



Behaviour Policy



Approved by Governing Body on 30-3-17

Signed by Chair of Governors:

Head Teacher 

Date of Review: November 2019

Vision Statement

Opportunities for all
Realising the child's potential

Challenging and exciting

Holistic, happy and healthy

Aspirational

Recognising and celebrating achievements

Diversity and partnership

Mission Statement

Together with home and the community, we aim to provide a nurturing, challenging, high quality teaching and learning environment within a friendly, supportive multi-cultural setting. Encouraging children and staff to respect and value one another.

1. Rationale

The rationale of this policy statement permeates the whole ethos of the Orchard school. It reflects the core principles laid out in the school's vision and mission statement.

2. Principles and aims

The Orchard school believes in a positive approach to behaviour.

All behaviour is a method of communicating emotions and feelings. We believe that feelings are closely linked to behaviour and emotions are key to the learning process.

Behaviour management and support will be rooted in a clear understanding of each child's developmental stage .

Many of the pupils 's behaviours that are displayed have a communicative function, and are a way of communicating how they feel which may not always be appropriate. Therefore it is always important when a child is displaying inappropriate or challenging behaviour that the root cause is sought and addressed in order to change and modify the behaviour.

The Orchard School aims to:

- Enable all pupils to have access to a broad, balanced, stimulating and accessible curriculum
- Meet the needs of all pupils
- Provide an appropriate and recognisable means for pupils to communicate their basic needs
- Enable all pupils to gain an understanding of appropriate behaviour in a variety of settings
- Celebrate the achievements of all pupils as individuals in order to raise their self-esteem
- Prepare for the next phase of education and adult life

3. Roles and responsibilities

3.1 Staff of the Orchard School will:

- Create a happy, secure and stimulating learning environment
- Carefully plan lessons where activities and pace are varied, appropriate and meet individual needs

- Consistently maintain personalised communication systems (e.g. PECS, timetable, schedules, symbols, TASSELS, photographs etc.) appropriate to each pupil's level of understanding
- Set a good example to pupils through respect, courtesy, punctuality.
- Establish positive relationships with pupils
- Establish clear routines in the classroom, play areas and specialised rooms.
- Consistently follow agreed behaviour management approaches (The Orchard School use Team Teach)
- Maintain records of pupils responses and behaviour..
- Proactively develop and implement individual behaviour management plans for pupils, where necessary, through a multi-disciplinary approach
- Liaise closely with parents/carers and families to promote a consistent and supportive approach to behaviour management across home and school settings.

3.2 Governors of the Orchard school will:

- Develop and agree the core principles and expectations of the behaviour policy in consultation with staff
- Share the policy with parents and families
- Promote the consistent implementation of the behaviour policy and regularly review its effectiveness
- Support the development and training of staff

3.3 Parents and families will:

- Support the school in the consistent implementation of the behaviour policy
- Promptly share any concerns they have about their child's behaviour
- Collaborate with school staff to develop and review individual behaviour management plans as necessary

4. Classroom management strategies

4.1 Establish consistent routines and expectations through:

- Opportunities for all the class team to communicate and share concerns and solutions regarding classroom and individual behaviour
- Using a consistent approach across the day including break and lunch times

- Ensuring behaviour plans are shared and agreed across the classroom team and department
- Using visual prompts and support where appropriate
- Designing the classroom resources and equipment to suit the needs of the individuals
- Ensuring the timetable remains balanced and relevant to individuals development needs and understanding

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4.2 Promoting good behaviour -

The school uses a variety of strategies to encourage and promote good behaviour. These will be used development on the needs and development of the individual child. These strategies will be clearly outlined in the child's positive behaviour plan

4.3 Planned ignoring-

Ignoring the behaviour and **not** the child.

This is useful at times when a child may display negative behaviours in an attempt to gain attention. This is usually the first strategy to be used.

Planned ignoring should be used only when the child or others are not in immediate danger, the child is not becoming increasingly distressed or property is not being destroyed.

4.4 Distraction -The stimulus of a new resource, activity or change of staff will often help the child to refocus and can be used at times when negative behaviour is being displayed.

4.5 Re-direction- In giving a child a visual or verbal demand this can reinforce the desired behaviours and help the child regain focus.

