Positive Behaviour Policy

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PREFACE

At Tees Valley Education Trust, all curriculum policies are developed in close communication with academy and trust stakeholders and support the overall trust policies. All policies are shared between academies to ensure cohesion and continuity while allowing each individual academy to personalise these in order to best support the unique learning journey of their pupils.

The following policy has been written to support the ethos, vision and values of both Pennyman Primary Academy and Tees Valley Education Trust.

Pennyman Primary Academy promotes a high standard of behaviour and an ethos where all members of the academy are valued as individuals whether this be pupils, staff, parents or visitors. Relationships between all stakeholders should reflect this. The academy believes in the development of self-esteem, respect for others and self-discipline. We provide conditions that ensure dignity, promote self-reliance and facilitate a pupil's active participation in the community (United Nations 1989).

At Pennyman we celebrate good behaviour by deliberately noticing pupils doing the right thing and praising this. Our values of Ready, Respectful and Safe are displayed in every classroom and around the academy and grounds. Great emphasis is placed on positive reinforcement of behaviour through praise. Pupils' confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. We strongly believe in our motto

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'Every Child, Every Chance, Every Day.'

</div>

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

This policy should be read in conjunction with the Pennyman Primary Academy Anti-Bullying Policy. This policy has been written with due regard to the 'Behaviour and discipline in schools: Advice for headteachers and school staff February 2024' and 'Mental Health and Behaviour in Schools November 2018'.

ACADEMY AIMS

- raise pupils' self-esteem, resilience and confidence to allow them to grow and understand their own strengths and abilities;
- promote an environment in which pupils are encouraged to discover their own love of learning through curiosity and exploration;
- develop pupils' determination to succeed and believe that they can and they will;
- build strong partnerships with parents, professionals, other schools and the wider community;
- create an inclusive education system and challenge perceptions of what this means;
- enable independence and intellectual, emotional, spiritual and healthy growth;
- engender an ethos of trust and mutual respect where all staff, pupils and their families feel equally safe and valued; and
- provide a holistic, challenging and engaging curriculum taking account of individual academic, therapeutic, social and emotional needs.

- Promote the values of the academy, which underpins our core expectations. **(see Appendix 1)**
    - ➢ Ready
    - ➢ Respectful
    - ➢ Safe

Pennyman Primary Academy believes that all pupils, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment. We have high regard for our pupils' spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for pupils to speak out and seek help in all aspects of their well-being. We foster an environment in which everyone feels safe, secure and respected.

How will we achieve our aims?
- Praise and reward are the key to creating a positive atmosphere where pupils can succeed.
- Behaviour Graduated Response that pupils, staff and parents/carers know and understand **(see appendix 2).**
- Praise and reward system (see below).
- Adults will lead by example and model good practice.
- A well-developed SMSC/PSHERE/RHE curriculum through which positive behaviour and choices are explored (see policy/curriculum documents) enhanced by delivery of 'My Happy Mind' wellbeing and resilience programme to all pupils.
- Embedding our core values into everyday life at Pennyman.

ROLES AND RESPONSIBILITIES:

1. Trustees

The Board of Trustees will ensure that there is a Positive Behaviour Policy in place and review its implementation.

2. Head Teacher

The Head Teacher will oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to trustees on its implementation. The senior leadership team is responsible for monitoring behaviour on a daily basis by reviewing the Class Behaviour Graduated Response spreadsheets and CPOMS.

3. Deputy Head Teacher for Behaviour

The Deputy Head Teacher responsible for behaviour will complete termly monitoring of behaviour through scrutiny of incident forms/playground incidents/violent incidents etc.

