

Castle Academy

BEHAVIOUR POLICY



February 2021

BEHAVIOUR POLICY

Head Teacher	Lorna Beard
Operations Manager	Deborah Bell
Next Scheduled Review	February 2022



The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect children.

We, at EMAT, believe that schools play a crucial role in teaching pupils about sex and relationships, equality and diversity and modern citizenship as well as preparing them for the modern world. This is enacted through each school's culture, its curriculum, and all policies. We aim to give all pupils and staff a voice to enable them to act in a protective manner towards themselves and others. This includes developing a robust whistleblowing culture as well as fostering a culture of integrity and mutual respect.

We recognise that we have the responsibility of tackling sexual violence and harassment, instilling values in our stakeholders and encourage all to be driven by their strong moral compass. Like so much of education, our work must complement that undertaken by parents and carers so that young people receive a consistent message, and they can go about their lives free from harassment and abuse.

All of our schools will continue to engage with their stakeholders, listen to their concerns and signpost necessary support and provision within and beyond its schools. We ask that anyone who has experienced such behaviour, or who is suffering because of it, to report it to an appropriate adult either in the school or within the EMAT team so they can be supported, and steps can be taken to address the issue.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone or the issues raised. The dedicated **NSPCC helpline number is 0800 136 663 or by emailing help@nspcc.org.uk**

Staff members can also seek support from **Employee's Assist on 08000 305 182.**

If you are troubled about possible wrongdoing at work, please don't keep it to yourself. Our [Whistleblowing Policy](#) is there to reassure you that it is safe and acceptable to speak up and to enable you to raise any concern you may have at an early stage and in the right way. If you feel unable to raise the matter with your manager, for whatever reason, please raise the matter with:

- **EMAT Head of Governance & Compliance** – Monica Juan – monica.juan@emat.uk
- **EMAT Senior Workforce Planning & HRBP** – Ruhena Mahmood – Ruhena.mahmood@emat.uk

If you are unsure about raising a concern you can get free and independent advice from **Protect helpline on 020 3117 2520 or by emailing whistle@protect-advice.org.uk**

Rationale

The purpose of this policy is to enable all pupils to learn and make progress across the whole curriculum and school. All members of our school community are valued equally. We rely on a positive partnership between pupils, staff, parents and carers, visiting professionals and the wider community. We want pupils to be the best they can be, be successful, value their achievements, monitor their own progress and celebrate the success of others.

Aims

At Castle Academy, we aim to:

- provide a safe, secure and happy environment in which effective teaching and learning can take place
- ensure all our pupils attend school and are here on time every day
- be a nurturing community that fosters our core values of hope, pride, trust and respect
- motivate pupils to learn, be ambitious and enable them to improve on their personal best
- promote self-esteem and self-discipline
- develop a culture of mutual support, understanding, honesty and tolerance
- ensure that the emotional, social and learning needs of individuals are addressed appropriately
- ensure a consistent, positive approach to behaviour management across the school
- establish clear procedures for dealing with and managing unacceptable behaviour
- praise and reward good work, behaviour and attitudes

Our School Rules

- Ready
- Respectful
- Safe

We believe these simple rules encompass every behaviour we expect the members of our school community to display. Our school rules are displayed throughout the school and form the basis of individual classroom contracts at the beginning of each academic year. Pupils contribute to the development of these through discussions about what acceptable behaviour they want to see in their school. Rules and expectations are reinforced through all aspects of school life.

In addition to our School Rules we also promote specific values of the which are

- Respect
- Pride
- Trust
- Hope and Aspiration

Rewards and Positive Reinforcements

General Rewards

Pupils are rewarded by using:

- positive praise
- verbal and written feedback
- stickers
- additional 'golden' or play time
- class rewards/treats
- peer acknowledgement
- Recognition frames
- Token for books

In addition to these rewards, we have more specific awards, which encourage all pupils to participate fully in their own learning, and these are celebrated in Friday assemblies where parents of those pupils are invited to attend.

These may include:

- merit certificates
- remarkable reader
- golden writer
- marvellous mathematician
- sports person of the week
- certificate with the class with the highest attendance
- Postcards home

During the first Monday assembly of term, a member of the SLT, will promote a specific 'Learning Power' and then in subsequent Monday assemblies, a child from each class will be rewarded with a Learning Power Badge for displaying that value throughout the week.