4.6 Sensory diets - Short bursts of physical/sensory activity can often improve a child's focus prior to more focused tasks.

Rewards

The Orchard School recognise that all pupils will be rewarded for their positive behaviour thereby constantly reinforcing appropriate behaviours.

Rewards used will be:

- Age appropriate
- Meaningful to the individual child
- Developmental appropriate so that the child understands the reward system
- Where possible the child may be involved in selecting the reward

Reward Systems

- Praise
- Good work stamps - staff will complete a certificate which will be given to the pupils during assembly and taken home to be shared with their family
- Individual and personalised star charts
- Working towards charts
- Good work/celebration assemblies
- Pupil of the week certificates
- Positive comments in the home school diary .

Sanction Guidelines:

- Sanctions are relevant to the individual, taking into account their ability to understand the link between the behaviour and the consequence.
- Sanctions are sensitive to ethnic needs and cultural backgrounds.
- Sanctions do not involve taking an item from an individual that is deemed necessary for the individual's well-being (e.g. taking a comfort item from a child where this might negatively affect the child's emotional well-being).
- Sanctions are discussed within regular meetings and agreed by all parties as appropriate.
- Sanctions are, where possible, linked to "restorative justice" whereby the individual is able to "restore" an aspect of the impact that their negative behaviour has caused.
- Sanctions are implemented and occur within an appropriate timescale for the individual to be able to understand the consequence is from the behaviour.

Please note the following are strictly prohibited

- Withholding food, drink, physical comforts or any basic needs
- Shouting, use of sarcasm, demeaning language
- Locking in a room with or without supervision
- Exclusion from the classroom without supervision
- All forms of corporal punishment, including rough handling
- Being deprived of a school trip or event, unless there is a health and safety risk issue.

5. Functional analysis

Behaviour is a form of communication and generally falls into the categories detailed below.

Sensory- Children may engage in a behaviour they are seeking from one of their senses e.g. a child playing with their spit or constant rocking.

Escape- Negative behaviours that occur to escape/avoid a situation they are not comfortable with or to avoid a demand being placed upon them e.g. dropping to the floor.

Attention- A behaviour that occurs in order to gain attention from another person e.g. hitting a child that a supporting adult may be giving their attention to.

Tangible- This behaviour occurs to gain an actual object of desire e.g. becoming upset at leaving the toy area without a toy or object of desire.

Functional analysis of an individual child's behaviour can be achieved by:

- Discussions with class teams and where appropriate a member of SMT or a Team Teach Trainer
- Observations from class teams
- Development, implementation and review of specific interventions through a Positive Behaviour Support Plan
- STAR recording Form (Form B) - this will prove useful to chart the pattern of a behaviour; it may indicate triggers so that those situations can be reduced, modified or eliminated.
- Motivation Assessment Scale (Form C) - used to determine where a behaviour is most likely to occur; this can help in avoiding these situations
- Frequency Chart (Form D) - to assess the frequency of the programme.
- ABC Frequency chart (Form E) - to identify the antecedent to the behaviour and the trigger
- Reinforcement Inventory (Form E)
- The schools' Educational Psychologist is available to provide behavioural support and advice in school.

Positive Behaviour Support Plan

- Having identified and assessed the behaviour, an Individual Behaviour Support Plan (Appendix A) should be drawn up including the following elements: -
- **Staff involved** - comment who has been involved in writing and who it is has been shared with
- **Pre-escalation techniques** - what staff do to prevent undesired behaviour occurring.