4. Assistant Head Teachers/phase leaders

Assistant Head Teachers/phase leaders will ensure that:
- the Positive Behaviour Policy is active in their areas and that areas of concern are shared with their staff
- staff are supported in implementing strategies to support pupils

- Positive Behaviour Plans or Sensory Support Plans are in place for pupils needing extra support
- the PBPs/SSPs are regularly monitored and evaluated; and training is offered and up to date for all staff
- they are available for reflective time and support staff with challenging behaviour

5. Whole Academy Staff

All academy staff will work together to implement the Positive Behaviour Policy, using a consistent approach and acting as positive role models.

6. Pupils

All pupils will:
- Always be ready to listen and ready to learn, respectful to themselves and others and safe in all they do.
- Be polite and well-mannered to everyone.
- Do as they are asked by an adult.
- Not disrupt their learning or the other of others in their classroom.
- Look after each other and our school. No put downs, no teasing and no bad language.
- Walk sensibly inside and outside the academy.
- Keep hands and feet and other objects to themselves.
- Line up quietly and sensibly.
- Look after academy equipment and the academy environment.

7. Parents/Carers

All parents/carers will:
- Ensure that their child knows how they are expected to behave in school.
- Encourage their child to consider and respect others, to be tidy, and to respect property.
- Show interest in their child's achievements and praise them when they receive rewards.
- Co-operate fully with the school when their child does not behave well.
- Communicate promptly with teachers when asked to do so or if they have concerns.

PRAISE AND REWARDS

At Pennyman Primary Academy we have a number of positive reward systems in place.
- Penny points in 'Families'
- Stickers
- Certificates
- Weekly Pennyman Champion
- Pennyman Citizen points
- Diamond Time to celebrate their demonstration of academy values through activities that promote the Trust Diamond Standards of Curiosity, Courage, Creativity, Commitment and Care.
- Praise, in class, in assembly or by the head teacher/deputy head teachers/assistant head teachers for good work or behaviour
- Share good work with a member of SLT- Wonderful Work Wednesday

- Parents informed of good behaviour and work – Class Dojo and social media
- Attendance awards
- Half termly attendance and behaviour awards
- Diamond standard awards
- Termly Curriculum Champions
- Newsletters
- A designated Praise Lead who will oversee and promote further opportunities for praise.

As well as acknowledging and celebrating the individual efforts and successes, children are encouraged to work collaboratively as a team and gain points for their family team. Winning families are celebrated in a weekly, whole school assembly.

A POSITIVE APPROACH TO BEHAVIOUR

Pennyman Primary Academy has a clear and adaptive graduated system of response to behaviour implementing small steps of support for pupils, staff and parents/carers. It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. As we are a mainstream school with a unit provision we may need to tailor support. For pupils with complex needs, this can be a direct result of a specific diagnosis or prescribed medication, for example for children with epilepsy. Not all pupils at the academy will be at a level of understanding where they will be able to verbalise their understanding or always be aware of the impact their behaviour is having on others. Staff will always work with pupils, parents and, where appropriate other professionals, identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.

Pupils at the academy are reminded that they can speak to their class teacher and teaching assistants regarding any concerns they have about their own or others behaviour (see Anti-bullying policy). For pupils who are pre-verbal, wellbeing is closely monitored and the use of alternative communication aids allows them to express their emotions if able. There will be some pupils who are not fully aware of their own or others emotions, a skill that will therefore form part of their learning and therapeutic targets.

In addition to this, a number of key professionals both at the academy and within the Trust support pupils with their social, emotional and mental wellbeing through a range of therapies such as access to a play therapist and counsellor.

Classroom Behaviour Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:
- Create and maintain a tidy and stimulating environment with a curriculum that encourages pupils to be engaged, motivated and challenged
- Display the Pennyman values in classrooms and around the academy
- Develop a positive relationship with pupils
- Greeting pupils in the morning
- Familiarising themselves with children's individual context, needs and triggers
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Developing self–esteem and emotional intelligence
- Concluding the day positively and starting the next day, morning and afternoon afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Showing an interest in likes and home life
- When using I-pads in lessons, staff will use Apple Management software to lock I-pads during teaching.