House Points

All pupils and staff belong to a School House. There are four houses and each house has a House Captain from year 6. They are responsible for leading their house at events such as sports day.

House points are awarded for a variety of reasons to include good effort, progress, achievement, manners, initiative, supporting others, sporting or musical achievements.

Rewards are linked to house points. In EYFS and KS1, house points are represented for each pupil using smiley faces and once they have collected 10 on their chart, they receive a sticker on their house point card. In KS2 each pupil has a house point card that house points received are recorded on.

The pupils earn house points to receive a sticker or certificate in each level they are bronze, silver, gold and platinum. These are presented to the pupils in Friday assembly.

The house points achieved by all individuals contribute to the total points for their house, which are updated every week. The results for that week are shared in Friday assembly and at the

and the cup is displayed throughout the week with the winning house's-coloured ribbons. At end of the year, the House with the most points is awarded the cup.

Sanctions

It is our aim to use sanctions that are a logical consequence of unacceptable behaviour. Sanctions may be used to reinforce a rule. Pupils are encouraged to be aware of the reasons for rules and are given an opportunity to make amends.

As a school our aim is to deliver sanctions on the same day so each child can begin the next day with a clean slate.

Staff will aim to 'match' the level of their response to the degree of the seriousness of the misbehaviour and follow the school's steps in behaviour sanctions, so that pupils are aware that:

- their behaviour is being responded to fairly and appropriately
- if their behaviour is repeated it will be treated with increasing severity

Behaviour Chart

All classes have a behaviour chart, which displays three faces (red, amber and green). The visual and immediate nature of this system means it works across the whole school and the pupils know that the system is the same in whichever class they are in and whoever is teaching them.

- every pupil starts on the green face at the beginning of every day, if a pupil is on a red face they cannot move their name until the beginning of the next morning or afternoon
- **step 1** - if a pupil presents any low level negative behaviour they are given a reminder
- **step 2** - if the behaviour continues a warning is given and the pupils name is move onto the amber face
- **step 3** - if the behaviour continues another reminder is issued and the consequence explained – "I am giving you your final reminder, if I have to remind you again your name will be moved onto the red face."
- **step 4** - on the final warning the pupils name is moved onto the red face and the behaviour and consequences are explained:
 - using the pupil's name
 - clarifying unacceptable behaviour
 - outlining sanction (10 minutes time out)
 - always referring to the rules – visible from teaching space
 - clarify what behaviour you now expect to see
- **step 5** - the consequence of this is that a 10 minute timeout is given during break or lunchtime where the pupil reports to 'the wall' or they sit out for 10 minutes away from others.
- If the behaviour is deemed serious then a pupils name will be moved straight to the red face – **step 5**

All pupils who receive a timeout are recorded in the class behaviour book, which is monitored by the phase leaders and shared in Multi Agency meetings each week.

If pupil's behaviour continues to be a concern then the following steps will be followed:

- **step 6** – if pupils receive 3 timeouts within 1 week they will be sent to their Phase Team Leader's class with their work to complete and this will be recorded on My Concern.
- **step 7** – following that if pupils receives another 3 timeouts in quick succession but within a fortnight they will be sent to the Phase Leader to complete a think sheet and agree behaviour targets
- **step 8** – if pupils continue with inappropriate behaviour (and the previous steps have been completed) they are sent to the Principal, Vice Principal or SENCO (if pupils have been identified with a specific need) and is put on 'report' by the class teacher, at this point parents will be contacted and informed of this
- **step 9** – pupils failing to improve their behaviour and not complying with the targets on the report card will have an internal isolation, where they will have no contact with class or classmates / no break times or extra-curricular activities up to 5 days
- **step 10** – pupils who continue to not take responsibility for making changes to improve their behaviour may be excluded from school by the Principal

For pupils having difficulty to improve their behaviour or pupils with specific needs a **personal behaviour plan** will be written for them by the SENCO in conjunction with the pupil, class teacher and parents and this will be followed by all staff.

Sudden or unexpected changes in behaviour or work patterns can indicate a problem affecting a pupil. Staff need to be aware and sensitive to this.

At any stage, a pupil may be asked to leave the room immediately. He/she may be sent to another class or to a senior member of staff if their behaviour is deemed dangerous to themselves or others or excessively rude to adults. This may result in an immediate step 7 or 8 consequence.

