



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

Policy for a Consistent Approach to Behaviour

This policy should be read in conjunction with the following:

Personal, Social, Health and Economic Education Policy
Serious Behaviour Incident Procedure
Positive Handling Policy
Anti Bullying Policy
Keeping Children Safe in Education (KCSiE 2022)
Mobile Phones in School Policy
Behaviour in schools, DfE July 2022

Mission Statement

We believe in educating the whole child and preparing them to take an active role as a local, national and global citizen. To achieve this, our values: 'Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication, Teamwork and Diversity' are explored and embedded in all aspects of centre life.

We believe that positive behaviour, both in terms of attitudes to learning and personal conduct and relationships, is a crucial underpinning for learning and success. We recognise the importance of building connections and positive relationships and how this promotes and supports positive behaviour. We reference this throughout our settings as, 'building connection before correction'.

In our setting, we promote a positive, safe environment where swearing, bullying, physical threats, intimidation, abuse, and violence are not tolerated. We promote a setting where students feel safe and everyone is treated respectfully, and where any incidents or use of derogatory language are dealt with quickly and appropriately.

Principles for Promoting Good Behaviour

The Principles reflect and support the centre's Values:

- Resilience
- Empathy
- Self-awareness
- Positivity
- Excellence

- Communication
- Teamwork
- Diversity

The purpose of these Principles, and the Policy they support, is to promote consistently **positive** and **creative** attitudes to learning, and to help to develop our children as **motivated, independent** learners with high levels of **resilience, self-belief, aspiration, and attainment**.

All members of our community have the right to work, learn, and play in a **safe, stress-free**, and **caring** environment. Pupils are encouraged to have **respect** for themselves, their peers and adults, for the **rights** of others and for the centre environment, and to take **responsibility** for their own behaviour. All adults should demonstrate genuine **care** and **respect** for every child, modelling the quality of relationships and standards of behaviour they expect from the children.

Our Policy strives to ensure **fair, honest** and **consistent** treatment for all members of our community, and takes into account the specific needs of individual children, including vulnerable pupils. It supports the centre's commitment to improving outcomes for all pupils, and promotes **integrity** and **equality** of opportunity throughout the centre.

Our approach to, and strategies for, behaviour management are clear and unequivocal. Expectations and boundaries are widely shared to promote understanding. Positive reward and praise are the norm rather than the exception, but, where necessary, sanctions are clear and are applied fairly and consistently.

The Policy demonstrates our commitment to appropriate behaviours and to our centre values. Pupils, parents, homeschool, and all centre staff will cooperate in its implementation.

The aim of this Policy is to reduce the fear of harsh sanctions and promote a fair and appropriate response to behaviour management, taking into account our knowledge and experience of each individual student and their needs, and promoting positive relationships.

Being taught how to behave well and appropriately within the context of our setting is vital for students to succeed personally.

Introduction

We welcome a diverse demographic of students, many of whom have underlying issues which result in presentation of challenging behaviours and learning difficulties.

It is the duty of all staff members to ensure that a high standard of provision and control is maintained at all times.

Students and staff are entitled to learn and work in a safe environment without the fear of the action of others. A consistent approach to behaviour management is essential in providing a safe environment.

We believe that:

- Connection before correction is a priority
- There is a reason for all behaviour, and it is our responsibility to approach behaviour with this understanding
- Children want to behave well
- Behaviour is a form of communication, and it is our responsibility to ensure that pupils feel supported and safe so that they can develop communication skills and therefore communicate their needs safely
- Our pupils are at different developmental stages, and that the more important approach to provision is through stage, not age
- All adults can learn ways in which to support pupils to improve their behaviour

Continually dealing with behaviour negatively can affect not only the wellbeing of students, but also of staff, and may become a reason for staff to leave the profession.

Staff should collectively embody the school culture, upholding the behaviour policy, and respond to behaviour consistently and fairly.

Students should be taught what good behaviour looks like, and this may need to be modelled or additional support provided to reach this. Where possible, this should be identified and put into place as soon as possible.