Break and Lunch Time Behaviour Management

All staff on break and lunch duties are responsible for setting the tone and context for positive behaviour within the academy and on the playgrounds during breaks and lunch time.

They will:
- Create and maintain a safe and stimulating play environment with activities that encourage pupils to be engaged, motivated and calm.
- Develop a positive relationship with pupils
- Establishing clear routines when lining up and walking lines around the academy
- Playing with children and encouraging children in positive play with each other
- Talking and listening to children
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Developing self–esteem and emotional intelligence
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Showing an interest in likes and home life

Clear Routines for Communication

As a staff team we all use consistent communication techniques with all children in all lessons and times of the day. These are known as silent signals. When everyone uses the same routines effectively, behaviour will be consistent across the academy. They are the following:

STOP

- Hold one hand in the air with a flat palm. Do not clap or talk.
- Scan the room to check every pupil has responded. Every pupil:
  - Raises one hand in response;
  - Checks their partner and others at their tables have also raised their hands- gentle tapping on arm if necessary;
  - Looks attentively at the member of staff- eyes locked into yours to show they are ready to listen;
  - Sits up tall, beside their partners.
- Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

MY TURN YOUR TURN

- Use this silent signal when you want the pupils to repeat something after you. My turn: gesture towards yourself with one or two hands.
- Your turn: gesture towards the pupils with one or two open palms.
  Explain to the pupils that this signal is yours and not theirs.

TALK TO YOUR PARTNER

- Partner work should be used consistently in all lessons.
- Hold both hands pointing forward as if there are two open gates. Close the gates as soon as you have finished asking the question.
- Practise this signal until pupils turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.
- Pupils should turn their heads towards their partners, not their whole body or chair.
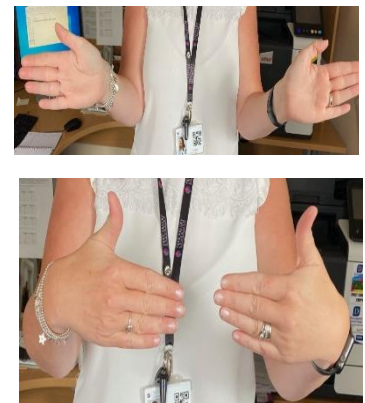
Restorative Practice Principles

All staff are to ensure a range of behaviour management strategies and techniques have been implemented, such as developing positive relationships, positive praise of the child and others, offering the child an alternative space to work/play, asking for the correct behaviour and allowing time for the child to discuss and explore behaviour with a trusted adult, before actioning the behaviour graduated response system.

When dealing with behaviour, staff, who are the first point of contact in an incident or report from a child, are expected to investigate thoroughly what has happened and allowing all children to feel heard and listened to. Suggested questions to support discussions:

- **Questions– For those who caused harm**
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- **Questions – For those who have been harmed**
- What did you think when you realised what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Once an incident has been fully investigated, the staff member needs to decide if a consequence needs applying and inform the class teacher. The class teacher is to record on the Class Behaviour Graduated Response spreadsheet and inform parent/carer at the end of the school day. If the child is not collected, the class teacher needs to ring home to inform once the children have all left.

Behaviour Graduated Response

EYFS

A traffic light system will be displayed in every class. All the children names/photos will be displayed. All children start the day on green. If a child displays a behaviour that does not follow the Pennyman values of Ready, Respectful, Safe, the class teacher/class support staff will decide if the behaviour needs a consequence applied and the child is moved to Orange. If further unacceptable behaviour continues, a child can be moved to red. If a child demonstrates ready, respectful or safe behaviour, the child can be moved from red to orange, or from orange to green.