Some pupils will need more than this to encourage acceptable behaviour. Each case will be dealt with individually.

Pupils should never miss work as a consequence of their behaviour. They should always be given the opportunity to catch up with work that has not been completed, in their own time including sending it home where appropriate.

Under the Education Act 1997, teachers and other approved staff will have the legal right to use reasonable force to prevent a pupil from:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disrupting good order or discipline

Staff who have been 'Team Teach' trained will be called if a pupil is in need of a physical intervention. All incidents will be recorded in the 'Bound and Numbered Book'. Both the pupil and staff members will be offered support if involved in a physical intervention. Within school, there is a rolling programme of 'Team Teach' training, where staff undertake training on positive handling theory, de-escalation skills and techniques.

Behaviour Expectations

Around school in general

At all times all staff should be positive role models to the pupils, parents and visitors at our school.

Expecting acceptable behaviour is the responsibility of all staff. All staff should reward pupils positive behaviour and challenge unacceptable behaviour no matter where they see it across the school, and in the wider community when out with our pupils.

To ignore inappropriate behaviour is to condone it.

All pupils should:

- knock on doors and then enter a room
- hold doors open for others
- be polite to each other and visitors
- walk, not run
- move about quietly
- show respect for our school environment

The classroom

All pupils should:

- come in and out of class quietly and in an orderly manner
- address the teacher by name (no Miss/Sir)
- sit quietly and listen to the person speaking without interrupting
- put their hands up to show that they wish to speak or during lessons wait for the teacher to ask for their response
- not distract or stop other pupils from learning
- ask permission when they leave the room so the teacher knows where they are
- behave appropriately to all the adults and pupils in the school

To help the pupils the staff should:

- follow the rewards and sanctions fairly for all pupils, setting clear expectations and boundaries
- continually observe and scan the behaviour in the class
- never accept inappropriate behaviour on any level
- be happy and positive
- know every day is a new day – ‘start with a clean slate every morning’ and don’t give pupils negative behaviour labels
- be aware of the pupils as individuals - know their needs, characters and any clashes of personality between class members
- give meaningful praise and encouragement during lessons
- keep a stimulating, purposeful and tidy classroom with up to date displays
- plan work carefully and match it to the needs of the pupils in your class, making sure the learning taking place has is engaging and has a purpose
- respond to work promptly
- diffuse potential incidents and situations before they occur and do not allow difficult situation to disrupt the learning
- listen and always investigate both sides of a story before acting on a situation

Assembly

The pupils should:

- be silent when they leave the classroom, assembly starts when they leave the room
- walk in an orderly manner into the room, holding doors open for one another
- have their hands by their sides and space out without touching each other
- sit silently facing the front with their arms folded and their legs crossed
- put their hands up to answer questions
- leave the hall with an adult and be silent
- understand that unacceptable behaviour is not tolerated and the consequence is that they will miss their playtime

To help the pupils staff should:

- leave enough time to prepare the class for assembly
- be punctual
- walk in silently without talking to the pupils
- keep a watchful eye on the pupils during assembly and if a pupil isn't following the rules catch their attention either by looking at them or moving towards them without disturbing the assembly
- ensure that any pupil who has been disruptive misses their whole playtime

Playtimes and Lunchtime

Pupils should:

- stay within the boundaries of the playground
- play together and not fight
- walk along covered areas, the courtyard and within the school building
- only go to the toilet if given a permission band and use the toilets for their proper use
- not enter the building or classrooms without permission
- play with the equipment appropriately and tidy away at the end of a session
- not climb on ramps or trees
- use the benches for sitting on
- stand still when the first whistles goes
- walk to their classes or lines on the second whistle
- respect and listen to any staff/pupil that is on duty at the time

To help the pupils staff should:

- wear a high visibility jacket so you are easy to see
- engage with the pupils and support play and activities
- be vigilant by watching for potential incidents and diffuse them before they start
- remind the pupils of the expectations and that they are responsible for following the rules

- listen to the pupils and not turn them away, what may seem trivial to an adult may be very important to a child
- be outside promptly at the beginning and end of each break (where applicable)
- always follow up incidents and don't ignore anything seen that breaks school rules
- always make sure that an adult blows the whistle and insists that they stop, stand still and then walk to their class or line
- inform class teachers of any incident involving a pupil or pupils in his/her class
- inform a senior member of staff of any serious incident and if possible lead those involved to the office