Our Policy for a Consistent Approach to Behaviour will support our setting to:

- Promote connection before correction, ensuring quality relationships between children, staff, and each other.
- Promote high quality teaching and learning within our unique setting
- Ensure staff have an understanding of needs and a knowledge of why behaviour may present so that it can be managed fairly and appropriately
- Differentiate to ensure an individual learning experience for each child
- Monitor performance effectively to ensure that our provision and interventions are well informed
- Develop positive relationships and partnerships with parents and carers

Our Behaviour Curriculum

A behaviour curriculum defines expected behaviours, rather than a list of prohibited behaviours. We recognise that our Behaviour Curriculum may need to be adjusted due to a Special Educational Need or Disability, or in case of an exceptional circumstance in the life of the child. Our Behaviour Curriculum represents the key habits and routines required in the school.

Our habits are shared under three headings; Be Respectful, Be Responsible, and Be Safe.

Be Respectful:

- Say please and thank you, or say good morning to adults
- Use a calm tone of voice without any derogatory language
- Value the differences in others
- Follow instruction from staff

Be Responsible:

- Look after equipment in school
- Wear school uniform
- Tidy your own workspace
- Accept responsibility for mistakes and apologise if it is needed

Be Safe:

- Use calm and respectful tones when we communicate
- Walk or move between spaces sensibly without causing damage to property or harming others
- Asking to visit a reset space or walking away from a situation if feeling overwhelmed

Our routines are shared under three headings: Arrival and Departure, Lesson time, Break times.

Arrival and Departure:

- Arrive and leave on time, going straight to/ from the classroom to my transport
- Sign in and out and hand in my mobile phone if I have one
- Enter my learning space and take part in an activity or ask a teacher if I need some space or time to talk

Lesson Time:

- Engage in the lesson and if I am feeling unsure or need some reset time, let my teacher know
- Communicate sensibly with my peers and be mindful not to be too loud or distracting in their lessons
- Use the right equipment for the job

Break Times:

- Be mindful not to get too physical
- If I am feeling overwhelmed, ask for some reset time
- Ensure I come in from break time when I have been asked

Scope of this Policy

This policy exists:

- To prevent risk of injury or harm to pupils.
- To prevent risk of injury or harm to staff.
- To provide guidance for staff, parents, Executive Board, and other stakeholders on how we keep children and young people safe.
- To provide a framework for our collective beliefs around human behaviour as it relates to children and young people.

- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

Definitions / Abbreviations

Behaviour	The way in which someone acts or conducts themselves, especially towards others.
Challenging behaviour	Conduct or actions that are demanding, provocative, testing and not recognised as the norm, that may cause harm, injury or distress.
Sanctions	Actions which involve a penalty or removal of a privilege, aimed at encouraging more acceptable behaviour.
Reparations	Actions that repair damage or ease distress caused by challenging behaviour.
Restraint	The positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury to himself, others or property.

The structure we put in place:

It is important that achievement and good behaviour are praised and rewarded. We believe the consistent and regular use of praise and rewards to be a very important feature of our centre and of good behaviour management. Our experience shows that this positive approach reduces the need for sanctions. Across both sites, we encourage children to understand and regulate their own emotions.

Children across the school are rewarded with positive praise and encouragement. They are provided with stickers, letters home, and certificates to indicate how delighted teachers are along with verbal praise and sharing experiences with parents and carers.

All staff are provided the opportunity to engage in formal training in Positive Handling, Understanding Challenging Behaviour, ACES (Adverse Childhood Experiences), Child Trauma, and De-escalation. This training programme supports the goal of becoming a fully Trauma-Informed Provision.

The things we do to support our children to manage their own behaviour successfully are key to a positive ethos and environment.

Rules support positive behaviour and should be:

1. Few in number,
2. Agreed with pupils as far as possible.
3. Communicated in an appropriate way; e.g. through visual cues, signs, symbols etc.

4. Positive – things we are going to do, DO statements rather than DO NOT statements
5. Regularly referred to by everyone.
6. Appropriate to the setting, activity and developmental level of the pupils involved.

Routines also support children and should be:

1. Explicitly taught in all situations.
2. Consistent.

Language used by staff is part of helping children to take responsibility for their behaviour. It can help them to choose the right thing to do and, if appropriate, explain the consequences of their actions. Descriptive praise gives positive feedback, increases self-esteem and supports behaviour for learning.

1. Language is always linked to action and consequences are always linked to choices.
2. Descriptive praise is used when children and young people are seen to make a good choice. Adults must be vigilant and never miss an opportunity for this to happen. Examples include, *'I liked the way you lined up as soon as I asked'*, *'Thank you for putting your scissors back straight away'*.
3. Positive and consistent communication will increase pupil's sense of responsibility and remove the struggle for power.