- **Description of inappropriate behaviour**
- **Description of the Behaviour to be Taught** - what is the positive behaviour that needs to be taught
- **Appropriate Environment to Facilitate Learning** - all the adaptations to the environment that mean the behaviour being taught is more likely to occur. The term 'environment' is used in its broadest sense to cover every external factor that may affect the pupil's behaviour e.g. positioning in the classroom, reduction of auditory or visual distractions, the use of structure, such as daily schedules, the way in which people interact with the pupil, words which may act as triggers etc.
- **Positive Programme** - what does the pupil need so that s/he does not need the behaviour? Skills taught should be socially acceptable behaviours which serve the same function as, or replace the need for, the behaviour that has been targeted for reduction.
- **Reinforcement Procedure**: what reward will the student receive for appropriate behaviour, who will give it and how often?
- **Restrictive practices**: if a child uses a seating system with a belt on it, then specify what reason this is used, for how long and for what purpose .
- **Monitoring and review**
- **Reactive Strategies**: what will staff do if the behaviour to be reduced does occur? These procedures enable difficult situations to be dealt with as safely as possible. They do not teach the pupil new skills but they do enable staff to know how to react in the event of the behaviour occurring.
- **Recording Methods**: note how the frequency of the behaviour to be reduced and that to be increased will be recorded and by whom. Will weekly summary sheets be completed in order to chart progress? Examples of Recording methods can be seen in Appendix J.
- **Review Date**: when the programme will be reviewed and updated, completed or continued.

- Add review date of the plan, who will be responsible for monitoring and ensure it is dated and shared with the family

The Orchard School uses the Positive Behaviour plans to ensure that the strategies used for managing challenging pupils are proactive rather than reactive in order to prevent a crisis escalating.

Restrictive Physical Intervention (RPI) and the Use of Force

The use of physical intervention at the Orchard School is very low, however there may occasionally be the need to use an intervention. A physical intervention will only be used as a last resort and only when it is reasonable and absolutely necessary

The term reasonable forces, covers the broad range of actions used by most teachers at some point in their careers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.

- It should be **Reasonable in the circumstances**
- Control is defined as either passive physical contact (standing between pupils) or active physical contact - such as leading a pupil by the arm
- Restraint is defined as holding back physically or bringing a pupil under control

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Use of reasonable Force - Advice for Headteachers, staff and governing bodies DfE July 2013 reviewed 2015

Recording Restrictive Physical Interventions

Any physical intervention **must** be recorded on the Physical Intervention Record Form (Appendix G). These must be done immediately following an intervention and must be handed to the Head Teacher - Diane Ellingham who will enter the physical intervention into the school's Physical Intervention Log book. Failure to record this information will be treated under disciplinary rules. The recording of interventions is necessary to monitor the situation with each child and to provide protection for staff involved.

Following a physical intervention staff will receive support and an opportunity for a debrief. It is recognised that having to undertake such an intervention is very stressful to the staff involved and staff often need time to unload. Time must also be given after the situation has calmed for the child, where appropriate, to be able to talk about the situation and their feelings. This may prove difficult for some children but staff must endeavour wherever possible to provide this opportunity.

It is the responsibility of the Head Teacher to monitor the use of physical interventions in the school. Where a number have occurred with an individual child it may be necessary to revisit the child's behaviour plan.

Where escorted walks are used with a child or where self-defence strategies are used e.g. for biting, hair pulling etc. this must be recorded on the relevant form (Appendix I).

Team Teach

The school adopted the Team Teach approach to positive handling of pupils. It is accredited by the institute of Conflict Management. Team Teach, like the school, believes in that physical intervention should form only a very minor role in dealing with children who challenge. Physical intervention strategies are only justified if:

1. The individual is causing damage to him/herself or others or serious damage to property.
2. The information is shared to families and all staff working with the pupil for the implementation of the techniques
3. Staff concerned have received training in appropriate physical intervention strategies
4. Reasonable proportionate and necessary in line with a positive behaviour management programme
5. The strategies are detailed in an Individual Physical Intervention Plan (Appendix G)

Lisa Ashton, Diane Ellingham, Louisa Stevens and Ashley Davis are Team Teach Intermediate tutors and will undertake appropriate training with all staff.

Physical Intervention in Unforeseen Circumstances

In the rare event of an emergency situation occurring where there is no agreed programme in place, but physical intervention is needed, school staff will be expected to do a 'Dynamic risk assessment' of the situation. Physical intervention in unforeseen circumstances will only be carried out once. Following

the intervention this must be recorded following the same process for all physical interventions (appendix H) and then a physical intervention plan written and shared with all professionals working with the child and parents and family (appendix G)

Restrictive movement in seating

Some children require specialised seating to allow access to their learning or correct their seating position. In order to ensure health and safety, children may need the use of a lap strap or similar to secure their seating position. Any child who is secured in a chair, will be continually monitored to the length of time they are seated and restricted. The reasons for this are clearly laid out in their positive behaviour plan and are reviewed on a regular basis

Risk Assessments

In the majority of cases strategies for minimalizing risks are included as part of the child's behaviour plan and physical intervention plan. In extreme cases a separate risk assessment will be produced on a child where there is considerable health and safety risk to children or staff.