Diamond Time: At the end of every day, every child will have 15 minutes of Diamond Time. If a child finishes the day on orange, they will have 5 minutes of their Diamond Time to reflect. If a child finishes the day on red, they will have 10 minutes of their Diamond Time to reflect. If a child in Reception has had three red faces across the day, they need to have five minutes or quiet reflection at the end of the day and a restorative conversation with an adult to understand. Diamond Time in EYFS is a time for promoting relationships through whole class/team games and should be purposefully planned.

KS1/KS2 (See appendix 2)

Each day is divided up into five sessions: before break, break time, after break, lunchtime and afternoon. Every child is awarded four positive points at the start of every session. If a child demonstrates a behaviour that is not ready, respectful or safe, the consequence will be to lose one positive point. The class teacher/adult in charge of the class for that session will record the reason why on the Class Behaviour Graduated Response spreadsheet. The spreadsheet will automatically deduct one point from the child's weekly total.

Reaching a Zero in One Session: If a child loses all four positive behaviour points in a session and reaches a zero, the class teacher will inform SLT and the child will be moved on to the next stage of the Behaviour Graduated Response. If the child is on a zero and goes on to lose another point in the same session, the class teacher can radio for SLT to collect the child for a period until the child has regulated themselves and is ready to return to class and continue their learning.

Instant Red Flag: An instant red flag can be given without going through the process of losing points. The child will be sent to an AHT. An instant red flag will be issued for incidents involving **severe** aggression or verbal attacks on others, swearing, damaging property with intent, spitting with intent or racist comments. Parents will always be informed of a red flag by an AHT by a phone call and recorded on CPOMS. This will instigate a move to the next stage on the Behaviour Graduated Response, the same as if the child has lost all four points in one session.

Break/Lunchtimes: Lunchtime Supervisors and staff on duties must demonstrate the Lunch and Break Behaviour Management strategies, as well as follow the same restorative practice principles of the academy's Positive Behaviour Approach, both detailed above. If children demonstrate behaviour that is not being ready, respectful or safe, the adult is to **write down** the name of the child and the

reason, and hand it over to the class teacher/adult in charge of the class at the end of the break/lunch for that adult to record on the Class Behaviour Graduated Response spreadsheet.

If you feel a child is becoming a danger to themselves or others you can radio for SLT support.

Weekly Positive Points Totals: When you enter the reason for lost points or a gained Pennyman Citizen point on the Class Behaviour Graduated Response spreadsheet, it will automatically update the weekly total which determines the activity on a Friday afternoon 2.00pm to 2.50pm. For every point above 100, the child will receive a Pennyman Citizen stamp in their Pennyman Values Passport (For further information see Miss Hall, Culture Lead).

101 and more	Diamond Time Activity AND a set of Ready, Respectful, Safe stamps in your Values Booklet for every point above 100
100	Diamond Time Activity
99	
98	
97	
96	Team Time Boxes
95	
94	20 minutes Team Time 30 minutes Emotional Regulation
93	
92	
91	
90 or less	Emotional Regulation

Friday Afternoon Diamond Time 2.00pm-2.50pm: Diamond Time is a vital part of academy life. Diamond Time enables every child to celebrate their demonstration of academy values through activities that promote the Trust Diamond Standards of Curiosity, Courage, Creativity, Commitment and Care. All adults timetabled to be in class during Diamond Time will be part of leading an activity. The Deputy Head Teacher responsible for behaviour will organise and communicate the activities and staffing plan each week. Children can choose each week, which activity, they would like to join. Once a child has joined an activity, they are to stay in that activity for the full session. Children can not swap to different activities part way through the session. Emotional Regulation is a purposefully planned session using the MyHappyMind resources, led by the Deputy Head Teacher responsible for behaviour, to help the children to build their resilience and develop strategies to manage their own emotions and choose a way to respond to situations that has the least negative consequences.

Where pupil behaviour escalates, individual behaviour plans will be put in place and regularly reviewed by staff, parents, and the child, as per the Behaviour Graduated Response, to ensure the most effective strategies are in place. External agencies may also support this process.