The dinner hall

Pupils should:

- walk in sensibly and quietly without disturbing or distracting those who are already eating
- pupils with a packed lunch should quietly collect their lunch box and fill the spaces on the benches
- pupils having hot lunch should line up for lunch quietly and responsibly
- speak politely to those adults who are serving or supervising in the hall and to pupils on duty
- stay seated and talk quietly to the pupils on their own table while they are eating their lunch
- put up their hands to show that they have finished their meal and wish to start pudding or have their lunch box checked
- tidy away and leave the hall quietly

To help the pupils staff should:

- engage with the pupils and encourage them to eat their lunches independently
- reward acceptable behaviour with verbal praise and stickers
- be vigilant so pupils needing help receive it
- inform class teachers of pupils you have concerns about not eating their lunch or haven't been provided with a healthy lunch

Lunchtimes can be a difficult time of the day and it is important to empower staff as much as possible, and so define their status in the eyes of the children. As adults working within the school environment they must demand and expect the same level of respect and co-operation as all other colleagues. A clear and understood system of rewards and sanctions is necessary to support this.

Staff on playtime or lunchtime duty record any incidents in the behaviour book, which will be checked weekly during Multi agency meeting.

Possible Strategies for Managing Behaviour

Positive Management	Steps 1 to Step 4	Steps 5 to Step 7	Beyond Step 7
Verbal praise	Friendly reminder	Pupil to work on own in the class	Pupil to be sent to the PTL to complete a think sheet and set behaviour targets
Stickers	Egg timer for decision making	Time out on the wall at playtime	Pupil to be put on report
House points	The 'quiet word'	Withdraw a privilege	Phone call or meeting with parent
Celebration of pupil's success	Move a pupil to another seat / carpet space	Pupil to work in another class	Internal isolation
Reward or treat	Moving names down on faces	Letter of apology	Principal to contact parents
Extra play	Explanation of the behaviour to stop and the positive behaviour to start	Completion of work in pupils own time	<i>(Exclusion)</i>

As a school, we promote emotional regulation to the children. Staff are encouraged to 'pick up their own tab' when dealing with challenging behaviour.

We aim to create certainty within school about the expectations of behaviour.

Staff to deal with behaviours so relationships and authority are not undermined. Adults deal with incidents and resolve conflict. If support is needed, we stand beside one another to show a united front.

When behaviour escalates, staff take the children back to the primary behaviour before tackling the secondary. Expectations around school are consistent and these are displayed in classrooms and around school. Individual behaviour plans are in place for children who display more challenging behaviours and staff know the expectations of these; we aim to apply this consistently throughout school. These are shared, explained, and if needed, modified with parents and carers. As a staff, we always aim to notice not just when children are displaying challenging behaviours but also positive ones.

If a child, or adult, is in a heightened state we will aim to give a chance for the situation to calm before it is dealt with. The child will be kept safe whilst this is happening. If there is not enough information to make a decision, we will investigate the incident, so every child feels heard and has a voice. As a staff, we aim to control and regulate our own emotions so we can model these to the children.

Around school, staff display and model desired behaviour. We focus positive attention on effort rather than achievement. Staff do not tell the child how the negative behaviour makes them feel and make every effort to not shout at the children as this shows a lack of emotional regulation.

When dealing with challenging behaviours, staff use the restorative five. We ask at least two but no more than 5. All staff have these questions in their lanyards to help with managing behaviours.

Areas Which Can Cause Conflict

The following areas can cause pupils to feel resentful if they do not have as much as their classmates do. It can also lead to them being tempted to steal or bully pupils into handing their belongings over. We want to prevent this at all costs and have therefore drawn up specific guidelines to lessen a 'have/have not' community.

Money: Pupils are not allowed to bring any money to school unless it is for "snack" or a school visit.

Sweets: Sweets are not allowed in school. Fruit is provided for pupils in EYFS and KS1 at morning break-time. KS2 pupils can bring a piece of fruit from home to eat during morning break-time.

Things from home: Occasionally a class teacher may ask pupils to bring in items from home to help with a class discussion or lesson. Pupils in KS1 may also bring in items for show and tell.