Support For Staff

Staff may feel that when they may need to discuss their concerns about a child's behaviour, that this is considered desirable and good practice and they should seek to see a senior member of staff when required. In particular, following an incident of aggression against a member of staff. All aggression against staff will be recorded. In the case of minor injuries e.g. scratch staff are required to complete the minor injuries form. Where there is a more serious injury e.g. a bite which has broken the skin a violence to employees' form must be completed and sent to the LA. Staff are encouraged to ensure they are covered by up to date vaccinations and school have a rolling programme of vaccinating for Hepatitis B.

Exclusions

Exclusion is only exercised as a last resort when all over strategies have been used and is in response to a series breach of school discipline. Please refer to the Sandwell Council Statement on pupil Exclusions which The Orchard School have adopted.

This policy needs to be read in conjunction with the following policies:

Exclusion

Safeguarding

Child Protection

Whistle Blowing

Anti-bullying

Health and Safety

Staff Code of Conduct

Compliments and Complaints

Use of Reasonable Force Advice (DfE)

APPENDICES

Appendix A	Positive Behaviour Support Plan
Appendix B	Star Recording Form
Appendix C	Motivation Assessment Scale
Appendix D	Frequency Chart
Appendix E	ABC Frequency Chart
Appendix F	Reinforcement Inventory
Appendix G	Individual Physical Intervention Plan
Appendix H	Record of Physical Intervention Form
Appendix I	Record of escorted walks and self defence Strategies



Positive Behaviour Support Plan

Name of child:-		Completion date:-	
Staff involved in completion:-			
Shared with: (please tick as appropriate)	Yes	No	Comment/Date
Class team			
Department			
Whole school			
MDS			
Multi agency team – list :			
Parents/Carers			
Others – list			

Pre – escalation techniques – what is currently used to prevent any undesired behaviours
Description of inappropriate behaviour
Description of behaviour to be taught – positive behaviour to be taught

De – escalation strategies to be used

Appropriate environment to facilitate learning – e.g. adaptations to the environment, interactional styles etc.

Positive programme – how you will teach the new behaviour(s) and therefore reduce the incidence of problem behaviours...

Reinforcement procedure – the reward the child will receive for appropriate behaviour, who will give it and how.

Restrictive practices – what is used, how long and for what purpose?

Reactive strategies – what to do when the behaviours continues to occur.

May include a physical intervention if absolutely necessary – complete a separate physical intervention plan

Recording methods.

Review date

Responsibility of monitoring plan

Signature

Appendix B



STAR RECORDING FORM

Name of child: -

Behaviour to be observed: - e.g. disruptive mealtime, including throwing food, cutlery & plates

DATE	SETTING	TRIGGER	ACTION	RESULT
<u>Example</u>	Martin upset when taken to hall. Unsettled morning. Usual co-educator off sick. On way had been shouted at by another child. Hall very noisy.	Another child pushed in front of Martin to be seated.	Martin threw cutlery and dinner at the child, picked up another dinner plate and threw it.	Martin escorted from the dining-room to sit on a chair until calm. Returned to have his dinner.

Appendix C



MOTIVATION ASSESSMENT SCALE

Name of child: -

Date of completion: -

Setting Description: -

Completed by: -

The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behave in a certain way. From this information, more informed decisions can be made concerning the selection of appropriate interventions and rewards. To complete the Motivation Assessment Scale, ensure that you have defined the behaviour to be assessed very specifically. As one behaviour can serve more than one function, try to identify the setting in which the behaviour causes the most concern – this may be general, such as ‘the classroom’, or it may be more specific, such as ‘at registration time’.

Once you have identified the behaviour specifically, along with the setting, read each question carefully and circle the one number that best describes your observations of the behaviour.