Praise should be used regularly, ideally on a 10:1 ratio (negative:praise) High levels of praise are especially important when establishing routines and expectations. Intermittent praise is valuable in maintaining them. Praise is a simple strategy which is extremely effective providing the adult applies it consistently, giving explicit, rather than general, praise that is genuinely deserved.

We believe the purpose of praise and encouragement to be:

- Valuing and accepting children as they are, not putting conditions on acceptance;
- Pointing out the positive aspects of behaviour;
- Showing faith in children so that they can come to believe in themselves, thereby raising their self - esteem and confidence;
- Recognising effort and improvement as well as achievement;
- Showing appreciation for contributions.

By praising not only our pupils but also one another, we encourage an atmosphere in which all members of the Centre Community give and receive praise and encouragement, and feel valued.

We promote giving children the autonomy to express when they are feeling overwhelmed and have 'reset spaces' around our setting. This includes stickers on desks indicating a student requires reset time. The purpose of these spaces are for children to verbally or nonverbally request a few moments outside of their current situation to regulate themselves using mindfulness activities or sensory items. Staff are advised not to intervene until the student has had a minute or two to regulate themselves, unless they feel it is necessary to do so. When they do intervene, it is in a supportive manner and includes praise to the student for choosing to self-regulate.

Rewards and Consequences/ Sanctions:

Rewards must be able to be delivered and focus on positive choices and the behaviours we wish to encourage. They may include:

1. Descriptive and specific praise.
2. Symbolic rewards (stars, stickers, etc.)
3. Communication with others to inform them of the behaviour or achievement.
4. Special responsibilities or privileges.
5. Preferred activities which are beyond the scheduled classroom timetable; e.g. preferred activities, computer time, outdoor play outside of usual break times.

Sanctions or consequences must also be able to be delivered and must be appropriate but not harsh or removed from the behaviour that we wish to decrease. They may include:

1. Having a break from the situation, supported by an adult to reflect on behaviour.
2. Having a learning break linked to a sensory need that may be triggering the behaviour.
3. Losing a preferred activity or privilege.

Depending on the nature of the incident the following sanctions may be used:

- Loss of free time
- Managed time out of class
- Managed time in class
- Sent to senior member of staff
- Where appropriate, the child may be asked not to attend special events, in consultation with homeschool and/or parents/carers
- Working in isolation (with tutor support/monitoring)
Note: ratios are adhered to at all times
- In case of serious incident, there will be consultation with the homeschool and/or local authority, and the child may be asked to leave the school.
- In some cases, where the child has become significantly dysregulated and poses a risk of harm to self, others, or significant damage to property, we may, in consultation with parents/carers, send the child home to enable them to regulate and be ready to start afresh. Where this is for half a day or more, this would be recorded as a Fixed Term Exclusion (FTE). All efforts will be made to address the behaviour with the student upon return to school with a solution-focused approach. This may be in consultation with a Wellbeing Mentor.

In the event of vandalism or deliberate damage to equipment or property, we are entitled to ask the homeschool or parent to seek compensation to pay for the damage.

We recognise the importance of a positive and productive relationship with the parents/guardians of children in our centre. We will regularly update the homeschool/ local authority/ and/or parents/guardians as necessary of both achievements and any concerns that may arise.

Adults should reflect on the incident that has led to a sanction or consequence and consider if something could have been done differently to support the child or young person.

Following a sanction:

Following a sanction, the following should occur:

- A solution focused behaviour plan should be put in place and monitored for any persistent behaviour or following any FTE
- A phone call should be made to parent/carer and with the Virtual School Headteacher for Looked After Children where applicable
- Inquiries into the pupil's conduct should be made with teaching staff and/ or support staff
- Inquiries into the pupil's circumstances outside of school including at home, carried out by the DSL or a Deputy
- Consideration of whether the support for behaviour management remains appropriate

All actions taken by staff should be logged on CPOMS.

Reparations:

We believe that children should be given the opportunity to repair relationships following a behavioural incident and that they want to do this.

Punishment is not a concept that we feel is positive as it focuses the child's mind on the punishment rather than what led to it.

This can lead to them feeling angry and resentful about the punishment rather than thinking about the effect of their behaviour on themselves and others.

Where appropriate, we support children to take responsibility for what they have done and repair it with other people affected.

We should not make assumptions about what children are feeling. Unresolved difficulties can make them very anxious and lead to further behavioural or habitual behavioural problems.