Academy radios are used should assistance with behaviour be required. All staff are expected to support during high level behaviour incidents, unless agreed otherwise by SLT. All staff are trained in positive handling and, where reasonable and proportionate, should use these techniques to maintain the safety of pupils and staff (see positive handling policy). If an incident has required

positive handling, all staff who administered positive handling should complete together the Physical Intervention Incident Report Form **(see appendix 3)** and upload to CPOMS.

SPECIFIC SUPPORT: WORKING WITH INDIVIDUAL PUPILS WITH COMPLEX NEEDS

At Pennyman, we recognise that some pupils require extra support and differentiated opportunities in order to meet their individual needs. This is a comprehensive but not exhaustive list of support mechanisms available:

- Managing Transition: Some of our pupils find transition times difficult (e.g. arriving at/leaving the academy, lunchtimes/moving between lessons). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the academy day.
- Visual Timetables: Individual or class visual timetables can be used to support pupils in class.
- Visual Support: Positive behaviour reminders, smiley face charts, emotions cards and PECs (Picture exchange communication system) can also be used. Adaptations for SEND pupils in EYFS and KS1 have been made. Some individual children, identified by SLT/SEND Team, will benefit from a Visual Positive Points Plan **(see Appendix 4)** with identified small step targets. These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- Sensory Support: Some of our pupils have complex sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour - a sensory profile can be completed by staff to identify a pupil's sensory needs and from this a targeted sensory support plan can be written to support the pupil. This may be written in conjunction with specialist occupational therapists.
- Social Stories: Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
- Behaviour Support Plans: These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- Intensive Interaction: A specialised approach is used to teach the pre-speech fundamentals of communication to pupils with Autism, SLD or multiple learning difficulties. This supports pupils who may be socially withdrawn by allowing trust to develop between them and staff.
- Therapies: At Pennyman we offer pupils 1:1 sessions with a qualified play therapist. We also use art, music, sensory and rebound therapy.
- A multi-agency approach where appropriate.

PUPIL MOBILE PHONES IN SCHOOL

This section has been written with due regard to DfE 'Mobile phones in schools: Guidance for schools on prohibiting the use of mobile phones throughout the school day (February 2024)'.

While we acknowledge a parent's right to allow their child to bring a mobile phone to school, Pennyman Primary Academy discourages pupils from bringing one to school. Children should only bring their phones into school if they are walking to school alone or walking home alone and they need to have them in case of an emergency. Your child(ren)'s phones will be kept in the school office

during the day, to ensure that they are kept safe and will avoid them being lost or damaged. **The school cannot be held responsible for the security of pupils' mobile phones at any time.**

- If pupils bring a mobile phone to school, the phone must be switched off until they leave the school premises at the end of the day.
- Pupils must hand their mobile phones to their class teacher on arrival at school.
- Pupils' mobile phones will be kept locked away until the end of the school day.
- If parents need to contact pupils for any reason during the school day, this should be done via the school office and not via the child's mobile phone.
- Mobile phones seen on the school premises being used at an inappropriate time will be confiscated immediately by a member of staff until the end of the day. At this time, it will be the responsibility of the parents to collect the phone from school, not the pupil. Pupils suspected of having a mobile phone **on their person** in school that they have not handed in will not be searched. Staff will ring parents/carers, explain the safeguarding risk this presents, and ask parents/carers to come and check.
- If a pupil is found taking photographs or video with a mobile phone of anyone, this will be regarded as a serious offence and disciplinary action will be taken including a meeting with parents.
- Mobile phones are not permitted on school trips or residential trips.

SUSPENSIONS AND PERMANENT EXCLUSIONS

Suspension and permanent exclusions are rarely used and only as an absolute last resort in extreme circumstances.

Our academies work closely with one another and other schools in the surrounding area to provide first day cover and support when a child is suspended for a fixed term.