Question	Never	Almost never	Seldom	Half the time	Almost always	Always
1. Would the behaviour occur continuously, over and over, if the child was left alone for long periods of time, e.g. for several hours?	1	2	3	4	5	6
2. Does the behaviour occur following a request to perform a difficult task?	1	2	3	4	5	6
3. Does the behaviour seem to occur in response to you talking to other persons in the room?	1	2	3	4	5	6
4. Does the behaviour ever occur to get a toy, food, or activity that this child has been told s/he cannot have?	1	2	3	4	5	6
5. Would the behaviour occur repeatedly, in the same way, for very long periods of time, if no-one was around (e.g. rocking back & forth)?	1	2	3	4	5	6
6. Does the behaviour occur when any request is made of the child?	1	2	3	4	5	6
7. Does the behaviour occur whenever you stop attending to the child?	1	2	3	4	5	6
8. Does the behaviour occur when you take away a favourite food or activity?	1	2	3	4	5	6
	1	2	3	4	5	6

Question	Never	Almost never	Seldom	Half the time	Almost always	Always
9. Does it appear to you that this child enjoys performing the behaviour? (It feels, tastes, looks, smells, sounds, pleasing?)	1	2	3	4	5	6
10. Does the child seem to perform the behaviour when you are trying to get him/her to do what you have asked?	1	2	3	4	5	6
11. Does this child seem to perform the behaviour to upset or annoy you when you are not paying attention to him/her? (e.g. Were you interacting with someone else?)	1	2	3	4	5	6
12. Does the behaviour stop occurring shortly after you give the child the toy, food, or activity that s/he wants?	1	2	3	4	5	6
13. When the behaviour is occurring, does the child seem calm and unaware of anything else going on around?	1	2	3	4	5	6
14. Does the behaviour stop occurring shortly after you stop working with the child? (1 – 5 minutes)	1	2	3	4	5	6
15. Does the child seem to perform the behaviour to get you to spend some time with him/her?	1	2	3	4	5	6
16. Does the behaviour seem to occur when the child has been told s/he cannot do something s/he had wanted to do?	1	2	3	4	5	6

Scoring: -

Scoring categories Questions Nos. & scores	Sensory	Escape	Attention	Tangible
	1	2	3	4
	5	6	7	8
	9	10	11	12
	13	14	15	16
Total scores =				
Mean score =				
Relative rankings =				

Add your total scores for each question in each category and complete the space next to the question number. Add the scores for each category. Calculate the mean for each category. Use the mean scores to place into rank order. You should then be able to ascertain the reasons for the child's behaviour – are they of a sensory nature, are they a means of escape, to attract attention, or to obtain something tangible.

Appendix D



FORM D - FREQUENCY CHART

Name of child: -

Week ending: -

Put a tick for each incident in the appropriately timed 15-minute box.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.45					
9.00					
9.15					
9.30					
9.45					
10.00					
10.15					
10.30					
10.45					
11.00					
11.15					
11.30					
11.45					
12.00					
12.15					
12.30					
12.45					
1.00					
1.15					
1.30					
1.45					
2.00					
2.15					
2.30					
2.45					
3.00					
3.15					

Total number of recorded incidents: -



ABC - FREQUENCY CHART

Name of child:-

Date : .

Key

e.g.

Target work – TW

In wheelchair - WH

Scratching – S

Biting - B

Time	Antecedent (location, activity)	Behaviour	Consequence
8.45			
9.00			
9.15			
9.30			
9.45			
10.00			
10.15			
10.30			
10.45			
11.00			
11.15			
11.30			
11.45			
12.00			
12.15			
12.30			
12.45			
1.00			
1.15			

1.30			
1.45			
2.00			
2.15			



REINFORCEMENT INVENTORY

The purpose of this form is to identify all the activities and items an individual child enjoys.

Name of child: -

Families and Carers – please complete this form as fully as you can.

Teachers – complete the forms as fully as you can, taking into account information sent in from home. If there are any activities about which you are unsure make a list and try to find an opportunity to try them out.