We have a Solution-Focused Approach to Behaviour Plan which is available to staff to use to support a restorative meeting, and which is also to be used for children who are placed on Behaviour Report.

Where a child returns from a Fixed Term Exclusion or any time at home, support is provided to the child to ensure they are aware they are starting anew and where possible, a restorative approach can be used.

Behaviour Report

To support students with taking responsibility for their own behaviour, Behaviour Report can be used following incidents of **persistent** disruptive behaviour, using rude or inappropriate language, refusing

to follow instruction, acting intimidating or threatening, or leaving the site/teaching areas without permission or supervision.

A Behaviour Report form is given to the student. During the period of report, any Y10 or Y11 student with permission to leave the site for lunch will be unable to do so.

The child will be invited to a meeting within the first 24 hours of being put on Report, to create a Solution-Focused Behaviour Plan. This will cover the incident, triggers, and ways in which staff can support the child to move forward to prevent repeat behaviours.

A child must receive a minimum of 4 x Green (positive) reports from their sessions to release them from Behaviour Report, and the Report continues following any period of absence. A child can stay on Behaviour Report as long as required to reach 4x Green reports.

If a child is on Behaviour Report for a total of more than 16 sessions (or 4 days), a formal Behaviour Meeting will be requested with the student, their parent/carer, and their referring party (homeschool or inclusion team). This meeting may consider the long-term suitability of the placement.

Our Behaviour Plan

Stannington school site

We use a colour-coded approach to the escalation of behaviour which is attached to this policy. All children in our school have their own, "How am I doing?" chart. The chart shows a green arrow which means, "Well done, you're doing great!", an amber arrow which indicates, "There's time to turn it around..." and a red arrow indicating, "5 minutes penalty time". Our full time children are allocated 30 minutes of earned time at the end of the day and each time they hit a "red" there is a 5 minute time penalty which is taken off their earned time.

If a child has 10 reds on their daily chart across the week, they are placed on Behaviour Report and must earn 4 consecutive green marks to be released from the report. Parents/carers are involved in this and school/home communication is encouraged.

The colours awarded are recorded by the teacher with the child during that session and are also recorded on the weekly report and sent out to parents/carers/social workers etc. Letters informing parents/carers of exemplary behaviour or expected behaviour are sent home by the Head Teacher on a regular basis.

YMCA school site

We use a colour-coded approach to the escalation of behaviour which is attached to this policy. All children on our secondary site are awarded a token for behaviour per lesson; red, amber or green. A green means, "Well done, you're doing great!", an amber indicates, "There's time to turn it around..." and a red is given when behaviour has been unacceptable in alignment with our school values.

YMCA based children have five periods across a day. At the end of each period the child is awarded their token in green, amber or red. If a child receives 80% or above red tokens across a week, they are placed on a behaviour report card and parents/carers are contacted. In addition, the child will lose privileges the following week which includes not being allowed off site at lunchtime or loss of mobile phone time at lunchtime.

Students who have received over 80% green tokens over the course of the week are allocated half an hour reward time on Friday afternoon. This will be spent doing an activity of their choice such as reading, games, arts and crafts.

All students who have achieved 80% and above green tokens over the course of a half term are then given the opportunity to partake in an afternoon out trip to a venue of their choice - e.g. Cinema, Plessey Woods.

The colours awarded are recorded by the teacher with the child during that session and are reported to the Executive Headteacher on a weekly basis. Letters informing parents/carers of exemplary behaviour or expected behaviour are sent home by the Executive Head Teacher on a weekly basis. Teaching staff also send out awards certificates to students for outstanding behaviour, engagement in lessons and 100% attendance.

If a student demonstrates persistently disruptive behaviour, they are placed on Behaviour Report and must earn 4 consecutive green marks to be released from the report. Parents/carers are involved in this and school/home communication is encouraged.

Information regarding behaviour is also recorded on the weekly report and sent out to parents/carers/social workers etc. Letters informing parents/carers of exemplary behaviour or expected behaviour are sent home by the Head Teacher on a regular basis.

Pupils with exceptional behavioural needs:

The majority of children in school will respond positively when staff work within the guidelines detailed above; however, some of our pupils present with significant levels of challenging behaviour, which are deeply embedded and require additional support to diminish.