UNDER NO CIRCUMSTANCES WILL ELECTRONIC GAMES, TOYS OR MOBILE PHONES BE ALLOWED IN SCHOOL ALTHOUGH YEAR 5/6 ARE ABLE TO BRING IN A MOBILE PHONE, WHICH MUST BE HANDED INTO THE OFFICE WHEN REQUESTED.

Make up: Make up is forbidden in school. This includes nail varnish.

Jewellery: Only small stud earrings are allowed in school. This is for safety as well as practical reasons. Necklaces and chains are also forbidden, except for short chains with a small religious symbol.

The school accepts no liability for loss or damage to jewellery worn by pupils. Long hair must be tied up at school.

Start of the day and home times: Parents should supervise their children at these times and not allow them on play equipment for health and safety reasons.

We ask that all pupils leave school as soon as they are collected and that pupils who go home alone do not linger in the playground or outside the gate.

While pupils are in school uniform, we expect them to behave just as they would in school.

A member of staff will be outside when possible to monitor behaviour as the pupils enter and leave school. Staff are asked to see their classes to their relevant exits.

Special Educational Needs and Safeguarding

Our school acknowledges our legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN).

Managing Behaviour Outside of the School Premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Teachers may reasonably discipline a pupil for:

- any misbehaviour when the pupil is taking part in any school-organised or school-related activity or travelling to or from school, including on the school mini bus
- or misbehaviour at any time, whether or not the conditions above apply that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

Exclusion

Principles:

- Exclusions should only be used in School as a last resort and in response to serious breaches of school policy on behaviour or of the criminal law
- It should be clear that to allow a child to remain in School would be seriously detrimental to the education or welfare of that pupil, or to that of others at the school
- All reasonable steps should have been taken to avoid exclusion of a child and the steps set out in the Behaviour Policy should, in normal circumstances have been implemented
- A Principal can permanently exclude a child for a first offence, for example involving violence , but only after time to consider the incident in question
- Children with EHCPs and children who are looked after by the Local Authority should not be excluded except in exceptional circumstances.

The decision to exclude a pupil can only be taken by the Principal, or in her absence, by the most senior teacher. Castle Academy follow the DfE guidance *'Exclusion from maintained schools, academies and pupil referral units in England (Statutory guidance for those with legal responsibilities in relation to exclusion) September 2017*

Malicious Allegations against School Staff

Castle Academy takes malicious allegations against staff very seriously. These will be dealt with in accordance with this policy as appropriate.

Governing Body

The Governing Body is responsible for ensuring implementation and review of this policy.

Attachments

- EYFS and KSI house point cards
- KS2 house point cards
- Behaviour Sanctions display flow chart
- Think sheet
- Report card
- Behaviour Plan / Positive handling plan
- Restorative 5

Castle Academy Bronze House Point Chart

Name.....

Date started

Sticker

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Certificate

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Silver House Point Chart

Name.....

Date started

Sticker

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Certificate

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Name..... Date started

Sticker

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name.....

Date started

Certificate

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Castle Academy Platinum House Point Chart

Name.....