<u>Description of potentially reinforcement events</u>	not at all	a little	a fair amount	much	very much
A. FOOD ITEMS					
1. Sweets / chocolate					
What kind?					
a.					
b.					
c.					
2. Ice-Cream					
What kind?					
a.					
b.					
3. Fruit					
4. Potato crisps					
5. Cake					
6. Biscuits					
7. Drinks					
What kind?					
a.					
b.					
8. Other foods					
a.					
b.					

c.					
d.					
B. TOYS & PLAYTHINGS					
1. Racing cars					
2. Electric trains					
3. Bicycle					
4. Skate board					
5. Playing with dolls					
6. Make-up & dressing up toys					
7. Construction toys					
8. Other toys					
a.					
b.					
C. ENTERTAINMENT					
1. Watching television					
Favourite programmes					
a.					
b.					
2. Videos					
a.					
b.					
3. Films					
a.					
b.					
4. Listening to music					
Favourite programmes?					
a.					
b.					
D. SPORTS & GAMES					
1. Playing football with children					
2. Playing football with families					
3. Swimming					
4. Bike riding					
5. Skating					
6. Skiing					
7. Horse-riding					
8. Tennis					
9. Hiking					

10. Skate-boarding					
11. Games – specify					
a.					
12. Computer games					
13. Video games					
14. Competitive games					
15. Other					
a.					
b.					
E. MUSIC / ARTS / CRAFTS					
1. Playing a musical instrument					
a.					
b.					
2. Singing					
3. Dancing					
4. Drawing					
5. Building models					
6. Working with tools					
7. Working with clay					
8. Musical group					
9. Other					
a.					
b.					
F. EXCURSIONS / COMMUNITY					
1. Riding in car					
2. Going to work with parent					
3. Visiting grand families / relatives					
4. Visit to beach					
5. Picnic					
6. Holiday					
7. Bus / train					
8. Going out for dinner					
9. Visit a friend – who?					
10. Visit a city – where?					
11. Visit a museum					
12. Going to shops – where?					
13. Going for a walk					
14. Going to the library					

15. Visit amusement park					
16. Other					
a.					
b.					
G. SOCIAL / INTERACTION					
1. Playing with others – whom?					
2. Being praised – by whom?					
3. Being hugged and kissed					
4. Being tickled					
5. Group activities – scouts, clubs					
6. Talking with others					
7. Joking					
8. party for friends					
9. Taking friends out					
10. Happy faces, smiles					
11. Others -?					
H. ACADEMIC / CLASSROOM					
1. Learning a new language					
2. Taking piano lessons					
3. Reading					
4. Being read to					
5. Looking at books					
6. Spelling					
7. Science					
8. Writing					
9. Physical Education					
10. Maths.					
11. Going to school					
12. Riding the bus to school					
13. Doing homework					
14. Helping teacher					
15. Helping others					
16. Classroom monitor					
17. Free time					
18. Listen to music					
19. Individual conversation					
20. Getting a drink or snack					
21. Helping another child					

22. Other					
a.					
b.					
I. DOMESTIC ACTIVITIES					
1. Setting the table					
2. Making the bed					
3. Baking					
4. Repairing or building					
5. Working in the garden					
6. Going on errands					
7. Cooking					
8. Washing or working on the car					
9. Sewing					
10. Shopping					
11. Preparing a menu					
12. Exempt from a domestic activity					
J. PERSONAL APPEARANCE					
1. Getting new clothes					
2. Putting on make-up					
3. Buying make-up					
4. Wearing special clothes					
5. Dressing in a costume					
6. Wearing others' clothing					
7. Getting a haircut					
8. Going to the beauty parlour					
9. Manicure					
10. Pedicure					
11. Massage					
12. Wearing perfume or cologne					
13. Wearing jewellery					
14. Purchasing jewellery					
15. Having picture taken					
16. Others					
a.					
b.					
K. OTHER EVENTS & ACTIVITIES					

1. Staying up past bedtime					
2. Earning money					
3. Having free time					
4. Having a pet					
5. Feeding the pet					
6. Having or going to a party					
7. Taking a bath or shower					
8. Listening to stories					
9. Having friend to visit					
10. Talking into a tape recorder					
11. Decorating own room					
12. Plan the day activities					
13. Public display of work / progress					
14. Choosing own bedtime					
15. Sleeping late					
16. Subscription to special magazine					
17. No nagging by others					
18. Attention given in a group					
19. Period with no supervision					
20. Other					
a.					
b.					
c.					
d.					
L. TOKEN REWARDS					
1. Stars on a chart					
2. Happy / smiley faces					
3. Special badges					
4. Grades					
5. Certificates					
6. Mention in assembly					
7. Signatures on report card					
8. 'correct' marked on a page					
9. Points					
10. Numbers					
11. Money					
12. Play money					
13. Gift token					

14. Letters / reports home to parent					
M. OTHER					
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					

List below the events or activities the child does more than: -

5 times a day	10 times a day
15 times a day	20 times a day

How much time does the child spend on the following activities, in hours and minutes in any one day?