This is done by:

1. Ensuring that the general principles within this policy are adhered to at all times.
2. Putting in place additional scaffolding and support, which is tailored to the specific needs of each child.
3. Drafting a comprehensive Solution-Focused Behaviour Plan and/or Positive Handling Plan to ensure that all support and strategies are clearly documented. To create Risk Assessment and

Individual Support Plan to ensure staff know how to manage each situation as it arises. Pupils should be involved in these plans wherever possible.

4. Working closely with parents to support them to implement strategies and changes of approach.
5. Putting in place additional staff training where needed.
6. Prompt involvement of external agencies such as Children's and Young People's Services (CYPS) teams, mental health practitioners, and psychology and psychiatry teams.
7. Involving family and/or medical services to ensure that there is no underlying illness or unresolved pain.

Some children and young people may require very specific and detailed planning. This could include a shortened school day, off-site education, additional one-to-one support or a period of home-based learning. When such significant adaptations are required these will be planned jointly with all involved agencies.

Physical Intervention and Restraint:

All staff working with pupils who present with significantly challenging behaviour will be trained at the appropriate level. The following rules apply:

1. Physical intervention and restraint should rarely be used and only after all other interventions have been exhausted. Staff who are trained in Positive Handling L2 must be prioritised to manage an incident in which physical intervention is required. All staff are trained within 6 months of commencing employment and yearly refreshers are offered.
2. It should only be used if the child is putting himself or others in danger and where failure to intervene would result in harm and constitute neglect.
3. Any physical intervention should be as a last resort and should be proportionate, reasonable and necessary.
4. If used it must be logged (see below) and parents and families informed before the child arrives home from school, whenever possible.
5. An individual Positive Handling Plan and risk assessment must be in place or, in the event of physical intervention needing to be used for the first time, updated within the next two days.
6. Positive Handling Plans, Individual Support Plans, Risk Assessments, and Solution-Focused Behaviour Plans must be regularly reviewed, updated and shared with all who need to know. They must be dated, and previous versions removed from circulation.
7. Staff must reflect on the incident once it is over to determine if anything could have been done to manage it differently and to plan for the future.

Any 'Hands On' (including breakaway/supportive holds) used by any staff member must be recorded as such on CPOMs reports. Any Positive Handling used must be necessary and proportionate.

Deprivation of Liberty (DoL):

Within school, children must **never** be:

1. Locked in a room alone without support or supervision.
2. Deprived of food or drink.
3. Denied access to a toilet.
4. Restrained using a harness or other equipment where this has not been agreed by all involved, risk assessed and clearly documented.

In exceptional circumstances, a pupil may be secluded in a safe space to reduce the risk to themselves or others. There must always be two adults present, either inside the room if safe or outside the door with visibility if not. A senior member of staff must be notified immediately.

Seclusion must be documented as part of the student's Individual Support Plan and agreed as a strategy by all involved. It must be regularly reviewed, and plans made as soon as possible to move on to other strategies as appropriate.

Any incidences of seclusion must be logged using the schools' recording system (CPOMS).

Touch:

Corporal punishment is illegal and will never be used within school.

Contingent touch may be used appropriately in the appropriate context; e.g. a hug or a pat on the arm or shoulder for reassurance (as appropriate to the child's age and stage of development) but staff must know how the child is likely to react as some may misinterpret this.

Children and young people with complex sensory needs may require more direct physical touch and contact e.g. squeezing or deep pressure. This will be documented in Individual Support Plans if applicable.

Any 'Hands On' (including breakaway/supportive holds) used by any staff member must be recorded as such on CPOMS reports. Any Positive Handling used must be necessary and proportionate.

Fixed Term Exclusions/Suspensions

Exclusions are not the most effective way to support children and young people with SEND. We will always try to adapt and personalise our provision in order to ensure that all can access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time, but this would always be considered very carefully. These circumstances may include:

1. Incidents where the safety of the pupil or student or that of others is seriously compromised and the occurrence is frequent or increasing in frequency and intensity.
2. Incidents of knife crime or use of other weapons.
3. Incidents of a sexual nature or sexual violence.
4. Incidents of significant damage to property.

Decisions to exclude children are made on an individual basis and will always be a reasonable, measured and considered response which will have an impact and be a learning opportunity for them.

Exclusions may be managed internally, and the child may be removed from class for a fixed period of time.

In the event that our setting cannot meet the needs of an individual child, we will work with families and the Local Authority to help identify a suitable placement for a managed transition.