Meetings are arranged for pupils at risk of suspension or permanent exclusion and emergency reviews for pupils with SEN and pupils looked after are organised. Suspensions and permanent exclusions can only be initiated by the head teacher. The DFE guidance, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England (September 2023)', will be followed in these circumstances.

The Chairs of the Trust Board and the Local Academy Committee will be advised of suspensions and permanent exclusions and parents will be fully informed of the reasons for permanent exclusion and their right of appeal. Wherever possible, parents will be consulted personally before this step is considered.

Depending on the reasons for suspension, pupils are either suspended fixed term from the academy or are suspended to another academy or school, and a member of staff would accompany them. The class teacher ensures that enough work is set for the length of the exclusion.

Informing parents: It is important to ensure parents are informed about their child/children's behaviour and attitude in the academy. Parents will also be informed of positive behaviour and any areas for development in behaviour via phone calls and the regular use of home school communication books.

SUPPORT AND TRAINING FOR ALL STAFF

Staff are trained annually in behaviour management training and physical intervention skills through training days. However, additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of the academy, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

This section has been written in due regard for DfE Guidance 'Behaviour in Schools Advice for headteachers and school staff (February 2024)'.

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

• when taking part in any school-organised or school-related activity
• when travelling to or from school
• when wearing school uniform
• when in some other way identifiable as a pupil at the school
• that could have repercussions for the orderly running of the school
• that poses a threat to another pupil
• that could adversely affect the reputation of the school

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

In response to non-criminal poor behaviour and bullying, which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, the academy will inform parents/carers of those involved. Victims will be advised to report the matter directly to the police. Pennyman Primary Academy support and collaborate regularly with the local PCSO team, Middlesbrough Council's Community Protection Service and Middlesbrough Council's School Transport Service to promote good behaviour.

Links to other relevant policies
The behaviour policy links to the following academy policies:
- Equality
- Child Protection
- Safeguarding
- Positive Handling
- Relationship and Health Education
- Anti-bullying

Appendix 1

Pennyman Values

Ready
Respectful
Safe

Pennyman
Primary Academy

Appendix 2

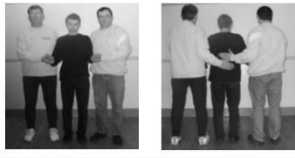| Stage	High level dysregulation Zeros	Low level dysregulation Lost Positive Points	Consequence	Parent/Carer involvement	Restoration	Monitoring
1	1st	Lost 25 points	Reflection for session	Phone call	Restorative conversation	Behaviour monitoring
2	2nd	Lost 50 points	Reflection next 2 days break and lunchtimes	Phone call	Restorative conversation	Behaviour monitoring
3	3rd	Lost 75 points	Reflection till 4pm.	Phone call	Restorative conversation	Added to Vulnerable List: Behaviour
4	4th	Lost 100 points	Reflection for morning/afternoon	Initial Behaviour Case Conference - HT/parent/pupil/mentor	Choose staff mentor	Start Behaviour Support plan/Risk Assessment
5	5th	Lost 125 points	Reflection for full day	Review Behaviour Case Conference - HT/parent/pupil/mentor	Staff Mentor Action Plan Daily regulation wellbeing checks	Review Behaviour Support Plan/Risk Assessment
6	6th	Lost 150 points	Trust reflection 1 day	Letter/Reintegration Meeting - HT/parent/pupil/mentor	Review Staff Mentor Action Plan Daily regulation wellbeing checks	Review Behaviour Support Plan/Risk Assessment
7	7th	Lost 175 points	Trust reflection 3 days	Letter/Reintegration Meeting - HT/parent/pupil/mentor	1 to 1 Emotional regulation intervention sessions x2 weekly	Review Behaviour Support Plan/Risk Assessment
8	8th	Lost 200 points	Trust reflection 1 week	Letter/Reintegration Meeting - HT/parent/pupil/mentor	1 to 1 Emotional regulation intervention sessions x3 weekly	Behaviour SEN stage as appropriate Review Behaviour Support Plan/Risk Assessment
9	9th	Lost 225 points	Half day suspension	Letter/Reintegration Meeting - HT/parent/pupil/mentor	1 to 1 Emotional regulation intervention sessions x4 weekly	Behaviour SEN stage as appropriate Review Behaviour Support Plan/Risk Assessment
10+	10th, 11th, 12th etc	Lost 250, 275, 300 etc	1 day suspension	Letter/Reintegration Meeting - HT/parent/pupil/mentor	1 to 1 Emotional regulation intervention sessions daily	Behaviour SEN stage as appropriate Review Behaviour Support Plan/Risk Assessment