Date started

Sticker

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

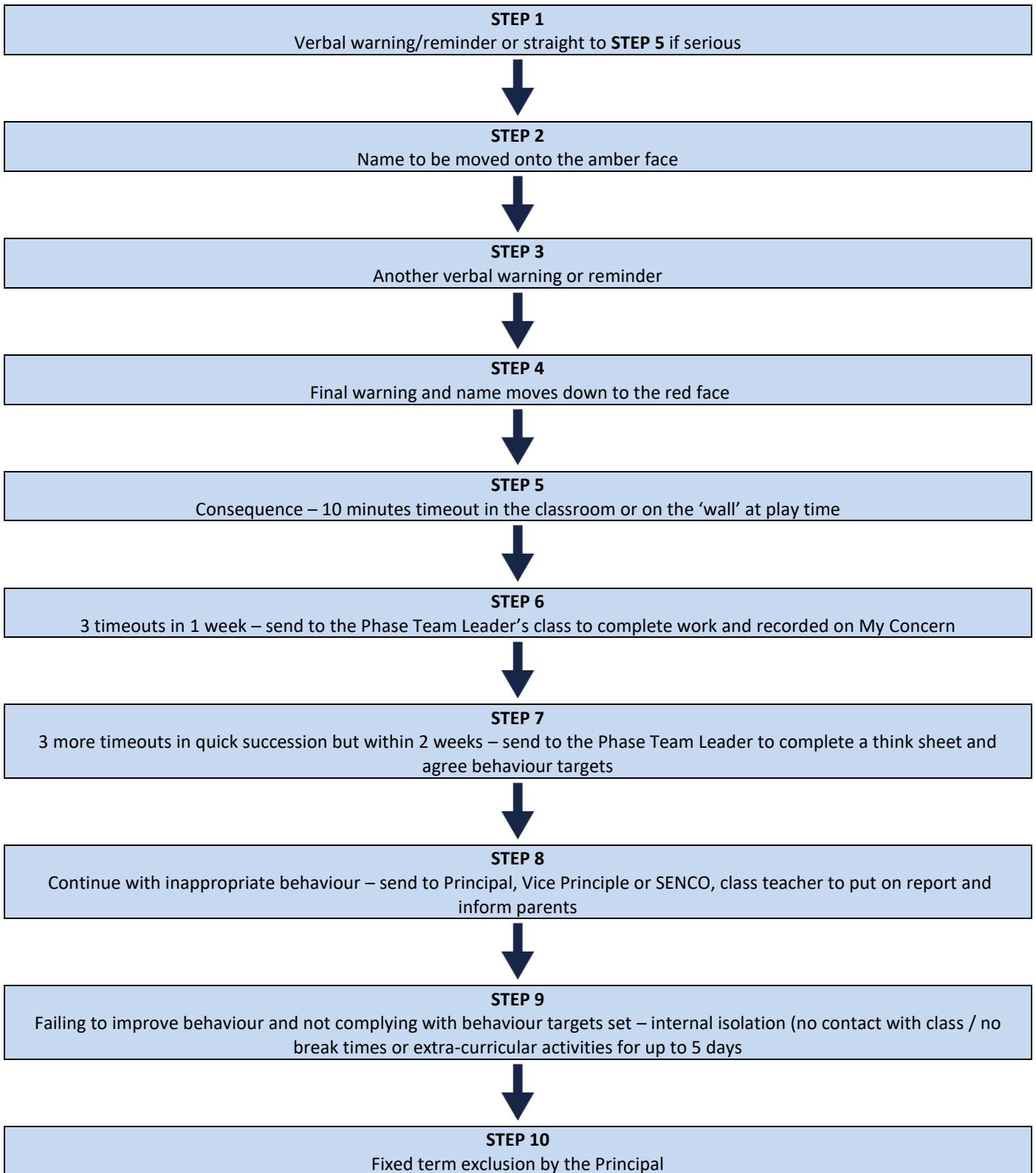
Castle Academy Platinum House Point Chart

Name..... Date started

Certificate

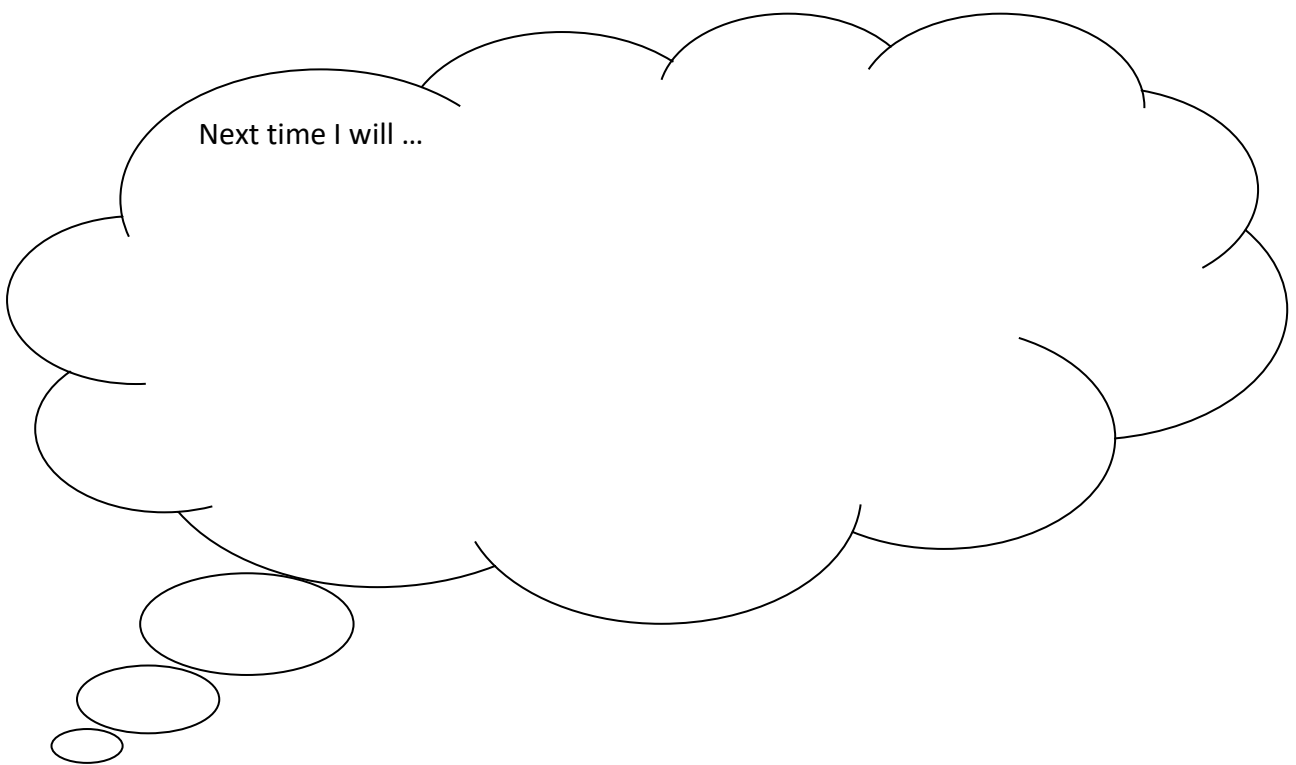
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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Castle Academy Behaviour Sanctions



Think Sheet

What did I do and why is that behaviour not acceptable?



My targets are...	I need to show an improvement by...	My teacher agrees that my behaviour has improved...

Monitoring report												
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	Name	Class	Date	Target 1	Target 2	Target 3

Date						

PM Reg	Lesson 3	Assembly	Total			
Pupil and teacher to grade together using key: 1 – unacceptable 2 – Improvement needed 3 – Good 4 - Brilliant						

Lunch						
Lesson 2						
Break						
Lesson 1						
Am Reg						



Day	Monday	Tuesday	Wednesday	Thursday	Friday	
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**CASTLE ACADEMY
POSITIVE HANDLING PLAN**

Name of Pupil:	NCY:
Date of Plan:	
Health and Safety Arrangements (Include medical and dietary requirements):	
Staff Involved in Plan (order of support):	
Triggers (common situations/behaviour known to result in the need for positive handling):	
Behaviour (description of observable behaviours)	

Step One (Positive Handling Strategies – preferred strategies to keep the situation calm)

- Verbal Support Repeat instructions Take up Time
 Time Out offered Time Out Directed Tactical Ignoring
 Controlled Choices Distraction Reassurance

Remind of:

- Rules, Rights, Responsibilities Remind of Consequences
 Remind of Successes

Other: (Humour, Provide jobs etc.) –

Success Reminders:

Controlled Choices:

Step Two: Physical Intervention Strategies (preferred strategies/Team Teach holds to be used)

Step Three: De-escalation Strategies (preferred strategies to be used to de-escalate situation)

Step Four: Praise (appropriate praise & reward can be offered to improve situation):

Step Five: Consequences (appropriate & agreed consequences to be issued after de-escalation):

Risk Assessment

Description of high risk behaviour

Proactive intervention to prevent risk

Early Intervention to manage risk

Reactive intervention to respond to adverse outcomes

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Frequency:	Hourly	Daily	Weekly	Monthly
Intention:	Deliberate	Accidental	Involuntary	Need for Control
Probability of Harm:	Improbable	Possible	Probable	Likely
<u>Flash points: (locations, times, and people at greatest risk):</u>				

Parent Signature: _____
 School Representative _____

Date: _____
 Review Date: _____

THE RESTORATIVE FIVE

Ask at least 2, no more than 5

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?

8. How can we do things differently in the future?