Watching television?	Sleeping?
Listening to music?	Alone?
Playing with others?	Reading?
Playing with toys?	Playing alone?
Talking on the telephone?	Organized sports?
Sitting around?	Eating?
Random activity?	

What is the child's most favourite thing to do?

What is the child's least favourite thing to do?

What does the child ask for most?

What does the child complain about most?

What does the child seem to try to avoid the most?



PHYSICAL INTERVENTION PLAN

Name of child: -

Date: -

Prepared & recorded by: -

Rationale

Physical interventions are only used as a last resort, when all other strategies have failed, in the following situations: -

- when a child is endangering him/herself
- when a child is endangering others
- when a child is posing a **serious** threat to property

Any time a physical intervention is required, it should always begin with the least amount of force. If more control becomes necessary, then more restrictive techniques are applied. This approach, known as gradient control, reduces the likelihood of injury to the child.

The physical interventions to be used with the child are taken mainly from the Team Teach approach, with some techniques from the Strategies for Crisis Intervention (S.C.I.P.). These interventions are designed to be non-threatening to the child, maintaining his/her dignity whilst ensuring the safety of others in the environment.

Physical intervention procedures: -

Review date: -

These Procedures have been discussed, agreed & signed by: -

Families / Carers: -

Date: -

Head Teacher: -

Date: -

Class Teacher: -

Date: -

Educational Psychologist: -

Date: -

Appendix H

Record of Incident requiring Restrictive Physical Intervention

Name of Pupil:		Person Recording the Intervention:	
Date of Incident:		Time of Incident: am/pm	
Log Book Number:		Page in Log Book:	
Location of Incident:			
Staff Members Involved:	Active/Passive	Designation	
_____	Act () Pass ()	T LSP ST HT	
_____	Act () Pass ()	T LSP ST HT	
_____	Act () Pass ()	T LSP ST HT	
_____	Act () Pass ()	T LSP ST HT	
_____	Act () Pass ()	T LSP ST HT	
_____	Act () Pass ()	T LSP ST HT	
Other Witnesses to Intervention:			
De-escalation Techniques used:			
Verbal support ()	Space given ()	Reassurance ()	Redirection ()
Calm talking ()	Time out ()	Planned ignoring ()	Distraction ()
Other:			
Response to De-escalation: Positive () Negative ()			
Reasons for Intervention: (tick all appropriate reasons)			
Immediate/potential danger to child ()		Immediate/potential danger to others ()	
Serious damage to property ()		Other (please state)	
What happened prior to Intervention:			
Techniques used in Intervention:			

Position: Standing () Sitting () Ground ()	
Is the intervention an agreed strategy linked to the Behaviour Management Plan? Yes/No	
Details of Incident:	
Duration of Incident: Hrs Mins	Duration of Intervention: Mins
Medical Intervention: (circle all appropriate areas)	
Breathing monitored: Yes/No	
Circulation monitored: Yes/No	
Injuries to pupil: Yes/No If so what?	Injuries to staff: Yes/No If so what?
Accident form completed? Yes/No	Violence to employees form completed? Yes/No
Seen by (circle): F/Aider School nurse GP Casualty	Seen by (circle): F/Aider GP Casualty
Action Taken after the Incident:	
Alterations made to behaviour plan: Yes/No If so what?	
Staff debrief completed: Yes/No (completed by the Head/Deputy Teacher)	Pupil debrief completed: Yes/No
Staff signature(s)	Date:
Head Teacher signature	Date:
Notifications:	

Appendix I

Escorted walks and self-defence strategies

Date	Adult/ child	Friendly Escort walk	Single elbow/or 2 person Single elbow	TT Bite technique	TT hair Pull Technique	Other interventions	comments