Behaviour Graduated Response

Appendix 3

PENNYMAN PRIMARY ACADEMY
PHYSICAL INTERVENTION INCIDENT REPORT FORM

1. Your Name:	

2. Name of Person:	

3. Date and Time of Incident			
Date		Time	

4. Location of Incident

5. Why was it Necessary to Intervene		
☐ Harm to Self	☐ Harm to Others	☐ Damage to property
Other – Please specify		

6. Was any verbal reasoning / de-escalation used prior to the need to intervention?	
☐ Yes	☐ No

7. Were any weapons involved?	
☐ Yes	X No
If 'yes' please stipulate what type of weapon was involved:	

8. Did you rate the Risk Posed by the person as:		
☐ Low	Medium	☐ High

9. How would you Rate the Amount of Force Applied by You:		
☐ Low	☐ Medium	☐ High

10. How Did You Feel Prior to, During and Post the intervention

11. What Technique/s position did you use
(Please refer to Annex A and circle the technique / position used)

12. Who else was involved	
Name:	
Name:	

Name:	

13. Please list any injuries to you

1	
2	
3	

14. Please list any injuries to the child

1	
2	
3	

15. Your statement – what occurred in your own words

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

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

When intervention was used, please tick your primary role:
☐ Right arm
  ☐ Left arm
☐ Supervising

Please provide as much detail as possible below, including:

Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed and why), and after the incident (i.e. where child was relocated to and any injuries sustained).

Parent/ carer contacted and response

Name	
Signed	
Date	

Annex A –Techniques
/ Positions Used

1. Single-Person Escort / Prompt	2. Two Person- Holding Technique 1
3. Two Person Holding Technique 2	**4. Straight Arm Immobilisation**
5. Cupped Fist	**6. Seated Position**
7. Kneeling Position	

Appendix 4

Visual Positive Points Plan –

Week Beginning: ....

My Targets

| Target 1 | Target 2 | Target 3 |

My Positive Thoughts

| Positive 1 | Positive 2 | Positive 3 |

Monday	Tuesday	Wednesday	Thursday	Friday
Before Break 1 2 3 4 ☆	Before Break 1 2 3 4 ☆	Before Break 1 2 3 4 ☆	Before Break 1 2 3 4 ☆	Before Break 1 2 3 4 ☆
Break Time 1 2 3 4 ☆	Break Time 1 2 3 4 ☆	Break Time 1 2 3 4 ☆	Break Time 1 2 3 4 ☆	Break Time 1 2 3 4 ☆
After Break 1 2 3 4 ☆	After Break 1 2 3 4 ☆	After Break 1 2 3 4 ☆	After Break 1 2 3 4 ☆	After Break 1 2 3 4 ☆
Lunch Time 1 2 3 4 ☆	Lunch Time 1 2 3 4 ☆	Lunch Time 1 2 3 4 ☆	Lunch Time 1 2 3 4 ☆	Lunch Time 1 2 3 4 ☆
Afternoon 1 2 3 4 ☆	Afternoon 1 2 3 4 ☆	Afternoon 1 2 3 4 ☆	Afternoon 1 2 3 4 ☆	Afternoon 1 2 3 4 ☆

Total Positive Points Gained: