stage	• Certificates	• Weekly Assembly
Literacy Award at Each Centre	• Certificates	• Weekly Assembly
Numeracy Award at Each Centre	• Certificates	• Weekly Assembly
Pupil of the Term – Lead Teacher	• Certificates	• End of Half Term Assembly
Pupil of the Term – Subject/Key Stage	• Certificates	• End of Half Term Assembly

APPENDIX 6: Recognition and Rewards

Primary 1 Approach	How Recorded	How Recognised (Reward)
• Daily teaching of expectations linked to Be Ready, Safe, Respectful, also reminders/prompts throughout the day • Use of Recognition Board and Positive Noticing Packs • Children encouraged to self reflect on their lessons and GIRTs (Getting It Right Tickets/Comments) given throughout the day for successful lessons • Daily response to their successes	Daily logs/Arbor	• Praise given out liberally for following BE READY, BE SAFE, BE RESPECTFUL for example good work, manners, behaviour • Positive noticing packs used • Daily Golden time given to recognise positive behaviour • Regular phone calls home/sharing information with parents/carers • Small daily rewards for calm box - linked to GIRTs
Approach for all Other Pupils	How Recorded	How Recognised (Reward)
• Daily teaching of expectations linked to Be Ready, Safe, Respectful, also reminders/prompts throughout the day • Use of Recognition Board and Positive Noticing Packs • Children encouraged to self reflect on their lessons and points agreed for the lesson -recorded on Arbor This is an inclusive system which means all pupils can access and be recognised. Pupils/staff reflect on their	Log on Arbor	• Praise given out liberally for following BE READY, BE SAFE, BE RESPECTFUL for example good work, manners, behaviour • Positive noticing packs used • Positive phone calls home Points • These point can be collected over time and used to 'purchase' rewards

lesson, and points are agreed for each lesson linked to them demonstrating Be Ready, Be Safe and Be Respectful – these are recorded by the teacher at the end of each lesson in the class pack (in trolley) Further 3 points for other times of the day – form, break, lunch, moving around the building etc.		• Pupils have the option of more frequent smaller rewards or saving and spending their points at a later date. • The points are set so all children will be able to work towards achieving a reward.
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APPENDIX 7: Graduated Response

The relationships we build with pupils support us when we need to 'pick up our own tab', this always works best, but we also work as a team to support one another.

	Class Team (Teachers, SSAs):	Pastoral Team (could be supported by Lead Teachers):	Lead Teachers /DHT:	Headteacher:
Consider	• Trauma-Informed Approaches • Awareness of rule/expectations • Referring to Be Ready, Safe, Respectful • Use the scripts • Frequency/ severity of behaviour • Support from others - Pastoral Team/ other staff	• Trauma-Informed Approaches • Awareness of rule/expectations • Referring to Be Ready, Safe, Respectful • Use the scripts • Frequency/ severity of behaviour • Previous Follow Ups/Next Steps and impact of these • Support from others Lead Teacher/SLT • Discuss at Pastoral Meetings	• Trauma-Informed Approaches • Awareness of rule/expectations • Frequency/ severity of behaviour • Previous Follow Ups/Next Steps and impact of these • Consider timetabling etc. • Support from others - HT	• Trauma-Informed Approaches • Awareness of rule/expectations • Frequency/ severity of behaviour • Previous Follow Ups/Next Steps and impact of these • Discuss with senior colleagues • Consider timetabling/groupings etc.

Possible Follow Ups/Next Steps	• 'Take-up-time' • Reduction of lesson points awarded • Restorative conversations - linked to expectations, ideally before the end of session/day. • Time owed/payback to catch up (e.g. for avoiding doing/not completing work) at ○ Break ○ Lunch ○ End of day • Time out of class - to consider options without an audience • Work out of class - away from peers • Phone call home/parent meeting	• Time out of class - Chat about behaviour, reinforcing choices • Minutes owed at ○ Break ○ Lunch ○ End of day • Time out of class - to consider options without an audience • Work out of class - away from peers • Restorative conversation - ideally before the end of session/day. Always offer an opportunity for a fresh start • Phone call home • Time away from class/ 1:1 during the day • Meeting with parents/carers	• Time after school for Restorative conversations • Restorative conversation - ideally before the end of session/day. Always offer an opportunity for a fresh start • Phone call home • Time away from class/ 1:1 during the day • Meeting with parents/carers • In-centre time away from class • Another centre/time away from centre	• Phone call home • Meeting with parents/carers • Suspension
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APPENDIX 8: Example Restorative Practice Questions

- *What happened?*
- *What were you thinking at the time?*
- *What are you thinking now?*
- *Who was affected by your actions? How?*
- *What impact has it had on you and others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen now?*

RESTORATIVE QUESTIONS

When things go wrong...

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected by what you've done and in what way?
- What do you need to do to put things right?

RESTORATIVE QUESTIONS

When someone has been harmed...

- What did you think when you realised what happened?
- What impact has it had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

APPENDIX 9: Use of Physical Intervention Form (RFI)

INCIDENT REPORT – Use of Physical Intervention

Date of incident:	Date of report:
Report completed by:	

PUPIL details	
Name:	Yr group:
Gender: Male / Female / Other	
SEND: Yes / No	If Yes, primary need: SEMH / Cognition & Learning / SLCN / Physical / ASD

STAFF details	
Name(s) of staff who used physical intervention:	
Trained in SI ? Yes / No	
Other adult witnesses:	Other pupil witnesses (initials only):

INCIDENT details			
Time:	Location:	Lesson:	
No. of restraints used:	Length of time in holds / restraints:		
Preventative / de-escalation strategies and techniques used: <i>(it is expected that staff will remain calm and polite throughout any incident)</i>			
Reassurance		Offer to help	
		Distraction	

Humour		Tactically ignore		Quiet chat	
Walk and talk out of class		Reasoning / explaining expectation		'Take up time'	
Offered choices		Rule reminder		Change of staff	
Time out offered		Time out directed		Given space / stepped away	
Consequences clear and linked to choices		Verbal warning prior to an physical intervention (to offer last chance to stop risk behaviour)		Other (state):	

Details of incident:

(What led up to the risk behaviour, how did the behaviour escalate? What actions were taken by staff (up to and including physical interventions)? Include details to justify actions and demonstrate your reasoning

Physical intervention method(s) used:

	Low	Medium	High
Standing			
Seated			
Transition			
Intervention (e.g. to separate a fight)			
Advanced skills (provide details)			

Details of any INJURIES / DAMAGE *(any injuries sustained must be reported to the Local Authority using the accident report within the Health & Safety manual)*

To pupil: (include body map)	To staff: (include body map)
Details of any damage to property:	

FOLLOW UP to incident			
Support to pupil:		Support to staff:	
Drink offered		Drink offered	
Medical attention (<i>details</i>)		Medical attention (<i>details</i>)	
Calm space to work		Calm space to work	
Personal space given		Personal space given	
1:1 support		1:1 support	
Debrief (this must happen)		Debrief (this must happen)	
Other		Other	
Investigation:			
Statements taken (staff)	Yes / No	Statements taken (pupils)	Yes / No
Outcomes:			
Returned to group / class		Time out / ILA / i a different classroom	
Restorative Process			
IFTE (highlight as appropriate) Own centre / Other centre		Suspension	
		Detention after school	
Parent / carer meeting		Police	
		Other (<i>details</i>)	

LEARNING from incident
Details of any agreed changes / amendments: (<i>support, strategies, staff key</i>

workers, to risk assessment)

Pupil views: (How are they feeling about the incident now? Do they feel supported to move forwards? Is there any help they would like? Do they have any concerns that need addressing? Have they contributed to the plan?)

REPORTING

Parents informed

Date:

SLT & Pastoral Lead informed

Yes / No

Report added to CPOMs & behaviour log on Arbor -
REC Physical

Yes / No