Reporting and Recording Incidents:

Any behavioural incident must be recorded on CPOMS. This must include antecedents to the incident, the behaviour displayed by the pupil, the intervention used and the pupil's response to the intervention. Any injury to pupil, staff or property must also be included.

If a physical intervention was required, staff and pupils must be debriefed. Any staff involved in the use of a restraint must complete a React UK Positive Handling report form. SLT will then complete a record of all incidents to identify trends where necessary. Parents must be informed of any physical intervention necessary. The pupil's Risk Assessment and/or Positive Handling Plan will be amended as necessary.

Monitoring and Compliance

Overall responsibility for the operation of the policy lies with the Executive Headteacher. The effectiveness of the policy will be formally reviewed and monitored as a minimum on an annual basis to ensure that it continues to meet the requirements of the school and that it reflects best practice and statutory legislation as appropriate. All consistent approach plans will be shared with the member of SLT responsible for Behaviour and attitudes.

Further information

- Mobile phones are not permitted on the school premises. Any mobile phones brought to the school site must be left in the school office - both sites.
- Chewing gum is not permitted.
- "Sliders" and pyjamas are not appropriate clothing/footwear for school and must not be worn.
- Staff must be addressed as Mrs, Miss, Ms, Mr with surname of staff member following.

- Outdoor coats must be removed when indoors
- Sweets, pop and chocolate bars cannot be consumed in the classroom areas.
- Vaping is not permitted in either building.
- Uniform must be worn.
- A bill will be issued home for any damages to school property.

Created by: Jennifer Wood

9th May 2021 (As update to Behaviour Policy)

Amended Sept 21 by Janice Woods

Amended Jan 2022 by Janice Woods

Amended April 2023 by Janice Woods

Reviewed: August 2022, Janice Woods and Jennifer Abraham

Reviewed: May 2023, Janice Woods and Jennifer Abraham

PREVENTION AND RESPONSE TO BEHAVIOUR

As a trauma-informed provision we aim to prevent challenging behaviour wherever possible. However, we also understand that on occasion this may not be possible and in that case, our response to the behaviour is of paramount importance.

PREVENTION

Before commencing a placement, all students must have in their student folder:

- EHCP if applicable

During the first 2-4 weeks of a placement, students will be provided with:

- Individualised risk assessment (behaviours)
- Individual Support Plan (social and emotional)

Within the first 8 weeks of commencing a placement, students will be provided with:

- Curriculum plan (academic)

Tutors must familiarise themselves with the Folder of their student/s and regularly check for updates.

Training opportunities for new staff

- Adverse Childhood Experiences (compulsory)
- Trauma-informed teaching (Introduction)
- De-escalation (Introduction)
- Positive Handling L2 (Including Understanding and Managing Challenging Behaviour) (to complete within 6 months of commencing employment if required)

Additional training offered

- L2-4 SEND Diploma

- **Behaviour Management**

Further training on specific SEND is available on request or offered to individual tutors through performance management.

RESPONSE

STAGE 1: LOW LEVEL BEHAVIOURS

To be managed in line with Rewards and Consequences / Sanctions as detailed above.

STAGE 2: BEHAVIOUR REPORT

When all other attempts to de-escalate or prevent behaviour have been exhausted, a child can go on report for **persistent** low-level behaviour or a more serious behaviour incident. Students on Report will be monitored on a lesson-by-lesson basis and are 'released' from Report for a period of positive lessons.

When a child is on Report:

A meeting must be held with the teacher and student (and parent if applicable) as soon as possible to complete a **'Solution Focused Behaviour Plan'** as a restorative approach to behaviour. It is preferable that this is carried out during the first day on Report so that the student understands what is needed to be 'released' from Report.

If there is a risk of violent behaviour: (Eg. Use of regular Breakaway/ Supportive Holds)

A **Positive Handling Plan** can be created prior to commencing or during placement at any time. This will be regularly reviewed.

If a restraint has been used: (Restraint: Double Hand or Secure Cup)

The child may be given a FTE. Following the first incident of a restraint being required, a meeting must be held with teacher, parent/carer, and child to create a **Positive Handling Plan**. This will consider triggers and use of holds. This will be regularly reviewed. A meeting will then be held with the child and their teacher upon return to school to complete a **'Solution Focused Behaviour Plan'** as a restorative approach. This may or may not be in addition to the child being on report (which is at the discretion of the Headteacher or Primary/Secondary Lead).